BACKGROUND
About the Project

- The Digital Skills and the Latino Workforce Project is a partnership between the Aspen Institute Latinos and Society (AILAS) Program and the UpSkill America Initiative within the Economic Opportunities Program (EOP).

- The goal of the project is to **learn how digitalization and automation of work affect Latino frontline workers and Latino-owned businesses across sectors.**

- Target respondents included individuals at:
  - companies that employ Latino frontline workers in the US
  - Latino-owned companies
  - workforce organizations (WFOs) that provide services to companies that employ Latino frontline workers, including workforce and economic development organizations, government agencies, education and training providers, as well as other organizations that support companies and workers.

- This project was funded with the support of Google.org.
About the Survey

The AILAS Program and the Upskill America initiative at EOP conducted a survey in October 2021 to learn about how digitalization and automation of work are affecting the Latino frontline workforce.

Against the background of a 2019 report by McKinsey & Company that identified Latino workers as the group most at risk of job displacement due to digitalization and automation of economic activities in the US, we aimed to learn more about:

- Digital skills needed by Latino frontline workers and/or Latino business owners across occupations, industries, and US regions
- Resources needed to support digital skills development
- Promising approaches to digital skills development for the Latino frontline workforce
Note: Examples of Digital Skills

For clarity, we provided examples of digital skills to survey respondents, as seen below:

- Skills to interact with digital devices (e.g., computers, mobile devices)
- Skills to use basic software (e.g., email, word processing)
- Skills for digital collaboration (e.g., Google docs, Microsoft Teams)

The text in red was removed from charts throughout this deck to improve legibility.
SURVEY RESPONDENTS
Survey respondents were almost evenly split across the two respondent groups.

**WFOs**: 49%  
Workforce organizations (WFOs) that provide workforce development services to workers and/or companies

**COMPANIES**: 51%  
Companies that employ frontline workers
Summary of Survey Respondent Characteristics

- Respondents are primarily senior leaders involved in training & development and in recruitment & hiring.
- WFOs mainly provide training directly to Latino workers rather than to businesses that employ or are owned by individuals who are Latino.
- The majority of WFOs are nonprofit organizations, local community-based organizations, or community colleges.
- Most companies are Latino owned and/or employ Latino workers.
- Companies’ workforces are largely composed of frontline workers.*
- A third of companies have a majority Latino workforce.
  - 74% of respondents indicated that at least 25% of their workforce is composed of Latino workers, which is significant considering that 18% of the US workforce identifies as Latino.

*We define frontline workers as either hourly or salaried employees who work in production or customer-facing roles and who earn less than $40,000 per year.
Respondents are primarily senior leaders involved in training & development and in recruitment & hiring.

Does your role involve any of the following responsibilities? 
(n = 185)

- Executive and senior leadership: 57%
- Training and development: 50%
- Recruitment and hiring: 50%
- Diversity, equity, and inclusion: 47%
- Employee engagement: 47%
- Operations or production: 45%
- Compensation and benefits: 33%
- Health and safety: 32%
- Onboarding: 32%
- Government and/or external relations: 21%
WFOs mainly provide services directly to Latino workers rather than to businesses.

Which of the following describe your WFO? (check all that apply) (n = 108)

- My WFO provides services such as education and training directly to Latino workers. 82
- My WFO provides services to businesses that employ Latino workers. 54
- My WFO provides services to Latino-owned businesses. 51
The majority of WFOs are nonprofit organizations, local community-based organizations, or community colleges.

Which of the following best describes your WFO? (n = 108)

- State/regional/national nonprofit organization: 31
- Local community-based organization: 23
- Community college: 12
- Workforce Development Board: 10
- Hispanic Chamber of Commerce: 5
- Economic development organization: 5
- State or local government agency: 5
- Online-only education or training provider: 4
- Trade school: 4
- Other: 3
- Local or regional Chamber of Commerce: 2
- Four-year college or university: 2
- Consultancy: 1
- Union: 1

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Most companies are Latino owned and/or employ Latino workers.

Do any of these describe your company? (n = 111)

- Employs Latino workers: 64.0%
- Latino-owned: 59.5%
Companies’ workforces are largely composed of frontline workers.

Approximately what percentage of your company’s US workforce is composed of frontline workers?

(n = 111)

- Up to 25%: 25
- 26 to 50%: 34
- 51 to 75%: 30
- Over 75%: 22
A third of companies have a majority Latino workforce.

