

**Target Need Area:**  
*Education/Preparation/Job Skills*

## Overview

National Center for Education Statistics (<http://nces.ed.gov/edstats/>) provided the following background information about the national state of Education/Preparation/Job Skills:

Enrollment in elementary and secondary schools grew rapidly in the 1950s and 1960s and reached a peak in 1971. This increase can be attributed to the baby boom, which followed World War II. From 1971 to 1984, total school enrollment decreased every year. In 1985, enrollment started increasing again, reaching record enrollments in the mid-1990s. Public school enrollment in kindergarten through eighth grade rose from 29.9 million in fall 1990 to approximately 33.8 million in fall 2002. Enrollment in the upper grades rose from 11.3 million in 1990 to 13.9 million in 2002. Increases at the secondary school level can be anticipated over the next ten years.

College enrollment decreased from 14.5 million in fall 1992 to 14.3 million in Fall 1995 but has been increasing since then. Total college enrollment is expected to increase for the next ten years.

Educational attainment has risen in the adult population. In 2001, 84% of the population 25 years old and over had completed high school and 26% had completed four or more years of college. In 2001, six percent of persons in the same age group held a master's degree as their highest degree and one percent held a professional degree (e.g. medicine or law) and one percent held a doctorate degree.

Education expenditures were about \$745 billion for the 2001-02 school year with about 61% going to elementary and secondary schools and 39% going to colleges and universities. This was about 7.4% of the gross domestic product.

Adults with higher levels of education are more likely to participate in the labor force. About 79% of adults, 25 years old and over with a bachelor's degree or higher, participated in the labor force in 2001 compared with 64% of persons who had completed high school. In the age group of 25 and older, 44% of those who did not complete high school were in the labor force. The labor force participation rates for Blacks and Hispanics age 25 and older with high school diplomas were higher than the rates for all other people with similar levels of education.

People with lower educational attainment were more likely to be unemployed than those with higher levels. In 2001, the unemployment rates for adults who had not completed high school was 7.3 percent compared with 4.2 percent for those with four years of high school and 2.3 percent for those with a bachelor's degree or higher.

In their report, *Overview of Education in Texas (1998)*, the Texas Kids Count Project described the current status and challenges of education in the state. The report noted that almost half of all students in Texas were considered to be 'economically disadvantaged' (family income does not exceed 185% of the poverty line). Twelve percent of all students were in bilingual or English-as-a-Second Language (ESL) education program. Twelve percent were in special education program, 17% in career and technology education, and eight percent were considered gifted and talented.

In Texas, there were 3.4 million individuals functioning at or below the literacy level, and more than 1.4 million are categorized as being limited English proficient. The statistics for school dropouts and completion continue to be confusing and controversial. Changes in how dropouts have been counted continue to make comparisons

over time inaccurate. Longitudinal dropout rates, however, suggest declining dropout rates in the last several years.

Other education issues include school finance, children with special challenges, violence in schools, parental and family involvement, school facilities, school-community partnerships, and others.

<http://www.cppp.org/kidscount/education/overview.html>

## Part I. Summary of the Results

**Part I. Summary of the Results** are presented in charts that show converging perspectives on key indicators used to explore the Target Need Area. Key indicators are presented in the chart along with a brief summary conclusion based on an analysis of patterns of convergence between different perspectives used in this study. Key indicators are pieces of information, facts, or statistics that provide insight into the condition of a Target Need Area in the community. The intent of this section is to summarize the analysis of the key indicators from all the different methods used in this project. Brief findings are found in the left column of the chart. More detailed findings are presented in **Part V. Findings and Conclusions**.

