



# Strategic Alignment: Breaking Through to a Living Wage

JUNE 2021

City and County of San Francisco  
Civil Grand Jury | 2020–2021



## About the Civil Grand Jury

The Civil Grand Jury is a government oversight panel of volunteers who serve for one year. It makes findings and recommendations resulting from its investigations.

Reports of the Civil Grand Jury do not identify individuals by name. Disclosure of information about individuals interviewed by the jury is prohibited.

*California Penal Code, section 929.*

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# Executive Summary

Many San Francisco residents live with unrelenting financial insecurity because they cannot find employment or are stuck in jobs that do not pay a living wage. San Francisco's Office of Economic and Workforce Development is committed to providing these residents with the resources to land entry-level jobs. But the key to elevating them from a minimum wage to a living wage, one that allows them to support themselves and their families, lies in postsecondary education. Nowhere is this education more achievable and affordable than at tuition-free City College of San Francisco (City College).

The Civil Grand Jury identified several barriers to making City College an effective partner in San Francisco's workforce development efforts. Improvements in the following four areas will have a significant and meaningful impact toward meeting workforce development goals:

1. Organization and collaboration
2. Access to programs
3. Supportive services
4. Outreach and marketing

## Background

In 2014, Congress passed the Workforce Innovation and Opportunity Act (the Workforce Act) which restructured, consolidated, and strengthened all previous workforce programs throughout the United States. The Department of Labor estimated that the United States would have a shortage of needed postsecondary-educated workers by 2022.<sup>1</sup> This, combined with the growing realization that the country was becoming less competitive in the global economy and that employers were finding it difficult to find qualified workers for increasingly complex jobs, became the catalyst for the Workforce Act.

The purpose of the Workforce Act is twofold: 1) to provide disadvantaged job seekers with labor market information, job search assistance, and training to help them find work, and 2) to create a supply of skilled workers for employers. Within the Workforce Act, priority is given to certain groups, including the following:

- Low-income individuals
- Workers deficient in basic skills or whose skills have become obsolete in the workplace
- At-risk youth from low-income communities

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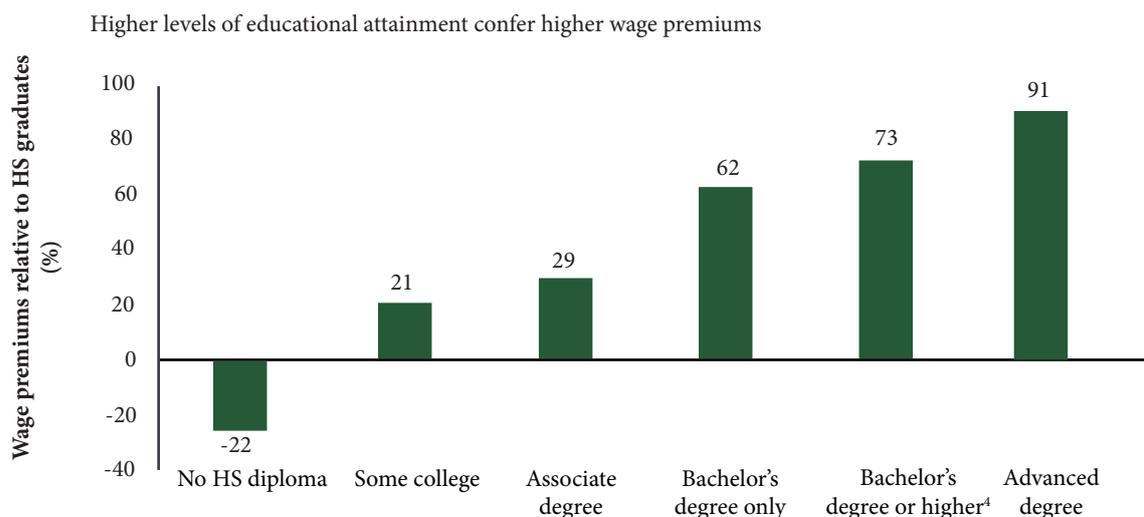
<sup>1</sup> U.S. Department of Labor. "Workforce Innovation and Opportunity Act." Employment and Training Administration. <https://www.dol.gov/agencies/eta/wioa>

The Workforce Act calls for administration and accountability through a hierarchy of small, nimble, and strategic workforce boards at state and local levels. In San Francisco (the City), the governing board is Workforce Investment San Francisco. This board is composed of 19 stakeholders, ten of whom represent local business and industry. The operational arm of this board is the Office of Economic and Workforce Development (OEWD).