Approximately what percentage of your workforce is Latino?

- Up to 25%: 29
- 26 to 50%: 41
- 51 to 75%: 27
- Over 75%: 14

(n = 111)
Summary: Need for and Prioritization of Digital Skills

- Adoption of technology is a priority for most of the companies with which WFOs work.

- Nearly all companies agreed that adopting technology or digital tools was a high or very high priority.

- Digital skills to interact with digital devices is among the most important type of digital skills for frontline workers, according to both WFOs and companies.

- However, companies have challenges with identifying the skills workers need to operate digital tools and technology.
Adoption of technology is a priority for most of the companies with which WFOs work.

Adoption of technology is a priority for: 
(n = 108)

- More than half of the businesses my organization works with. 80%
- Less than half of the organizations my organization works with. 20%
Nearly all companies agreed that adopting technology or digital tools was a high or very high priority.

How high of a priority is adopting technology or digital tools for your company? (n = 111)

- Very high priority: 52.3%
- High priority: 36.9%
- Low priority: 8.1%
- Very low priority: 2.7%
WFOs identified the ability to interact with digital devices and to use basic software (e.g., email, word processing) as the most important skills for frontline workers.

To what extent are the following digital skills important for frontline workers in the businesses you engage with? (n = 111)

- Skills to interact with digital devices: 46% Important for frontline workers in all the businesses my WFO engages with, 32% Important for frontline workers in most businesses my WFO engaged with (more than half), 12% Important for frontline workers in some businesses my WFO engages with (less than half), 15% Important for workers in none of the businesses my WFO engages with, 5% Don’t know

- Skills to use basic software: 35% Important for frontline workers in all the businesses my WFO engages with, 34% Important for frontline workers in most businesses my WFO engaged with (more than half), 22% Important for frontline workers in some businesses my WFO engages with (less than half), 2% Important for workers in none of the businesses my WFO engages with, 3% Don’t know

- Skills for digital collaboration: 32% Important for frontline workers in all the businesses my WFO engages with, 19% Important for frontline workers in most businesses my WFO engaged with (more than half), 34% Important for frontline workers in some businesses my WFO engages with (less than half), 8% Important for workers in none of the businesses my WFO engages with, 3% Don’t know

- Skills to use occupation-specific digital platforms or devices: 29% Important for frontline workers in all the businesses my WFO engages with, 33% Important for frontline workers in most businesses my WFO engaged with (more than half), 23% Important for frontline workers in some businesses my WFO engages with (less than half), 5% Important for workers in none of the businesses my WFO engages with, 6% Don’t know

- Skills to interact with and manage automated processes in the workplace: 24% Important for frontline workers in all the businesses my WFO engages with, 30% Important for frontline workers in most businesses my WFO engaged with (more than half), 31% Important for frontline workers in some businesses my WFO engages with (less than half), 5% Important for workers in none of the businesses my WFO engages with, 6% Don’t know

- Knowledge about cybersecurity as it relates to occupation: 19% Important for frontline workers in all the businesses my WFO engages with, 25% Important for frontline workers in most businesses my WFO engaged with (more than half), 31% Important for frontline workers in some businesses my WFO engages with (less than half), 10% Important for workers in none of the businesses my WFO engages with, 11% Don’t know

- Data analysis skills related to digital and/or automated processes: 15% Important for frontline workers in all the businesses my WFO engages with, 20% Important for frontline workers in most businesses my WFO engaged with (more than half), 39% Important for frontline workers in some businesses my WFO engages with (less than half), 10% Important for workers in none of the businesses my WFO engages with, 12% Don’t know
According to companies, the ability to work with digital devices and basic software and to engage in digital collaboration were among top skill needs for frontline workers.

