



Section 1: SWP Information

# Strong Workforce Program Strategic Plan 2020-2023

Workforce Development Department

Submitted:  
[Date]



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## Section 2: Comprehensive Three-Year Plan

### 2.1 Summary and Overview

The Strong Workforce Program (SWP) is a statewide, California Community College Chancellor's Office (CCCCO) funded effort to proactively address widely recognized gaps in workforce development throughout the State of California. According to the California Community Colleges Chancellor's Office, an estimated 1.9 million job openings in California in the next 10 years will require, at minimum, some college and/or an Associate's degree. To address this demand, the CCCCCO convened a statewide SWP Task Force in 2015 to examine ways to strengthen Career and Education (CE) student success at California's community colleges, the primary providers of job training in the state. In 2015, as a result of this discussion, the state SWP Task Force issued a list of 25 recommendations for improving CE programs statewide.

In 2016, the state government announced an annual \$200 million allocation to California community colleges in the form of regional and local district funding to meet regional labor market needs. SWP was designed with built-in accountability measures and performance metrics, which clearly specify the purpose and use of these state funds and provide strict standards for reporting and renewal. Broadly, SWP is intended to create and support "more and better" Career Technical education (CTE) or Career Education (CE) with accountability measures that include:

- Increased CE student enrollments and completions;
- Continued and responsiveness to industry skills and labor market projections; and,
- Increased student employment outcomes: job placement, retention, wage gain.

To date, CCSF has received the following allocations:

Year	Local Allocation	Regional Allocation	Total
2016-17	\$2,729,009	\$1,546,438	\$4,275,447
2017-18	\$3,071,983	\$1,689,591	\$4,761,574
2018-19	\$2,949,232	\$1,622,078	\$4,571,310
2019-20	\$2,692,238	\$1,480,730	\$4,172,968



## Current Covid-19 Context

The public health emergency associated with the coronavirus disease 2019 (COVID-19) pandemic has radically altered the fabric of our society, economy, and public institutions. In an effort to slow the rapid spread of the virus, and to protect all members of the community and the Bay Area region, San Francisco issued a shelter in place order that restricted all but essential activities and services. This required a transition to a remote work-from-home model for all CCSF faculty, staff, and administrators, and a suspension of all face-to-face instruction and services for our students in the middle of the Spring 2020 semester. Some essential college functions returned to campus in Fall 2020, including the preparation of students for certain essential jobs and the instructional, administrative and support staff required to operate those programs. However, the duration of this pandemic and its long-term consequences for our economy, the labor market, and instruction, remain unclear.

What we do know is that in the short- to medium-term COVID-19 has impacted families, businesses, and governments at all levels. It has created emotional and economic hardships within our community. From February to June of 2020, San Francisco has seen employment decline by 53% in hospitality and leisure, 28% in construction, 17% in nonprofits and personal services, and 19% in retail. And in addition to those workers who have been displaced those who have been deemed essential also face challenges such as increased exposure to potential carriers of the virus and reduced services like childcare for their families. These twin burdens of unemployment and essential work imposed by Covid-19 are not shared equally among San Franciscans. People of color, immigrants, and women are all over-represented among both displaced and essential workers. Covid-19 not only illuminates existing inequalities in our society but will undoubtedly exacerbate them. These issues, along with the widespread protests against police brutality and racial inequalities, suggest that any meaningful effort to address the economic consequences of Covid-19 must also proactively address social inequities. Yet these efforts must also take into account a projected State budget shortfall of \$54 billion, which could potentially impact both the Strong Workforce Program and the wider community college system. Given these many challenges the strategic deployment of limited resources remains of the utmost importance.

The CCSF Workforce Development Office has been engaged in Covid-19 Economic Recovery planning efforts, both with the City and County of San Francisco, and internally within CCSF academic departments. The Dean of Workforce Development participated in the San Francisco Economic Recovery Task Force charged with guiding the City's efforts through the COVID-19 recovery to sustain and revive local businesses and employment, mitigate the economic hardships already affecting the most vulnerable San Franciscans, and build a resilient and



equitable future. The recommendations from the Economic Recovery Task Force, along with other feedback from CCSF stakeholders, help to inform the SWP plan.