Specific indicators were selected based on previous research. A brief review of key indicators selected for inclusion in this chart follows:

- **Indicators of Educational Attainment**  
Educational attainment provides a key advantage to individuals during their search for jobs and pursuit of economic and life opportunities. The indicators of educational attainment selected for this report are:
  - High School Graduation
  - College and Graduate School Attainment
  
- **Indicators of Literacy**  
Individuals are more likely to find satisfying jobs when they have literacy skills. The indicators of literacy selected for this report are:
  - Literacy Rates
  - English Second Language
  
- **Indicators of Employment opportunities**  
Employment provides the means for which resources are attained for households and families. The indicators of employment opportunities selected for this report are:
  - Job Industry (Shift Share Analysis)
  - Job Training efforts
  - Job Availability/Unemployment

<b>Concern</b>	<b>Personal Perspectives</b>		<b>Archival Context</b>	
	<b>Education/Job Skills</b>	<b>Citizens<sup>1</sup></b>	<b>Informants</b>	<b>Archival</b>
<p><b>School Dropout</b> <i>The percentage of dropouts in the 12CR is .2% greater than that of the state. The percentage of high school graduates is similar to that of the state.</i></p> <p><b>High School Attainment</b> <i>The percentage of high school graduates is similar to that of the state.</i></p>	<p>Up to 12.8% of households reported education below high school graduation.</p> <p>Up to 33.3% of households report having attained high school graduation.</p>	<p>90% of KI describe school failure as a major problem faced by children in the 12CR.</p>	<p>6.4% of the students in the 12CR dropped out of school.</p> <p>84.35% of the eligible students in the 12CR graduated from high school.</p>	<p>6.2% of the students in the state dropped out of school.</p> <p>81.1% of the eligible students in the state graduated from high school</p>
<p><b>College education</b> <i>The percentages of the population with either some college or an associate's degree is similar in the 12CR and the state.</i></p> <p><i>The percentage of bachelor degrees in the area is greater than the state, but there are fewer people with some graduate hours.</i></p>	<p>Up to 31.2% of responding households reported attaining a college education.</p>		<p>Of the area population, 23.3% have some college, 5.1% have an associate's degree, 10.6% have a bachelor's degree and 5.9% have some graduate hours.</p>	<p>Of the area population, 22.4% have some college, 5.2% have an associate's degree, 7.6% have a bachelor's degree and 7.6% have some graduate hours.</p>
<p><b>Literacy</b> <i>The 12CR has a 29.3% greater percentage of individuals that are considered Level One literacy when compared to the state. This means that they do not have the full range of economic, social, and personal options that are open to Americans with higher levels of literacy skills.</i></p>	<p>Up to 5.9% reported needing help with basic literacy.</p>	<p>82% report that up to 50% of citizens in their county need help with basic literacy.</p>	<p>28.5% of households in 12CR have individuals identified as functioning at level 1 literacy levels.</p>	<p>23.0% of Texas households have individuals identified as functioning at level 1 literacy level.</p>
<p><b>English/Second Language</b> <i>English is the second language of over 40% of the population in the 12CR compared to just over 30% at the state level.</i></p>	<p>Up to 3.3% of households reported Spanish being primary language spoken at home.</p>	<p>73% of KI report up to 50% of citizens speak English as a second language.</p>	<p>42.6% of the population over 25 primarily speaks a language other than English at their home. In the 12CR, this is overwhelmingly Spanish.</p>	<p>31% of the Texas population over 25 primarily speaks a language other than English at home.</p>

<p><b>Educational/ Job training opportunities</b>  <i>Analysis of job training outcomes suggests that local job training programs were tailored more to local availability of jobs than to national projections for high demand jobs across the country. The location population is reluctant with respect to leaving the area in search of better jobs. The success of local job training efforts then requires that there be viable local job opportunities with adequate compensation.</i></p>	<p>Citizens in focus groups describe the lack of opportunities for job and career training in public schools as a workforce impediment.</p>	<p>94% of KI agree that people need more information about job training opportunities available to them.</p> <p>81% of KI agree that people are not taking full advantage of the available education and training opportunities.</p>	<p>Graduates of training programs were able to find jobs immediately after exiting their training program.</p>	<p>National projections of job outlook were less related to current training efforts than local job availability.</p>
<p><b>Job availability</b>  <i>The rate of unemployment in the 12CR increased at a slightly greater amount than in the state.</i></p>	<p>Up to 9.4% of citizens reported a household member who has at least been temporarily unemployed in the past 12 months.</p> <p>Up to 54.7% of individuals facing a temporary unemployment are still looking for job.</p>	<p>61% of KI describe the lack of available jobs in the community as a major contributor to unemployment patterns.</p>	<p>Unemployment rate in the 12CR increased by only .5 points from 2002-2003.</p> <p>Food Service and drinking places jobs ranked the highest in January-December 2003 for TWC openings. These jobs are generally considered entry level and often pay only the minimum wage.</p>	<p>Unemployment rate increased by .4 points from 2002-2003.</p>