OEWD awards funds to community-based organizations to operate job centers that provide counseling and skills training to both the unemployed and under-employed workforce. These job centers also connect individuals with existing job opportunities.

Helping job seekers find entry-level work is a worthy goal. However, the minimum wage does not equate to a living wage, especially in the City.<sup>2</sup> Education and training play significant roles in lifting people out of poverty, and the Workforce Act identified local community colleges as key partners in achieving this objective. Figure 1 below demonstrates the average increase in earnings that accompanies postsecondary education.<sup>3</sup> In the health and technology sectors, the income advantages from education are even greater.

Figure 1. Wage Premium Relative to High School Graduates



City College can and should be OEWD's primary partner in providing education and training to assist targeted, unemployed residents in achieving meaningful and well-paying work. City College offers hundreds of certificate and degree programs that are both tuition-free and close to home.

<sup>2</sup> The current minimum wage in San Francisco is \$16.32 an hour; the estimated living wage for a single individual is \$28.00 an hour, assuming full-time work.

<sup>3</sup> Hans Johnson, Marisol Cuellar Mejia, and Sarah Bohn. "Higher Education as a Driver of Economic Mobility." Public Policy Institute of California. December 2018. <https://www.ppic.org/publication/higher-education-as-a-driver-of-economic-mobility/>

<sup>4</sup> The bachelor's degree or higher is a combination of the adjacent bars.

The Civil Grand Jury's interest in examining the relationship between OEWD and City College stemmed from patterns of rising unemployment and declining community college enrollment. City College is underutilized by the workforce establishment, further exacerbating its declining enrollment.

## Methodology

The Civil Grand Jury (the Jury) interviewed both City and non-City officials and employees from various agencies including:

- City College of San Francisco
- Office of Economic and Workforce Development
- Community-based organizations
- Other California community colleges

The Jury also interviewed past OEWD participants and reviewed numerous administrative documents from local, state, and federal agencies, peer-reviewed research articles, and public institution websites.

All of these sources of information were used to validate and verify statements made during interviews to provide a detailed overview of the relationship between OEWD and City College. Facts that the Jury could corroborate from multiple sources were then used to determine the findings and recommendations included in this report.

## Discussion

### Organization and Collaboration

The OEWD objectives are carried out through an intricate network of public and private agencies. In 2014, the San Francisco Board of Supervisors established the Workforce Alignment Committee.<sup>5</sup> This committee's purpose was to coordinate workforce development efforts across eight City departments that provide employment and training programs to eligible job seekers. A key responsibility of the Alignment Committee was to produce a five-year strategic plan to develop workforce development programs.<sup>6</sup>

One objective of the subsequent 2017–2020 strategic plan was to strengthen programmatic coordination between the workforce system and City College. City College's mission statement also emphasizes that certificate and career services are among its highest priorities. However, OEWD and City College do not have a shared organizational structure that align to meet these objectives.

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<sup>5</sup> Section 30 of Administrative Code that established the Alignment Committee was revised in 2019, and this revision dissolved the Alignment Committee. The committee continues to meet on an ad hoc basis. City and County of San Francisco, Ordinance No. 269-195. PDF file. <https://sfbos.org/sites/default/files/o0269-19.pdf>

<sup>6</sup> A full five-year strategic plan was not created since the Alignment Committee was dissolved.

City College has two key groups that could contribute logically to these objectives—the Office of Workforce Development (CCSF Workforce Development) and the Curriculum Committee. CCSF Workforce Development is responsible for developing technical education programs while the Curriculum Committee is responsible for reviewing the program, curriculum, and course proposals. Within City College, these two groups interact infrequently, and CCSF Workforce Development has no formal role on the Curriculum Committee.

There is precedent for formal interaction between community college workforce development programs and curriculum programs. At Santa Monica Community College, San Diego Community College, and Sierra Community College, the Workforce Development deans are members of the Curriculum Committees, and these interactions have resulted in innovation and change from the traditional classroom and semester-based models of secondary education.<sup>7</sup>

Community-based organizations that provide numerous supportive services for job seekers and individuals wanting to learn skills are another important segment of the network. These supportive services are critical to workforce development success and are essential to navigating the complex system.

In an ideally-organized and collaborative environment, OEWD would offer administrative oversight and funding of the workforce development programs, City College would offer quality instruction leading to certification for workforce development participants, and community-based organizations would offer case management and other supportive services. A case study described later in this report illustrates clearly how this process can and does work.