To what extent are the following digital skills important for your frontline workers to perform their jobs? (n = 111)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Not at all important</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills to interact with digital devices</td>
<td>62</td>
<td>32</td>
<td>11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Skills to use basic software</td>
<td>54</td>
<td>31</td>
<td>16</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Skills for digital collaboration</td>
<td>50</td>
<td>31</td>
<td>19</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Skills to use occupation-specific digital platforms or devices</td>
<td>43</td>
<td>40</td>
<td>14</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Data analysis skills related to digital and/or automated processes</td>
<td>34</td>
<td>31</td>
<td>22</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Skills to interact with and manage automated processes in the workplace</td>
<td>32</td>
<td>52</td>
<td>14</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge about cybersecurity as it relates to occupation</td>
<td>29</td>
<td>37</td>
<td>24</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

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Digital Skills and the Latino Workforce Project: Quantitative Data Highlights

20
Companies have challenges with identifying the skills workers need to operate digital tools and technology.

To what degree has integrating new technologies in the workplace presented challenges for your company? (n = 111)

<table>
<thead>
<tr>
<th>Identify digital skills</th>
<th>Major challenge</th>
<th>Minor challenge</th>
<th>Not a challenge at all</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>51</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adopt digital tools and technology</th>
<th>Major challenge</th>
<th>Minor challenge</th>
<th>Not a challenge at all</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>56</td>
<td>11</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Summary: Resources to Support Digital skills training

- WFOs tend to fund digital skills training using private and public funding.

- Of companies that work with external partners to develop workers’ digital skills, most partnered with online-only education or training providers.

- Most companies said a variety of supports would help to develop digital skills among their Latino frontline workforce.
  - Among companies currently providing training in languages other than English or integrating English as a Second Language (ESL) instruction, profiles of how other companies approach digital skills development was the most common resource that companies thought would be helpful.
WFOs tend to fund digital skills training using private and public funding.

How do you fund your work to provide or broker digital skills training services? (check all that apply)  
(n = 73)

- Private grant or donation funding: 47
- Public funding: 32
- Revenue or fees from business clients: 17
- Tuition from participants: 12
- Membership fees: 9
- Don’t know: 3
- Other: 1

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Of companies who work with external partners to develop workers’ digital skills, most partnered with online-only education or training providers.

<table>
<thead>
<tr>
<th>Partners</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online-only education or training provider</td>
<td>28</td>
</tr>
<tr>
<td>Local community-based organization</td>
<td>24</td>
</tr>
<tr>
<td>Community college</td>
<td>22</td>
</tr>
<tr>
<td>State/regional/national nonprofit organization</td>
<td>21</td>
</tr>
<tr>
<td>Trade school</td>
<td>20</td>
</tr>
<tr>
<td>Workforce Development Board</td>
<td>18</td>
</tr>
<tr>
<td>Four-year college or university</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic Chamber of Commerce</td>
<td>14</td>
</tr>
<tr>
<td>Economic development organization</td>
<td>12</td>
</tr>
<tr>
<td>Trade association</td>
<td>10</td>
</tr>
<tr>
<td>State or local government agency</td>
<td>9</td>
</tr>
<tr>
<td>Local or regional Chamber of Commerce</td>
<td>8</td>
</tr>
<tr>
<td>Union</td>
<td>8</td>
</tr>
<tr>
<td>Federal government agency</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

*May 2022*
Among all companies, a variety of supports would help to develop digital skills of their Latino frontline workforce.

Would any of the following help your company to develop the digital skills of your Latino frontline workforce?  
(n = 98)

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Don't know (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools to guide the development of in-house digital skills training programs</td>
<td>79.6</td>
<td>16.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Information about online digital skills certificate programs</td>
<td>75.5</td>
<td>16.3</td>
<td>8.2</td>
</tr>
<tr>
<td>Information about government-funded training programs</td>
<td>75.5</td>
<td>17.3</td>
<td>7.1</td>
</tr>
<tr>
<td>Profiles of how other companies have approached digital skills development</td>
<td>74.5</td>
<td>16.3</td>
<td>9.2</td>
</tr>
<tr>
<td>Tools to support partnership development with local training providers</td>
<td>68.4</td>
<td>23.5</td>
<td>8.2</td>
</tr>
</tbody>
</table>
But among companies already providing digital skills training in languages other than English, company profiles and training tools would be most important.

Would any of the following help your company to develop the digital skills of your Hispanic/Latino frontline workforce? (n = 50)

<table>
<thead>
<tr>
<th>Tool</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profiles of how other companies have approached digital skills development</td>
<td>92%</td>
<td></td>
<td>6% 2%</td>
</tr>
<tr>
<td>Tools to guide the development of in-house digital skills training programs</td>
<td>90%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Information about online digital skills certificate programs</td>
<td>86%</td>
<td></td>
<td>10% 4%</td>
</tr>
<tr>
<td>Information about government-funded training programs</td>
<td>78%</td>
<td></td>
<td>18% 4%</td>
</tr>
<tr>
<td>Tools to support partnership development with local training providers</td>
<td>76%</td>
<td></td>
<td>22% 2%</td>
</tr>
</tbody>
</table>

May 2022
And among companies that integrate digital skills training with ESL instruction, company profiles were still the most desired type of support.