## Part II. Archival Analysis

**Part II. Archival Analysis** is a synthesis and update of previous research concerning the Target Need Area. An extensive review has been conducted and pertinent findings are detailed in this section along with a brief narrative. The intent of this section is to provide a wider context for considering the issue. Primary data sources are provided here and also in the **Sources** section at the end of the report. Readers are encouraged to consult these primary sources for more details.

The following chart shows high school drop out and completion percentages for the region. Live Oak County shows the highest graduation percentage at 90.7%. The drop out rate of five counties is below the state rate of high school dropouts. All but one of the counties, Nueces, reported graduation percentages nearly equal to or above the percent of the state. McMullen had the highest drop out rate compared to the other area counties with 12.5% of students dropping out before graduation. Bee County has the lowest drop out rate at 1.7%.

<b>High School Drop Out and Completion</b>				
County	Continued	Drop Out	Graduated	GED
<i>Aransas</i>	4.3%	4.3%	84.8%	6.5%
<i>Bee</i>	8.0%	1.7%	87.6%	2.6%
<i>Brooks</i>	7.9%	6.2%	81.1%	4.8%
<i>Duval</i>	1.4%	6.6%	90.5%	1.4%
<i>Jim Wells</i>	3.4%	5.1%	86.3%	5.3%
<i>Kenedy</i>	7.2%	9.2%	80.5%	3.1%
<i>Kleberg</i>	7.2%	9.2%	80.5%	3.1%
<i>Live Oak</i>	1.3%	5.3%	90.7%	2.6%
<i>McMullen</i>	0.0%	12.5%	87.5%	0.0%
<i>Nueces</i>	10.3%	6.6%	77.6%	5.5%
<i>Refugio</i>	6.2%	9.7%	82.3%	1.8%
<i>San Patricio</i>	4.3%	5.2%	83.9%	6.7%
<i>Texas</i>	7.9%	6.2%	81.1%	4.8%

Source: State of Texas Children 2003 (2001)

[http://factbook.cppp.org/county\\_select.asp](http://factbook.cppp.org/county_select.asp)

The chart below displays the reading, math, and writing TAAS scores for fourth and tenth grade students. Of the fourth grade students in the 12 county area, 83% to 97% passed the reading test, 85% to 100% passed the math test and 78% to 95% passed the writing test. Of the tenth grade students in the same area, 90% to 100% passed reading, 87% to 99% passed math and 88% to 100% passed writing. The passing rate of the fourth graders in the area was about the same as the state passing rate on the reading, math and writing tests. The passing rate of the tenth graders in the area was above the state passing rate on the reading, math and writing tests.