### Access to Programs

A primary objective of the Workforce Act is to expand the federally-funded training options available to the prioritized groups. Previously, individuals eligible to receive training funds were constrained in their training options. The Workforce Act instituted a market-based voucher system in which eligible students can use federal funds to pay for any training program included on a state-approved list known as the Eligible Training Provider List (the Provider List), and this expanded the options substantially.

To ensure that organizations on the Provider List offer high-quality programs, the Workforce Act requires the training programs to be reviewed and approved before they become eligible for inclusion. Additionally, approved organizations are required to collect and report program information such as cost and performance. While the Workforce Act provides a basic structure for this program, each state has flexibility in how the Provider List is implemented.

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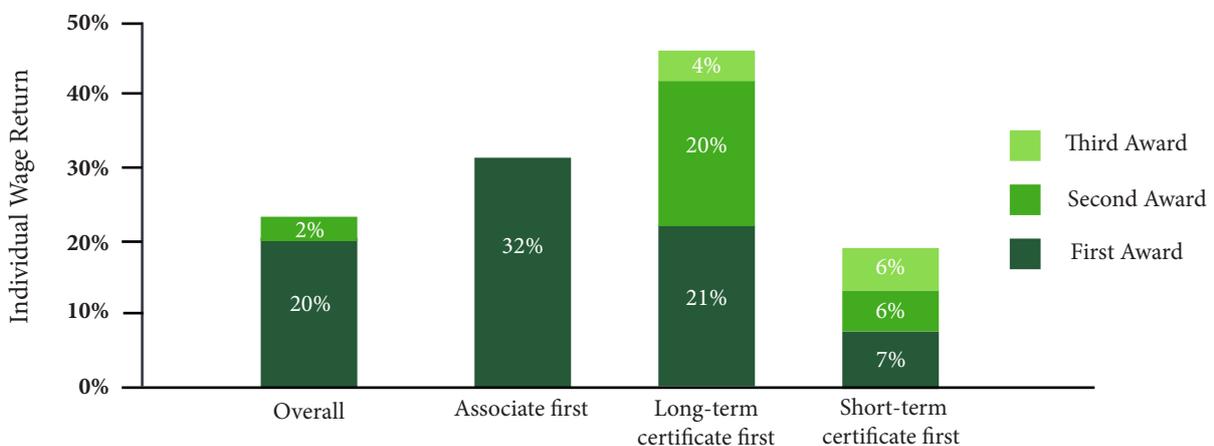
<sup>7</sup> One such innovation is the makerspace program where faculty members guide students in project-making, problem-solving, and entrepreneurship. Makerspace is now popular at community colleges across the state.

Although OEWD participants are not required to choose training programs from the Provider List, OEWD funds are only available for supportive services and tuition when they do.<sup>8</sup> Available federal funds are limited, however, so the more effectively OEWD manages the cost of education and training, the greater number of individuals that can be helped.

With limited funding, there is clearly an advantage to encouraging participants to explore training options at City College since it is tuition-free to City residents. The next best option is any non-City College course on the Provider List since these are also federally-funded. The least effective option is any non-City College course not on the Provider List. Fortunately, City College offers numerous certificate programs targeted to OEWD participants. These include programs in the hospitality, custodial, automotive, and healthcare sectors.

Aside from the cost, there is another incentive for OEWD to encourage its participants to enroll in City College programs. Research shows that completion of a community college short-term certificate program yields an average 8% increase in wages while completion of a long-term certificate program yields a 20% increase.<sup>9</sup> Even greater benefits result from “stacking” multiple certificates and thereby enhancing an applicant’s qualifications. Completion of community college certificates yields an average \$11,000 increase in annual wages in the state of California.<sup>10</sup> Figure 2 below demonstrates the impact of certificate programs on income:

Figure 2. Impact of Certificate Program Completion on Individual Wages



There are, however, some barriers to OEWD participants accessing the City College programs.

<sup>8</sup> Supportive services include comprehensive skills assessments, group counseling, individual career counseling, case management, and short-term prevocational services, such as how to write a résumé or prepare for an interview.