Would any of the following help your company to develop the digital skills of your Latino frontline workforce?

(n = 44)

- Profiles of how other companies have approached digital skills development: 90.9% Yes, 4.5% No, 4.5% Don't know
- Tools to guide the development of in-house digital skills training programs: 86.4% Yes, 86.4% No, 11.4% Don't know
- Information about online digital skills certificate programs: 86.4% Yes, 86.4% No, 11.4% Don't know
- Information about government-funded training programs: 77.3% Yes, 77.3% No, 18.2% Don't know
- Tools to support partnership development with local training providers: 75.0% Yes, 75.0% No, 22.7% Don't know
Summary: Approaches to Digital skills training for the Latino Workforce

- The primary audience for WFOs digital skills training is individuals looking for jobs, not those already in jobs. Frontline workers are the second most common audience.

- Most WFOs offer digital skills training directly to job seekers rather than to businesses.

- Basic digital literacy training and occupation-specific digital skill training are the most common types of programming.
  - Training programs primarily address skills to use basic software and digital devices.

- Companies offer more in-house digital skills training than external options.

- Latino-owned companies appear to provide more on-the-job, interpersonal digital skills training to frontline workers than do other companies.

- Non-Latino-owned companies appear to emphasize on-the-job digital skills training to frontline workers.
The primary audience for WFOs’ digital skills training is individuals looking for jobs, not those already in jobs.

Who is the audience for the digital skills training? (check all that apply) (n = 108)

- Job seekers: 60
- Frontline workers within the business: 52
- Students enrolled in K-12, college, university: 34
- Workers within the business who are not frontline workers: 31
- Business owners: 23
- Other: 1

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Most WFOs offer digital skills training directly to job seekers rather than to businesses.

In what ways does your organization typically provide digital skills training (check all that apply) (n = 108)

- My organization provides digital skills training directly to job seekers. 59
- My organization connects (brokers) businesses to digital skills training provided by other organizations. 40
- My organization provides digital skills training directly to businesses. 20
- My organization does not provide or broker digital skills training services. 9

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Basic digital literacy training and occupation-specific digital skill training are the most common types of programming.

What type(s) of training programming does your organization provide or broker? (check all that apply) (n = 73)

- Basic digital literacy training: 59
- Occupation-specific training related to digital skills: 51
- Certificate or credential programs related to digital skills: 47
- On-the-job training, cross-training, or work-based learning: 46
- Digital skills training integrated with ESL instruction: 33
- Digital skills training in languages other than English: 28
- Apprenticeship programs related to digital skills: 23
- Training boot camps: 22
- Other: 2
- Don't know: 1

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Digital Skills and the Latino Workforce Project: Quantitative Data Highlights
Training programs primarily address skills to use basic software* and digital devices.**

What skills does the training program address? (check all that apply) (n = 73)

- Skills to use basic software: 66
- Skills to interact with digital devices: 62
- Skills for digital collaboration: 45
- Skills to use occupation-specific digital equipment or platforms: 33
- Skills to interact with and manage automated processes: 29
- Knowledge about cybersecurity as it relates to occupation: 29
- Don't know: 2

*basic software (e.g., email, word processing)
**digital devices (e.g., computers, mobile devices)
Companies offer more in-house digital skills training than external options.

<table>
<thead>
<tr>
<th>Training Type</th>
<th>We provide this</th>
<th>We provide this and are considering expanding</th>
<th>We do not currently provide this but are considering providing this</th>
<th>We do not provide this and are not currently considering providing this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal training by supervisors or co-workers to learn digital skills</td>
<td>58</td>
<td>24</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Occupation-specific training sessions related to digital skills</td>
<td>46</td>
<td>32</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Mentoring related to digital skills</td>
<td>46</td>
<td>25</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>On-the-job training, cross-training, or work-based learning related to digital skills</td>
<td>45</td>
<td>31</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Basic digital literacy training sessions</td>
<td>38</td>
<td>28</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Tuition support for external training related to digital skills</td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Digital skills training integrated with ESL instruction</td>
<td>30</td>
<td>16</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Digital skills training in languages other than English</td>
<td>28</td>
<td>24</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Certificate or credential program related to digital skills</td>
<td>22</td>
<td>26</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Apprenticeship program related to digital skills</td>
<td>18</td>
<td>28</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Training boot camps</td>
<td>15</td>
<td>23</td>
<td>21</td>
<td>30</td>
</tr>
</tbody>
</table>

(n = 111)

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Latino-owned companies appear to provide more on-the-job, interpersonal digital skills training to frontline workers than do other companies.