County	Students Passing TAAS					
	Read		Math		Writing	
	4th	10th	4th	10th	4th	10th
<i>Aransas</i>	96.3%	97.1%	98.6%	97.1%	95.3%	95.7%
<i>Bee</i>	91.8%	89.8%	90.9%	86.6%	92.2%	89.6%
<i>Brooks</i>	89.0%	96.4%	84.5%	99.1%	86.9%	95.3%
<i>Duval</i>	86.7%	95.9%	86.8%	91.8%	82.9%	91.9%
<i>Jim Wells</i>	91.0%	92.2%	94.6%	88.4%	86.6%	90.9%
<i>Kenedy</i>	83.3%	0.0%	100.0%	0.0%	83.3%	0.0%
<i>Kleberg</i>	96.8%	93.1%	96.8%	92.6%	95.4%	92.9%
<i>Live Oak</i>	94.4%	97.1%	97.1%	96.3%	94.1%	91.9%
<i>McMullen</i>	83.3%	100%	91.7%	87.5%	77.8%	100%
<i>Nueces</i>	92.3%	94.6%	93.4%	90.4%	90.3%	92.7%
<i>Refugio</i>	95.9%	94.7%	94.9%	95.7%	86.5%	88.0%
<i>San Patricio</i>	90.2%	95.4%	94.3%	95.6%	88.0%	92.8%
<i>Texas</i>	92.0%	94.3%	93.7%	91.7%	89.3%	90.9%

Source: State of Texas Children 2003 (2002)

[http://factbook.cppp.org/county\\_select.asp](http://factbook.cppp.org/county_select.asp)

The following graph shows standardized test scores for the SAT and the ACT, in the 12 county area for 1997. The median SAT score for the area counties was 991, and the ACT median was 19.2. Live Oak County had the highest mean score of the area counties for the SAT test with 1,092. The highest mean score for the ACT was a 21.4 in Bee County.

<b>Standardized Test Scores</b>		
County	SAT Mean Total Score	ACT Mean Composite Score
<i>Aransas</i>	991	19.9
<i>Bee</i>	992	21.4
<i>Brooks</i>	848	17.2
<i>Duval</i>	881	17.2
<i>Jim Wells</i>	969	18.3
<i>Kenedy</i>	Na	Na
<i>Kleberg</i>	946	18.0
<i>Live Oak</i>	1,092	20.6
<i>McMullen</i>	--	19
<i>Nueces</i>	994	19.1
<i>Refugio</i>	994	19.9
<i>San Patricio</i>	991	20.1
<i>Area</i>	991	19.2

Source: Texas Commission on Alcohol and Drug Abuse (1997)

<http://www.tcada.state.tx.us/research/statistics/>

The educational attainment of individuals who have pursued education beyond high school of the 12 county area is displayed below. Approximately 50% have some college but have not earned a degree. Twenty- three percent have earned a Bachelor’s Degree. Eleven percent earned an Associate’s Degree and 13% earned a Graduate or Professional Degree. The median number of people receiving their Bachelor’s Degree is 1,075. Nueces County had the largest number of people with a Graduate or Professional Degree.

<b>Educational Attainment</b>				
County	Some College, No degree	Associate’s Degree	Bachelor’s Degree	Graduate or Professional Degree
<i>Aransas</i>	3,842	696	1,736	887
<i>Bee</i>	4,122	1,372	1,516	995
<i>Brooks</i>	846	80	150	173
<i>Duval</i>	1,460	231	452	266
<i>Jim Wells</i>	4,246	822	1,691	876
<i>Kenedy</i>	40	1	30	23
<i>Kleberg</i>	3,891	544	2,282	1,368
<i>Live Oak</i>	1,806	438	634	377
<i>McMullen</i>	116	27	82	17
<i>Nueces</i>	47,658	10,953	22,927	13,104
<i>Refugio</i>	1,053	191	390	209
<i>San Patricio</i>	9,425	1,890	3,631	1,521
<i>Area</i>	78,505	17,245	35,521	19,816
<i>Texas</i>	2,858,802	668,494	1,996,250	976,043

Source: U.S. Census Bureau (2000)

<http://quickfacts.census.gov/qfd/>

The chart below shows the results from a portion of a shift share analysis of the Coastal Bend region, which describes the employment patterns by various industries during the years 2002-2003. Shift share is one way to account for the competitiveness of a region's industries and to analyze the local economic base. The shift share compares the local industry' employment patterns compared to national employment patterns during a set time period. The chart lists jobs in the local area, their percentage group over 2002-2003, and the absolute number of new jobs in each industry. As seen in the chart, the greatest growth in jobs was in support activities for transportation services