<sup>9</sup> Johnson, Meija, and Bohn. “Higher Education as a Driver of Economic Mobility.” Public Policy Institute of California. December 2018. <https://www.ppic.org/publication/higher-education-as-a-driver-of-economic-mobility/>

<sup>10</sup> Hamilton, Gayle and Scrivener, Susan. *Promoting Participation: How to Increase Involvement in Welfare-to-Work Activities*, PDF file. September 1999 (restated in 2014 dollars). [https://www.mdrc.org/sites/default/files/full\\_481.pdf](https://www.mdrc.org/sites/default/files/full_481.pdf)

## Program Scheduling

City College's semester schedule is not aligned with the timing of participants entering OEWD's program, and this is often a barrier to accessing City College programs.

OEWD funds its programs on a fiscal year that begins in July. Each year, participants must meet eligibility requirements to enter into the program, and often the City College fall semester starts before eligibility is determined. Often, then, eligible individuals cannot start training courses at City College until January of the following calendar year, and this delays when programs can be completed and participants can begin working and earning higher wages. As a result, they turn to private training programs.

The ideal length of a short-term training program is 8–12 weeks while City College semesters last 16 weeks. Most OEWD clients cannot afford to be out of work for the time it takes to complete courses on a semester schedule, and this is why the shorter-term courses are better suited to this particular group of students.<sup>11</sup>

CCSF Workforce Development is just beginning to recognize the need to develop and offer more short-term training programs. City College does offer selected courses during a summer semester, but very few of these, approximately 15%, are Career Technical Education (CTE) courses.<sup>12</sup> If more technical courses and programs were offered during the summer, and if they were relatively short in duration, the number of OEWD individuals receiving their training at City College would likely increase.

## City College Course Enrollment

Like most other community colleges, City College offers courses that are very popular, with more students wanting to enroll than there are slots available. Conversely, courses that are not as popular are at risk of being canceled due to low enrollment. These situations present additional barriers to OEWD participants accessing City College programs when needed.

To address issues with over-enrollment in courses, City College maintains a priority registration system. Eligibility for priority enrollment is determined by the state chancellor's office and includes veterans, foster youth, and disabled persons.<sup>13</sup> Some community colleges are seeking approval to add eligible workforce development students to the priority list. But until this approval is granted, these students are at risk of not being able to take selected courses unless they meet one of the other priority registration criteria.

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<sup>11</sup> California Workforce Development Board. "2020-2023 State Plan." State of California. [https://cwdb.ca.gov/plans\\_policies/2020-2023-state-plan](https://cwdb.ca.gov/plans_policies/2020-2023-state-plan)

<sup>12</sup> Workforce development refers to vocational training as Career Technical Education (CTE), often shortened to technical education. English, math, and similar foundational classes are not considered CTE.

<sup>13</sup> Casetext. "California Code of Regulations." Title 5, Section 58108. Statutes, Codes, and Regulations. <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-1-open-courses/section-58108-registration-and-enrollment-procedures>

On the other end of the spectrum, City College courses can be canceled when the enrollment threshold is not met. This has significant repercussions for students who need those courses to fulfill certificate requirements and who cannot afford to wait for the class to be offered again. When this occurs, the OEWD students or sponsoring organizations may resort to alternative educational institutions, such as San Francisco State University. Increasingly, these students and organizations are also pursuing courses outside of the City, including in Marin and San Mateo counties.

These barriers to enrollment are critical to low-income students who may not have the same degree of flexibility as other students. Delays in starting a program or the inability to enroll in a course can disrupt the effectiveness of sponsoring community-based organizations. It is understandable that those community sponsors would pursue other options for their students when the City College courses are inaccessible.

### Problems with the Provider List

A final barrier to program access is the Provider List itself because it contains several inaccuracies regarding scheduling, accessibility, content, and cost. For example, multiple programs are described on the Provider List as being three to four semesters in duration, but the City College catalog describes the same programs as being one to two semesters in duration. These discrepancies and their possible impacts are described in [Appendix A](#).

### Supportive Services

The Provider List contains more than 150 certificate programs offered by City College, and the scope and diversity of the offerings increase the likelihood that OEWD participants can select courses and careers aligned with their interests. A detailed listing of these programs is included in [Appendix B](#). In addition to those related to scheduling, possible barriers to OEWD participants enrolling in these courses include the following:

- New or inexperienced students are not necessarily aware of their educational goals and aptitudes.
- Job seekers often do not have adequate knowledge of the programs offered.

Another important element is the supportive services that enable students to navigate the system and assist with the soft skills (e.g., social and communication skills, resume writing, etc.) needed to find work. These services include skills assessments, counseling, transportation and childcare, and other services that enable job seekers to pursue a path to employment. Such supportive services are provided by numerous community-based organizations that comprise the network of job centers located throughout the city.