### **New Trailer Bill Language for Strong Workforce Program**

Due to the economic crisis from Covid-19, additional flexibility has been included in the budget for the Strong Workforce Program beginning with FY 20-21. Colleges are encouraged to utilize SWP funds to provide short term workforce training (including not-for-credit offerings) to return individuals to employment expediently.

*Section 88821(g) of the Education Code is amended to read: (g) Community college districts are encouraged to expedite the development of targeted credit or noncredit short-term workforce training programs, in accordance with all of the following:*

*(1) Short-term workforce training programs that focus on economic recovery and result in job placement.*

*(2) Short-term workforce training programs that focus on the reskilling and upskilling of individuals.*

*(3)(A) Short-term workforce training programs that have at least one proven employer partner, demonstrate job vacancies, and submit verification to the chancellor's office. (B) For purposes of subparagraph (A), verification includes the projected number of individuals served, completion rates, and job placement rates.*

*(4) It is the intent of the Legislature that, where possible, short-term noncredit workforce training programs should be utilized to be responsive to the workforce training needs of employers, with the ability to transition to credit or noncredit courses and programs upon successful completion of a program established pursuant to this subdivision. Colleges are encouraged to develop workforce training that utilizes competency-based approaches, and applies credit for prior learning where possible.*

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## 2.2 Planning Process and Assessment

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The strategic planning process for the Strong Workforce Program's 2020-2023 Three Year Plan began with broad engagement of all constituents in Fall 2019. Using existing shared governance processes including Academic Senate, Career Technical Education committees, employer advisory groups, and other key existing stakeholder forums, the SWP Workgroup was comprised of a diverse, cross-functional group of faculty, classified staff, administrators, and partners representing both CCSF and SFUSD career education practitioners. The workgroup consisted of 15 Academic Senate faculty appointees along with an additional 32 participating workgroup members. The full list of participants can be found in Appendix A.

The workgroup's purpose is to help craft a guide for SWP's 2020-2023 efforts with a focus on creating a clear framework for decision-making. As a body of existing Career Education practitioners, they provide recommendations on areas for prioritization, review existing progress, processes, and outcomes, and highlight promise areas for which support should continue. Specifically, the cross-functional body worked on:

- Crafting design and guiding principles
- Broadly communicating updates with Academic Senate and the college community
- Reviewing and analyzing career education data
- Providing recommendations for additional areas of focus, discussion, and prioritization
- Supporting planning efforts
- Providing subject matter expertise and recruiting subject matter experts
- Serving as thought partners
- Providing ongoing feedback during plan creation

On Monday, March 2, planning officially began for the Strong Workforce Program's (SWP) three-year plan with the WP Workgroup's first convening of SWP Workgroup members and interested stakeholders. Over 40 individuals engaged as thought partners and collaborators. Attendees participated in facilitated discussions around existing Career Education student data, received a presentation on SWP/Perkins Allocation and Impact Report, and participated in an open discussion around key themes, insights, lingering questions, and future areas of inquiry and prioritization. During the first SWP workgroup convening, attendees built a foundational understanding of SWP and its past and current efforts; grounded themselves in data, and identified areas of focus, next steps for subsequent planning meetings.



Two subsequent planning meetings were scheduled to review past identified priorities, discuss, recommend, and refine future priorities. An additional larger Career and Adult Education Summit was scheduled for late spring to engage community based organizations and employer partners in discussion, strategizing, and planning for workforce development and career education. On Friday, March 13, The College began its transition to remote instruction and operations. Given the shelter in place orders, the remaining two meetings were cancelled, as was the larger Summit for external partners. In lieu of a face to face meetings and gatherings, surveys were sent to key constituencies as an alternative to ensure continued engagement, feedback, and participation.

The SWP Workgroup reviewed a draft of this plan in Fall 2020 and met via Zoom on October 15, 2020 to provide additional input.



### 2.3 The Impact of Covid-19 and Our Path Forward

City College of San Francisco and its Strong Workforce Program can play a critical role in supporting the economic recovery of our local community through the strategic allocation of resources to our CE departments, providing students with pathways from enrollment to meaningful, living wage work. Given the highly dynamic nature of the current labor market, the Workforce Development Department engaged relevant stakeholders in order to better inform our approach.