<b>Top 10 Industries with Greatest Likelihood of Employment 2000-2003 in Coastal Bend Region</b>	<b>% Local Change 2002-2003</b>	<b>Number of New jobs during period</b>
Support activities for Transportation Services	27	350
Gasoline Stations	16	342
Health and Personal care stores	20	239
Hospitals	3	208
Food Service and Drinking places	1	178
Construction of Buildings	2	164
Nursing and Residential Care facilities	3	159
Insurance carriers	9	158
Credit intermediary	4	140
Local government	1	105

<http://socrates.cdr.state.tx.us>

The chart below describes the national projections for job opportunities 2002-2012 and the rankings of those hired right after exiting from job training programs in the 12CR in 2002-2003. As seen in the chart, local job-training efforts seem to be very well calibrated to the locally available jobs. For example, graduates from training programs in administrative support (e.g., secretarial training) were most likely to have been hired immediately upon their completion of the program in 2002-2003. However, when considered on the national front, training in administrative support is associated with a rank of 30/94 on the national level in terms of opportunities expected for this job in the next 8 years. Community based job training might be expected to be tailored toward supporting the local economy. The pattern of results shown in the table suggests that local training efforts are more related to TWC job openings (local job openings) than to national projects of present and future openings across the nation.

<b>Industry Sector</b>	<b>Rank Hired at Local job after exiting training program (2002-2003)</b>	<b>Rank National Projections of job availability (2002-2012)</b>	<b>Rank TWC job openings in local Area (January-December 2003)</b>
Administrative and Support service	1	30	2
Food Services and Drinking Places	2	3	1
Ambulatory Health Care Services	3	1	3
Construction of Buildings	4	23	4
Educational Services	5	2	5
Specialty Trade Contractors	6	5	6
Support activities for mining	7	52	12
General Merchandise Stores	8	9	51
Nursing and Residential Care	9	81	9
Professional and Technical service	10	32	16

<http://socrates.cdr.state.tx.us>

The chart below shows the average wage per job in Texas in 2001. As seen in the chart the median county wage of \$23,450 is about 34% lower than the Texas average wage. Brooks County had the lowest wage (\$18,558) while Nueces had the highest wage of \$29,143.

	<b>Average Wage paid per job in 2001</b>
<i>Aransas</i>	\$21,061
<i>Bee</i>	\$23,051
<i>Brooks</i>	\$18,558
<i>Duval</i>	\$23,043
<i>Jim Wells</i>	\$24,400
<i>Kenedy</i>	\$19,995
<i>Kleberg</i>	\$23,850
<i>Live Oak</i>	\$26,326
<i>McMullen</i>	\$23,855
<i>Nueces</i>	\$29,143
<i>Refugio</i>	\$22,335
<i>San Patricio</i>	\$28,780
<i>Texas</i>	\$35,285
<i>National</i>	\$35,550

<http://www.hhsc.state.tx.us/research/dssi/Avgwage.html>

The chart below shows percentages of homes in each of the 12 area counties that speak a language other than English. More than half of the homes in five of the counties in the region speak languages other than English at home. From 18% to 43% of the homes in the other counties in the region speak languages other than English at home. The median percent of homes per county that speak languages other than English is 42.6%, significantly above the state rate of 31.2%.

<b>Languages</b>	
County	Languages other than English spoken at home
<i>Aransas</i>	18.3%
<i>Bee</i>	42.3%
<i>Brooks</i>	77.7%
<i>Duval</i>	78.4%
<i>Jim Wells</i>	62.6%
<i>Kenedy</i>	85.4%
<i>Kleberg</i>	55.3%
<i>Live Oak</i>	30.4%
<i>McMullen</i>	27.4%
<i>Nueces</i>	42.9%
<i>Refugio</i>	32.2%
<i>San Patricio</i>	39.1%
<i>Texas</i>	31.2%

Source: U.S. Census Bureau (2000)

<http://quickfacts.census.gov/qfd/>

### Part III. Citizens' Perspectives

**Part III. Citizens' Perspectives** contains some of the results of the 1000+ random telephone surveys, the 18 Community Listening sessions, and the 18 Community Response sessions. The highlights of these components of the study are detailed in the next section. For more detailed information about the survey results or the community sessions, the reader should consult the appendices of this report.