Any student from the disadvantaged target groups can enroll at City College directly without going through OEWD-sponsored job centers, but in doing so, they have a more limited level of support.

Beyond the services provided by the community-based organizations, research shows that success in these training programs is also greatly enhanced by support from fellow students. A learning community is a group of like-minded students grouped together based on their vocational interests.

### Learning Communities

Research shows that learning communities offer the additional support that nontraditional students<sup>14</sup> often need and that students taking classes as a cohort have higher levels of engagement and program completion.<sup>15</sup>

With funding from the state, City College recently implemented a program called Career Communities that includes elements of a learning community. In this program, employment specialists arrange career workshops, teach job search skills, and provide job leads to students within each designated employment sector. Course enrollment at City College does not in itself garner access to the Career Communities program, but enrollment in a certificate program does. This is yet another reason to encourage OEWD participants to enroll in certificate programs and a benefit of enhancing the partnership between OEWD and City College.

### Case Management

Case management is the collaborative process of assessing, planning, and facilitating the network of organizations and processes that serve to train and find work for individuals who are underemployed or stuck in low-paying jobs. In the field of workforce development, case management has been performed historically by community-based organizations and has included services such as assessing career goals, identifying training opportunities, locating financial resources, and providing emotional support and encouragement.

Most OEWD participants are connected to case managers through these community organizations, but some are not. Students enrolling in City College courses on the Provider List may bypass these community-based organizations, and this is a missed opportunity for these students to receive supportive services to help them succeed.

While they do have access to academic counselors and the Career Communities program discussed above, they might not be aware of the programs. This level of support is helpful, but it is not nearly as beneficial as the individualized supportive services offered by the community-based organizations.

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<sup>14</sup> A nontraditional student is one that has delayed enrollment into postsecondary education, attends college part-time, works full time, is financially independent for financial aid purposes, has dependents other than a spouse, is a single parent, or does not have a high school diploma.

<sup>15</sup> Kathe Taylor, William S. Moore, Jean MacGregor, and Jerri Lindblad. "Learning Community Research and Assessment: What We Know Now." Washington Center for Improving Undergraduate Education. 2003. <http://wacenter.evergreen.edu/learning-community-research-and-assessment-what-we-know-now>

An effective workforce development program should also offer vocational assessments, and this might be achieved best through the community-based organizations' case management programs. Such assessments help job seekers align potential careers with their interests and aptitudes. The assessments also include an identification of any prerequisites to the various programs offered.

Case managers and academic counselors also assist job seekers in understanding different course offerings and their potential career paths. Students receiving extensive supportive services experience higher rates of program completion and job placement success.<sup>16</sup>

## Outreach and Marketing

The final key to access is having OEWD participants aware of their available options, and this can be accomplished through successful outreach and marketing. While outreach and marketing of the available programs could result in increased enrollment and use of the City College programs, barriers to access and supportive services should be addressed first.

Additionally, California announced recently that the student funding formula for community colleges will be moved from an enrollment formula to a program completion formula.<sup>17</sup> Increased enrollment in vocational courses can help increase completion rates since research shows that students enrolled in technical programs have higher completion rates than those enrolled in general education programs.<sup>18</sup> This is another compelling reason to promote the certificate programs.

OEWD developed limited promotional materials but has no formal outreach program other than what is available on the Internet and through the CalJOBS listings.<sup>19</sup> OEWD, in partnership with City College, should take steps to raise awareness of the available certificate programs. Suggested options include job fairs, presentations and workshops, communication with career advisors, or connecting job seekers with individual employers. Whatever form the outreach and marketing takes, these efforts should increase enrollment at City College, completion of more certificate awards, and achievement of workforce development goals.

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<sup>16</sup> Anne Roder and Mark Elliot. *Nine Year Gains: Project QUEST's Continuing Impact*. PDF file. April 2019. [https://economicmobilitycorp.org/wp-content/uploads/2019/04/NineYearGains\\_web.pdf](https://economicmobilitycorp.org/wp-content/uploads/2019/04/NineYearGains_web.pdf).