In Spring 2020, soon after the shelter in place order forced an emergency conversion to online instruction, surveys were distributed via email to members of the SWP Three Year Plan Committee and local workforce partners. The CTE Faculty Liaison also distributed a survey to CTE



faculty and synthesized the results with the Dean of Workforce Development. Some key takeaways include:

- The rapid conversion to remote learning will impact student success and even more tutoring and mentoring support will be needed to help students complete online coursework.
- CCSF must leverage instructional technologies and increase capacity to help faculty develop online modules and simulations.
- There is a critical shortage of faculty in certain high-demand CE pathways.
- CCSF must remain agile in responding to the rapid changes in demand within specific industries as well as the skills required to meet those demands.
- In addition to technical skills CE programs must include 21<sup>st</sup> Century skills such as how to work remotely, conduct job searches, interview, and communicate in a variety of contexts.
- Industry sectors where there are opportunities for investment include: IT/computer science and cybersecurity, aircraft maintenance, automotive, biotechnology, custodial, healthcare, human/public services, and CE credentialing for high school teachers.

The second round of engagement began in mid-August and consisted of a series of Zoom meetings among members of the college's Workforce Development Office, department chairs and school deans. The meetings were guided by several key questions that focused on: the current labor market demand, existing programs that could be targeted towards displaced workers, additional courses or programs that could be developed or adjusted to meet displaced workers' needs, and current and potential future efforts to improve equity within the department. Some of the points found in the initial survey were reinforced in these conversations. Overall, the resulting discussions yielded structural insights as well as programmatic and curricular recommendations in every Academic and Career Community that the college could promote for those displaced by the pandemic. Some key themes that emerged include:

- In line with the survey results that prioritized an agile response to dynamic labor market forces, Contract Education could be leveraged to introduce new programs to the community more rapidly while for-credit versions await approval. In certain areas existing curriculum could be delivered in a more condensed timetable (similar to a "bootcamp").
- CCSF should take into account the pre-existing skills of displaced workers to streamline programming and help them return to work more quickly.





- Department chairs and program leads would benefit from more timely, localized labor market information to help them better understand the roles and skills currently in demand.
- In general, a more skills-based approach would help students understand how particular courses will support their growth and (re)entry into the labor market.

The transition to remote instruction has had a significant impact both on how we currently offer Career Education, hands-on training and work-based learning, and how we think about offering them in the future. In addition, the unprecedented unemployment rates and the widespread displacement of workers in various sectors will undoubtedly shape both who will be seeking education, training and employment, and which sectors will be seeking employees and partnerships. Ongoing input from CCSF faculty, staff, and administrators, as well as local employers and workforce development partners should continue to inform SWP investment strategies.



## Section 3: Career Education

### 3.1 CE Data At-A-Glance

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#### Office of Research & Planning

CCSF's Office of Research and Planning (ORP) supports data-informed planning and decision-making across the College and for initiatives to improve student learning, student success, and institutional effectiveness.

To support SWP's planning process, ORP provided a three-year overview of CE data at CCSF. This comprehensive, disaggregated data summary included snapshots of annual headcounts and enrollment trends across credit and noncredit career education courses and programs, student course success rates, and rates of certificate and degree attainment. The summary below provides an overview of CE Data at CCSF from fall 2016 through spring 2019.

#### Methodology and Key Terms and Definitions:

For key terms and definitions, please reference the table below.

Key Terms	Definition
Academic Year (AY)	Summer, fall, spring
FTES	Full time equivalent students
Headcount	Unduplicated count of students
CE	Career Education
Noncredit CE students	Students who complete 48 or more hours in a noncredit CE course within a term
Credit CE students	Students who earn 9 or more CE units during the academic year



## CE Student Demographics

Overall, CE students are diverse in age, race, ethnicity across credit and noncredit offerings. Career Education students mainly live in San Francisco, with 70.8% credit CE students and 73.7% noncredit CE students. CCSF CE students vary in ages, racial and ethnic backgrounds.