Citizens were asked about various workforce issues. Twenty-nine percent of the participants had completed high school, with that same percentage indicating that they had completed some college or technical education. Twenty-seven percent were college graduates or had attended graduate or professional schools. Ten percent had less than a high school education.

The citizen participants reported that four percent of the adults in their households need further training in basic reading skills.

Ten percent of the respondents reported that at least one individual in their household worked two jobs for more than a total of 45 hours per week. Eight percent reported that during the last 12 months, someone in their household was out of work and looking for a job. Of those who were without a job, 26% reported that a job had been secured, while half (50%) reported that the jobless person was still looking. When asked why the person was jobless, 28% indicated that the person had been laid off while 10% reported that the person had quit. Some indicated that becoming disabled and lack of transportation were also problems (8% each). Only five percent reported that being fired caused joblessness while four percent indicated that lack of transportation was the problem.

#### Workforce Issues

##### How many years of education have they completed?

Less than high school	10%
High school graduate/GED	29%
Some college or technical school	29%
College graduate or more	27%
NR / DK	5%

##### Do any adults in the household need training in basic reading skills?

Yes	4%
No	95%
DK / NR	1%

##### Does any adult in the household have two to more jobs that result in that person working more than 45 hours a week?

Yes	10%
No	90%

**Has any adult in your household over the past 12 months been out of work and looking for a job?**

Yes	8%
No	91%
DK/NR	1%

**Did they find a job, are they still looking, or have they given up looking?**

Find a job	26%
Still looking	50%
Given up	5%
DK/NR	19%

**Which of the following best describes why the person was out of work?**

Quitting	10%
Changing careers	8%
Business closing or being laid off	28%
Got fired of was terminated	5%
Lacked transportation	4%
Became disabled	8%
Other	34%

Only eight percent of the participants indicated that Spanish was the language most spoken at home. Most of the respondents (92%) indicated that English was most often spoken at home.

**What language is spoken most often in their home?**

English	92%
Spanish	8%
Vietnamese	0%
Other	0%
NR / DK	0%

**Citizens' Perspectives: Qualitative Data**

Citizens in the Community Listening Sessions felt that the lack of vocational or career training in public schools was a workforce impediment. Lack of job skills training for adults was also a concern. Addressing illiteracy and the dropout rate were seen as needs. Finally, low wages and the simple lack of available jobs were seen as disincentives for residents to seek work.

## Part IV. Key Informant Perspectives

**Part IV. Key Informant Perspectives** contains some of the findings from the survey of Key Informants and also the nine focus groups with some of these people. Key Informants are community leaders who can draw on their experiences in the community. For more detailed information about the responses from Key Informants, the reader should consult survey results and qualitative data contained in the appendices of this report.

Key Informants were asked about the issues regarding workforce development and job preparation issues. Most of them (94%) indicated that individuals needed more information on available education and training opportunities. Many (89%) reported that people needed more help from social service agencies to help identify options for work and training. Eighty-two percent reported that due to barriers, people are not using available resources to help them support themselves. Many Key Informants (79%) also indicated that wages paid in their communities did not create an incentive for individuals to seek work rather than opt for public support. Seventy-six percent reported that individuals were either reluctant to seek help or they thought that they would not benefit from such help in seeking adequate employment.