Is your company currently providing or considering providing any of the following types of programs to support the development of digital skills for your frontline workers?

- Informal training by supervisors or co-workers to learn digital skills: 61.7% provide this, 18.3% provide this and are considering expanding, 8.3% do not provide this but are considering providing this, 10.0% do not provide this and are not currently considering providing this, 10.0% don’t know.
- Mentoring related to digital skills: 45.0% provide this, 25.3% provide this and are considering expanding, 16.7% do not provide this but are considering providing this, 10.0% do not provide this and are not currently considering providing this, 5.0% don’t know.
- Occupation-specific training sessions related to digital skills: 43.3% provide this, 35.0% provide this and are considering expanding, 8.3% do not provide this but are considering providing this, 11.7% do not provide this and are not currently considering providing this, 12.5% don’t know.
- Basic digital literacy training sessions: 41.7% provide this, 33.3% provide this and are considering expanding, 13.3% do not provide this but are considering providing this, 8.3% do not provide this and are not currently considering providing this, 3.3% don’t know.
- Digital skills training in languages other than English: 36.7% provide this, 25.0% provide this and are considering expanding, 18.3% do not provide this but are considering providing this, 18.3% do not provide this and are not currently considering providing this, 12.5% don’t know.
- On-the-job training, cross-training, or work-based learning related to digital skills: 36.7% provide this, 30.0% provide this and are considering expanding, 11.7% do not provide this but are considering providing this, 16.7% do not provide this and are not currently considering providing this, 5.0% don’t know.
- Digital skills training integrated with ESL instruction: 33.3% provide this, 21.7% provide this and are considering expanding, 23.3% do not provide this but are considering providing this, 20.0% do not provide this and are not currently considering providing this, 17.5% don’t know.
- Tuition support for external training related to digital skills: 25.0% provide this, 28.3% provide this and are considering expanding, 23.3% do not provide this but are considering providing this, 20.0% do not provide this and are not currently considering providing this, 3.3% don’t know.
- Certificate or credential program related to digital skills: 21.7% provide this, 31.7% provide this and are considering expanding, 26.7% do not provide this but are considering providing this, 16.7% do not provide this and are not currently considering providing this, 3.3% don’t know.
- Training boot camps: 20.0% provide this, 25.0% provide this and are considering expanding, 25.0% do not provide this but are considering providing this, 21.7% do not provide this and are not currently considering providing this, 8.3% don’t know.
- Apprenticeship program related to digital skills: 20.0% provide this, 31.7% provide this and are considering expanding, 25.0% do not provide this but are considering providing this, 18.3% do not provide this and are not currently considering providing this, 5.0% don’t know.
Non-Latino-owned companies appear to emphasize on-the-job digital skills training to frontline workers.

Is your company currently providing or considering providing any of the following types of programs to support the development of digital skills for your frontline workers? 

(n = 43)

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job training, cross-training, or work-based learning related to digital skills</td>
<td>53.5%</td>
</tr>
<tr>
<td>Informal training by supervisors or co-workers to learn digital skills</td>
<td>48.8%</td>
</tr>
<tr>
<td>Occupation-specific training sessions related to digital skills</td>
<td>46.5%</td>
</tr>
<tr>
<td>Mentoring related to digital skills</td>
<td>44.2%</td>
</tr>
<tr>
<td>Tuition support for external training related to digital skills</td>
<td>34.9%</td>
</tr>
<tr>
<td>Basic digital literacy training sessions</td>
<td>30.2%</td>
</tr>
<tr>
<td>Digital skills training integrated with English as a Second Language instruction</td>
<td>30.2%</td>
</tr>
<tr>
<td>Certificate or credential program related to digital skills</td>
<td>23.3%</td>
</tr>
<tr>
<td>Digital skills training in languages other than English</td>
<td>20.9%</td>
</tr>
<tr>
<td>Apprenticeship program related to digital skills</td>
<td>14.0%</td>
</tr>
<tr>
<td>Training boot camps</td>
<td>7.0%</td>
</tr>
</tbody>
</table>
Most respondents indicated that they would be likely to use public supports, especially tuition assistance and expanded worker access to digital devices.