<sup>17</sup> California Community Colleges. *Non-Technical Student Centered Funding Formula Frequently Asked Questions*. PDF file. August 2020. <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-Workshop/nontechfaq-august-2020-update-a11y.pdf?la=en&hash=8C2BC0B8508DBBF31B40A9EE3FCD54B1F97840E0>

<sup>18</sup> California Community Colleges. "Student Success Metrics." <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

<sup>19</sup> State of California. "CalJOBS." Employment Development Department. <https://www.caljobs.ca.gov>

A specific and additional form of outreach is to attract local area businesses to Contract Education and Instruction. This involves developing customized short-term training programs, designed primarily by private employers to meet their specific job supply needs. These programs provide an additional source of revenue for City College since the employer pays for both the faculty and the facility. Private employers have initiated these programs historically, but City College should be more proactive in seeking out similar specialized programs, thereby further enhancing training opportunities for OEWD participants.

The City's labor market is demanding a more skilled and better-educated workforce, and the timing is right to address these changes proactively.

Ongoing outreach to private employers could help identify where the vacancies will be and how City College can assist in filling those gaps. While it does take effort to recruit interested businesses and negotiate programs, the benefits are numerous.

They include:

- Custom-designed curriculum
- No minimum restrictions on class size
- Short-duration courses
- Scheduling flexibility
- Direct link to employment opportunities
- Agility in working with new technologies
- Increased enrollment
- Creation of new public-private partnerships

The Bay Area is recognized as a global leader in developing and implementing innovative technologies, and City College is positioned uniquely to connect City residents, including the OEWD participants, with new and emerging career opportunities.

## Case Study

The potential of the above-mentioned areas can be demonstrated through a case study of a creative program that demonstrates the collaboration and organization needed to move the workforce development objectives forward.

The Construction Administration and Professional Services Academy (CAPSA) is a career development program that teaches and trains City residents about construction administration. CAPSA is sponsored by OEWD, administered by Mission Hiring Hall, a community-based organization, and taught by City College faculty. The curriculum includes coursework in construction management, business communication, and computer office applications. The program was launched in 2009 and has graduated over 300 students since its inception. CAPSA has achieved a 69% job-placement rate for its graduating students.<sup>20</sup>

The relationship between City College and Mission Hiring Hall is cemented through a memorandum of understanding. Per the terms of the agreement, Mission Hiring Hall recruits students, conducts initial intake assessments, guides students through the registration process, and provides ongoing case management throughout the program. City College establishes the courses and the schedule in consultation with Mission Hiring Hall.

The CAPSA program does not terminate with a City College certificate, but it does offer entry-level employment in the construction field. Many students who complete the program continue with the Construction Management certificate program at City College.

CAPSA is an example of a specific, established program that exhibits coordinated collaboration, effective case management, and successful student outcomes.

## Conclusion

OEWD and City College individually play important roles in the community. Working together, these two organizations have a unique opportunity to elevate some of the City's most disadvantaged residents out of poverty. By working collaboratively to improve access and enrollment in existing programs and to develop new programs to meet the unique needs of the OEWD participants and the business community as a whole, OEWD and City College can make a very meaningful and lasting impact on people's lives and the future of San Francisco.

To achieve greater effectiveness, these groups need to break down existing barriers and align strategically to improve access to needed programs. This includes representation on policy committees and task forces, flexibility in scheduling, alignment of financial incentives, increased supportive services, and additional outreach and marketing.

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<sup>20</sup> The average placement rate for all OEWD programs is 64%. San Francisco Budget and Legislative Analyst. *Performance Audit of the City's Workforce Development and Pre-Apprenticeship Programs*. PDF file. August 3, 2020. [https://sfbos.org/sites/default/files/BLA\\_Performance\\_Audit\\_Workforce\\_Development\\_080320\\_Final\\_Report.pdf](https://sfbos.org/sites/default/files/BLA_Performance_Audit_Workforce_Development_080320_Final_Report.pdf)

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# Findings

- F1.** City College did not have a formal role on the City's Workforce Alignment Committee while it was active and does not have a role on the current ad hoc committee, and this inhibits effective programmatic coordination between OEWD and City College
- F2.** City College of San Francisco's Office of Workforce Development does not have a formal role on the institution's Curriculum Committee, and this limits the Curriculum Committee's knowledge of the specific needs of students participating in the workforce development programs.
- F3.** OEWD's lack of a concerted effort to enroll groups in Eligible Training Provider List programs at City College hurts its ability to maximize limited funds.
- F4.** Limited availability of technical courses during City College's summer semester is a contributing factor to OEWD participants pursuing their studies at alternative educational institutions, thereby incurring additional costs.
- F5.** Demand for some City College courses and the lack of priority registration for OEWD participants results in their being denied enrollment for courses needed for their training programs.
- F6.** Inaccuracies on the Eligible Training Provider List unnecessarily deter OEWD job seekers from taking needed courses.
- F7.** The lack of synchronization and outreach among OEWD, City College, and community-based organizations in promoting Eligible Training Provider List certificate programs at City College results in the underutilization of these programs.
- F8.** City College is underutilizing Contract Education and Instruction programs that provide short-term training programs designed specifically for individual business needs.