**Key Informants commented about Education/workforce development preparations issues:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>
People need more information on what is available in terms of education/training and job opportunities	42%	52%	5%	1%	1%
People need more readily available help from the social service agencies on identifying options for work and workforce preparation	38%	51%	10%	1%	1%
Due to barriers, people are not taking full advantage or can't seem to get to the services that are available to help them prepare to earn a satisfying living wage	33%	48%	14%	2%	3%
People are reluctant to seek help or feel that they will not benefit from outside help in seeking satisfying job opportunities	20%	56%	18%	2%	4%
The wages paid within the local area do not create an incentive for individuals to work rather than stay on public support	47%	32%	16%	2%	3%

More than one third of the Key Informants estimated that under 10% of individuals were holding down two jobs. However, 29% estimated that between 10% and 25% of individuals were holding down two jobs. Seventeen percent estimated that between 26-50% of people were working at two jobs more than 45 hours a week, while six percent estimated that such individuals comprised 51-75% of the working population.

**Key Informants' Perspectives of the percentage of the people they come into contact with in their community that have two to more jobs that result in that person working more than 45 hours a week:**

- a. 10 0%
- b. 37 Under 10%
- c. 29 10-25%
- d. 17 26-50%
- e. 6 51-75%
- f. 0 Over 75%

Most of the Key Informants (61%) reported that lack of available jobs in the community was a reason that people were unemployed. Many (59%) felt that lack of appropriate education and training was a reason for unemployment. Businesses closing or instituting lay offs (27%), lack of transportation (14%) and getting fired (12%) were also reported as reasons for unemployment.

**How Key Informants describe why people are out of work in your community:**

- a. 27% Business closing or being laid off.
- b. 12% Got fired or were terminated.
- c. 14% Lack transportation.
- d. 59% Lack appropriate education and/or job training.
- e. 5% Became disabled.
- f. 61% Lack of jobs available in the community.
- 83% Other

Most (61) of the Key Informants estimated that 10-25% of adults possessed only limited English-speaking skills. More than half of the Key Informants estimated that this same range needs stronger basic reading skills. Significantly, 32 Key Informants estimated that between 26 and 50% of adults in the community need stronger basic reading skills.

**Key Informants' Perspectives of the percentage of adults in the community that possess limited English speaking skills:**

	# Key Informants
	7
10-25%	61
26-50%	12
51-75%	8
Over 75%	1

**Key Informants' Perspectives of the percentage of Adults in the community that need training in basic reading skills:**

<b># Key Informants</b>	
0%	3
10-25%	50
26-50%	32
51-75%	13
Over 75%	2

**Key Informant Perspectives: Qualitative Data**

Participants in the Key Informants' Sessions said that more vocational courses were needed in public schools, and more skills training was needed for adults. The lack of jobs beyond low-wage employment was seen as a disincentive. Key Informants also cited the general lack of a positive work ethic as an issue, along with the number people who cannot meet minimum requirements, such as passing drug screenings. Key Informants felt that community colleges were serving as good resources for training. Finally, the rate of adult illiteracy was a major concern.

**Part V. Findings and Conclusions**

- **Indicators of Educational Attainment**

- High School Graduation

The percentage of dropouts in the 12CR is .2% greater than that of the state. The percentage of high school graduates is similar to that of the state.

- College and Graduate School Attainment

The percentages of the population with either some college or an associate's degree is similar in the 12CR and the state. The percentage of bachelor degrees in the area is greater than the state, but there are fewer people with some graduate hours.

- **Indicators of Literacy**

- Literacy

The 12CR has a 29.3% greater percentage of individuals that are considered Level One literacy when compared to the state. This means that they do not have the full range of economic, social, and personal options that are open to Americans with higher levels of literacy skills.

- English Second Language

English is the second language of over 40% of the population in the 12CR compared to just over 30% at the state level.

- **Indicators of Employment Opportunities**

- Job Industry (Shift Share Analysis) or Job Training

Analysis of job training outcomes suggests that local job training programs were tailored more to local availability of jobs than to national projections for high demand jobs across the country. The location population is reluctant with respect to leaving the area in search of better jobs. The success of local job training efforts then require that there be viable local job opportunities with adequate compensation.

- Job availability

The rate of unemployment in the 12CR increased at a slightly greater amount than in the state.