Regarding public policies that could support companies to develop the digital skills of the Latino frontline workforce, how likely would you be to use any of the following? (n = 220)

- Public support for tuition assistance: 71% likely to use, 15% not likely to use, 10% don’t know
- Public support to expand worker access to digital devices: 71% likely to use, 14% not likely to use, 11% don’t know
- Public support for digital skills training programs in languages: 68% likely to use, 20% not likely to use, 8% don’t know
- Public support for apprenticeship: 61% likely to use, 24% not likely to use, 11% don’t know
- Tax benefits for providing training: 59% likely to use, 27% not likely to use, 10% don’t know
- Public support for digital skills training programs that integrate ESL: 58% likely to use, 28% not likely to use, 10% don’t know
- Public support for broadband infrastructure or accessibility: 56% likely to use, 26% not likely to use, 14% don’t know
Key Takeaways

- Companies that have some experience providing digital skills training in languages other than English desire to learn more about what other companies are doing to support their Latino frontline workforce.

- Services provided to workers seem to align with what companies say workers need.
  - Skills to work with digital devices and use basic software were among top skill needs for frontline workers, and those are among the main topics that training programs address.

- Latino-owned companies appear to provide more on-the-job, interpersonal digital skills training to frontline workers than do other companies.
RESPONDENT DEMOGRAPHICS
Respondent Race

What is your race? (please select at least 1)

- American Indian or Alaska Native: 2 (Employers 2, Organizations 3)
- Asian: 4 (Employers 0, Organizations 4)
- Black or African American: 10 (Employers 5, Organizations 5)
- Native Hawaiian or other Pacific Islander: 1 (Employers 0, Organizations 1)
- White: 74 (Employers 47, Organizations 27)
- Some other race, ethnicity or origin: 3 (Employers 3, Organizations 0)
- Prefer not to answer: 3 (Employers 3, Organizations 0)

Employers (n = 96) | Organizations that provide workforce services (n = 108)
# Latino or Spanish Origin

<table>
<thead>
<tr>
<th>Yes</th>
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<th>Prefer not to answer</th>
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</tbody>
</table>

**Employers (n = 96)**
**Organizations that provide workforce services (n = 108)**
Company Industry/Sector

Which of the following best describes your company? (n = 96)

- Retail or wholesale trade: 22.9%
- Manufacturing: 19.8%
- Construction: 11.5%
- Other: 7.3%
- Services: 6.3%
- Information technology: 6.3%
- Health care: 6.3%
- Leisure and hospitality: 5.2%
- Education: 5.2%
- Financial services: 4.2%
- Transportation and warehousing: 3.1%
- Agriculture: 2.1%
- Utilities: 0.0%
- Mining: 0.0%
- Government: 0.0%
WFO Industry/Sector

Do you provide worker or business services in any of the following sectors? (check all that apply)

(n = 108)

- Education
- Construction
- Health care
- Retail or wholesale trade
- Manufacturing
- Information technology
- Transportation and warehousing
- Services
- Food service/restaurant*
- Financial services
- Leisure and hospitality
- Agriculture
- Government
- Utilities
- Mining
- Domestic/Maintenance/Janitorial*
- This does not apply.*
- Other

*category applies only to WFO respondents
The mission of AILAS is to empower and promote long-term economic growth and resilience in Latino communities throughout the United States. Founded in 2015, AILAS leverages its deep networks of leaders from the public, private, nonprofit, and philanthropic sectors to advance needed public and corporate policy that maximizes the economic potential of Latino communities. With a focus on equity and entrepreneurial ecosystem-building, AILAS sources solutions that are data driven, community informed, and culturally relevant.
**UpSkill America**

*UpSkill America* is an employer-led movement to expand opportunity for America’s workers and allow our economy and communities to thrive. The movement promotes training and advancement practices to help workers progress in their careers and move into better-paying jobs. Led by a team of employer organizations, UpSkill America seeks to recognize employers that invest in their frontline workers; promote the adoption of policies and practices used by employers to educate, train, and develop frontline workers; and highlight effective local and regional workforce development partnerships and how they educate, train, and develop individuals for success in the workplace. UpSkill America is an initiative of the *Economic Opportunities Program*. 