# Recommendations

- R1.** The Board of Supervisors should reinstate the Committee on City Workforce Alignment to Chapter 30 of the Administrative Code and add City College as a member. The reinstatement should be completed no later than February 2022.
- R2.** City College's Dean for Workforce Development should begin submitting quarterly reports that outline and seek input on specific Career Technical Education program needs to the Curriculum Committee beginning in January 2022.
- R3.** OEWD should convene a joint working group to review current Career Technical Education course offerings at City College and make recommendations to develop content that aligns with the needs of the OEWD participants by December 2021. The joint working group should include City College's Dean for Workforce Development, the City's Director of Sector and Workforce Development, and the Eligible Training Provider List Coordinator for Workforce Development Comprehensive Job Centers.
- R4.** City College should enhance its number of short-term certificate training programs by February 2022, and these courses should be developed in collaboration with businesses or community-based organizations receiving OEWD funding. This should include an increase in the number of CTE course offerings during City College's summer semester to at least six.
- R5.** City College should allow priority registration for OEWD participants enrolling in certificate program courses on the Eligible Training Provider List. Priority registration should begin with the Fall 2022 semester.
- R6.** City College should convene a workgroup to identify and correct inaccuracies in the course descriptions, schedules, and costs included on the Eligible Training Provider List by January 2022.
- R7.** OEWD should work with stakeholders who coordinate the Eligible Training Provider List to develop an outreach program that encourages clientele to pursue City College certificate programs. The outreach plan should be approved by the Director of Workforce Development and implemented by April 2022.
- R8.** Contract Education and Instructional Services at City College should establish formal outreach guidelines for collaborating with local businesses to develop customized training programs. The outreach guidelines should be submitted for review to City College's Vice Chancellor for Academic and Institutional Affairs by February 2022. The outreach guidelines should be implemented by March 2022.

# Request For Responses

Pursuant to Penal Code sections 933 and 933.05, the San Francisco Civil Grand Jury requests responses as follows:

From the following City agencies within 60 days:

- From the Office of Economic and Workforce Development

Findings 1,3,4,5,6,7

Recommendations 1,3,4,5,6,7

- From the City College of San Francisco

Findings 1,2,3,4,5,6,7,8

Recommendations 1,2,3,4,5,6,7,8

- From the Board of Trustees of City College of San Francisco

Findings 1,2,3,4,5,6,7,8

Recommendations 1,2,3,4,5,6,7,8

From the following governing body within 90 days:

- From the San Francisco Board of Supervisors

Findings 1,3,4,5,6,7

Recommendation 1,3,4,5,6,7

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# Appendix A

## Eligible Training Provider List Discrepancies

Category	Description	Possible Impact
Scheduling	Multiple programs are listed as being three or four semesters in duration. In contrast, the current CCSF catalog describes some of the same programs as one or two semesters in duration.	OEWD job seekers feeling time pressure due to their personal financial situation and the need to return to work within a specific time frame may be dissuaded from selecting a program due to inaccuracies and the impact that a wrong choice could have on their inflexible schedules and/or calendars.
Accessibility	The Provider list is provided electronically via the CalJobs system maintained by Employment Development Department. The burden is upon OEWD job seekers to review the Provider list to explore possible training alternatives. However, some of the search and navigation features of this system are confusing.	Successful use of the CalJobs system may be hampered by its navigation model, especially for job seekers with limited computer/online knowledge and/or expertise.
Content	Important information to be maintained by CCSF and OEWD is not timely and complete. For example, the instructor background information and training program performance metrics are not provided.	Inaccurate and/or out-of-date information can lead to poor decision choices by a job seeker evaluating training programs.
Cost	Accurate cost information is an especially critical example of content. Current entries indicate that all CCSF programs are subject to fees in order to complete training. However, San Francisco residents that qualify for ETPL training are charged no tuition/fees for their enrollment in a CCSF program.	Since many job seekers desiring job training are on a limited budget, misinformation regarding the cost could negatively impact a decision to proceed with their plans.