Figure 1. Credit and noncredit CE students by Bay Area region of residence, AY 2018-19

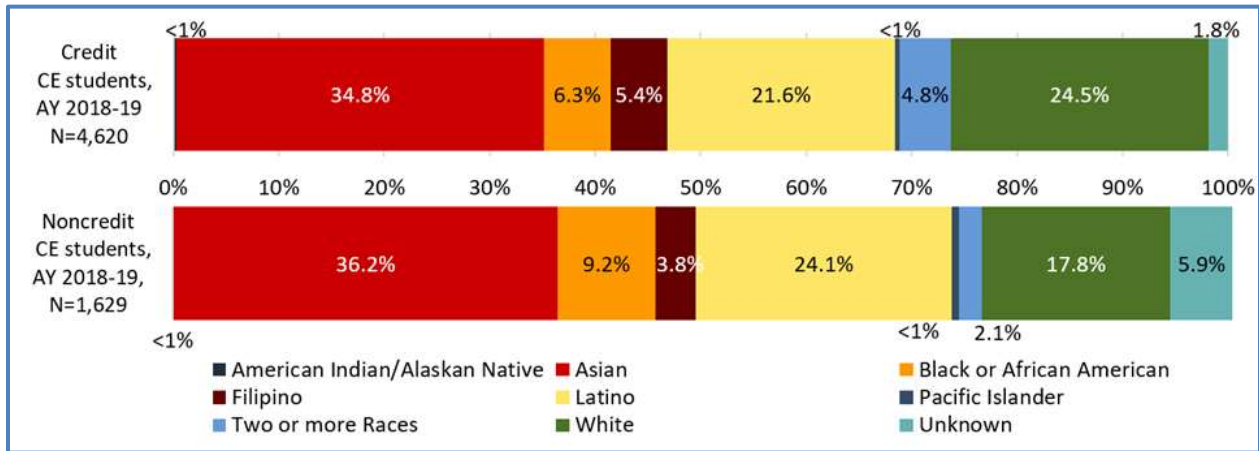
Bay Area region	Percent of credit CE students in AY 2018-19 (N=4,649)	Percent of noncredit CE students in AY 2018 19 (N=1,629)
East Bay	10.4%	9.5%
Marin	1.1%	1.3%
Peninsula	9.3%	10.1%
San Francisco	70.8%	73.7%
South Bay	1.7%	2.0%
Other	3.8%	1.5%
Unknown	2.9%	2.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>

## Ethnicity of Credit CE and Noncredit CE students

Ethnicity distribution in credit and noncredit CE is generally similar, with Asian, Latinx and White the most represented ethnicities. Asian students are more represented in credit CE than credit non-CE, while Black and White students are more represented in noncredit CE than in noncredit non-CE.



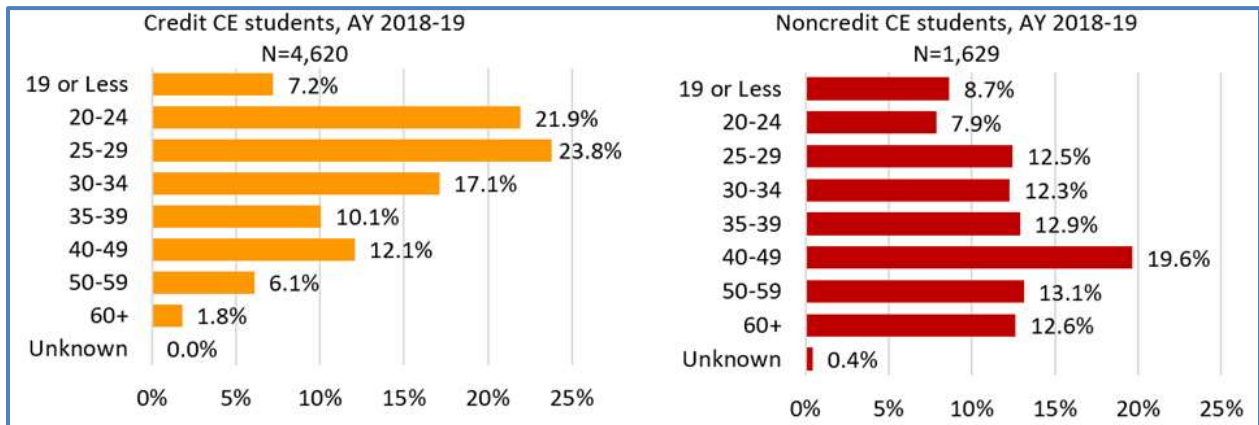
Figure 2. Credit and noncredit CE students by race/ethnicity



**Age of Credit CE and Noncredit CE students**

Credit CE students tend to be slightly older than credit non-CE students, but similarly distributed overall. Noncredit CE students are less represented at the age group extremes (19 or less and 60+) than noncredit non-CE students. Credit CE students are generally younger than noncredit CE students.