# Appendix B

## Eligible Training Provider List Certificate Programs Offered at City College of San Francisco

Construction Office Administration	Construction Project Administration	Construction Administrative Support
Excel Professional	Marketing	QuickBooks & Spreadsheets for Accounting
Small Business	Bookkeeping	Electronic Publishing
Office Administration Specialist	Administrative Support	Business Administration
California Real Estate	Finance	General Business
Paralegal/Legal Studies	Supervision and Management	Computer Accounting
Office Technology	Retail Management	International Business
Accounting Assistant & Core Skills	Business Information Worker	Cloud-Based Accounting Systems
Medisoft for Business	Administration of Justice	Basic Fire Academy
Basic Police Officer	Crime Scene Investigation	Fire Protection
Aircraft Maintenance Technology	Aircraft Powerplant Maintenance Technology	Construction Management Advanced Skills
Construction Management: Core Skills	Aircraft Powerplant Maintenance Technology	Interior Design:Assistant Interior Design Core Skills
Auto Body	Automotive Hybrid and EV Technology	Motorcycle Technician
Automotive Technician	Carpentry	Construction
Utility Technician	Sound Recording Arts	AV Technologist
Broadcast Motion Graphics	Foundations in Broadcast Electronic Media Arts	Live Sound
Multimedia Broadcast Journalism	Sound Design	Television Production
Video Editing and Post Production	Child Development: Administration	Child Development: Family Childcare
Child Development: Infant/Toddler	Child Development: Pre-Teacher	Child Development: Professional Development and Advocacy
Child Development: School-Age Care	Child Development: Violence Intervention in Early Childhood	Child Development: Youth Worker
ECE Associate Teacher	ECE Practitioner	Introduction to Special Education
Special Education TK-12	Special Education: ECE Intervention	Foundations in Cinema
Cinematography	Directing	Film Studies
Pre-Production/Producing	Scriptwriting	Computer Science

# Appendix B (continued)

## Eligible Training Provider List Certificate Programs Offered

### at City College of San Francisco

Linux Administration I	Android App Programming	Build Automation for DevOps and QA
Computer Programming C++	Computer Programming Java	Data Science Fundamentals
Database Programming and Administration	Game and Simulation Programming	iPhone App Programming
Web Application Programming	Fundamentals of Networking	Fundamentals of Technical Support
Wireless Networking	Network Security	Routing and Switching
Windows Networking/Microsoft Windows Networking	Website Development for E-Business	Advanced Cybersecurity
Advanced Web Development Techniques	Computer Technical Support	Javascript
Maker Studies	Mobile Web App Development	Dental Assisting
Geographic Information Systems	Basic Electronics	Biotechnology
Biotechnology Lab Assistant	Computer Aided Design	Computer Aided Drafting
Engineered Plumbing Systems	Heating, Ventilation, Air-Conditioning, and Refrigeration	Intermediate Electronics
Machining Technology Level I	Machining Technology Level II	Manufacturing and Fabrication
Stem Cell Technology	Sustainability	Welding Technology Level I
Commercial-Cut Flower Greenhouse Production	Landscape Construction	Retail Floristry
Community Health Worker	CVT/Echocardiography Technician	EKG Technician
Emergency Medical Technician	Health Information Clerk I	Health Information Clerk II
Home Health Aide/CNA	Nutrition Assistant	Pharmacy Technician
Phlebotomy Technician	Sexual Health Education	Unit Coordinator
Health Information Coding Specialist	Medical Clinic Assisting	Medical Evaluation Assistant
Medical Receptionist	Community Health Worker, Elder Advocate Specialist	Community Health Worker, HIV and Hepatitis Navigation Specialist
Community Health Worker, Re-Entry Specialist	Community Health Worker, Youth Advocate Specialist	Community Mental Health Worker
Healthcare Interpreter	Culinary Art Basic Skills Training	Architectural Photography
Digital Photography	Motion Photography - Studio or Field	Photography Digital Technician
Photography Criticism	Photography Studio Practice	Portrait Lighting

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# Appendix B (continued)

Eligible Training Provider List Certificate Programs Offered  
at City College of San Francisco

Reportage Photography	Studio Lighting	Custodial/Building Maintenance
Digital Animation	Digital Art Foundation	Digital Illustration
Visual Media Design	Visual & Interactive Design	Visual Design Foundation
Visual Media Production		