Figure 3. Credit and noncredit CE students by age groups, AY 2018-19



**Enrollment Trends**

Over the past three years (July 2016- June 2019), 35 departments offered credit CE courses. Most of these departments were CE focused with more than 85% CE FTES. In noncredit, over 80% of all CE FTES were in Business, Child Development and Family Students, and Culinary Arts and Hospitality Studies.



Figure 4. Departments offering credit CE, 3-year total AY 2016-17 through AY 2018-19

Department offering credit CE	Percent of 3-year total credit FTES
Business	14.7%
Computer Science	9.7%
Child Development and Family Studies	7.4%
Health Care Technology	7.0%
Computer Networking Information Technology	5.8%
Administration of Justice	5.7%
Automotive	4.6%
Visual Media Design	4.4%
Engineering Technology	3.8%
Nursing	3.7%
Other departments with credit CE (N=25)	33.1%
<b>Total FTES (N=17,243.11)</b>	<b>100%</b>

Figure 5. Departments offering noncredit CE, 3-year total AY 2016-17 through AY 2018-19

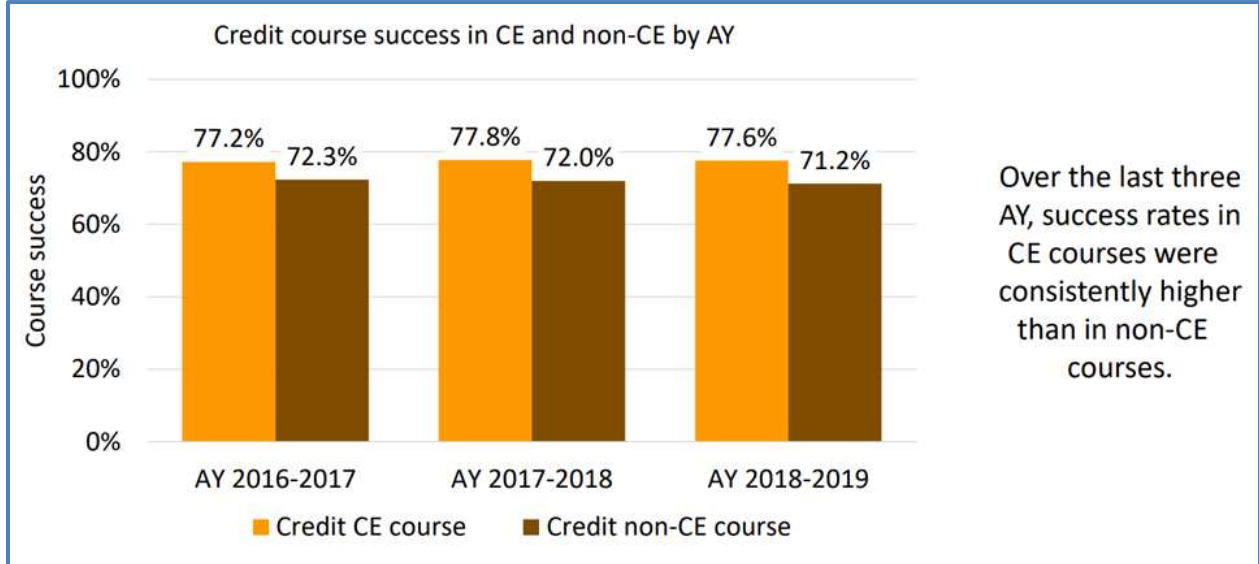
Department offering noncredit CE	Percent of 3 year total noncredit FTES
Business	41.7%
Child Development and Family Studies	30.1%
Culinary Arts and Hospitality Studies	11.6%
Other departments with noncredit CE (N=8)	16.6%
<b>Total FTES (N=2,471.69)</b>	<b>100%</b>

### Student Course Success Rates

The success rate in CE and non-CE credit courses have remained the similar over the past three years. Success rates are slightly higher in credit CE courses than in on-CE courses.



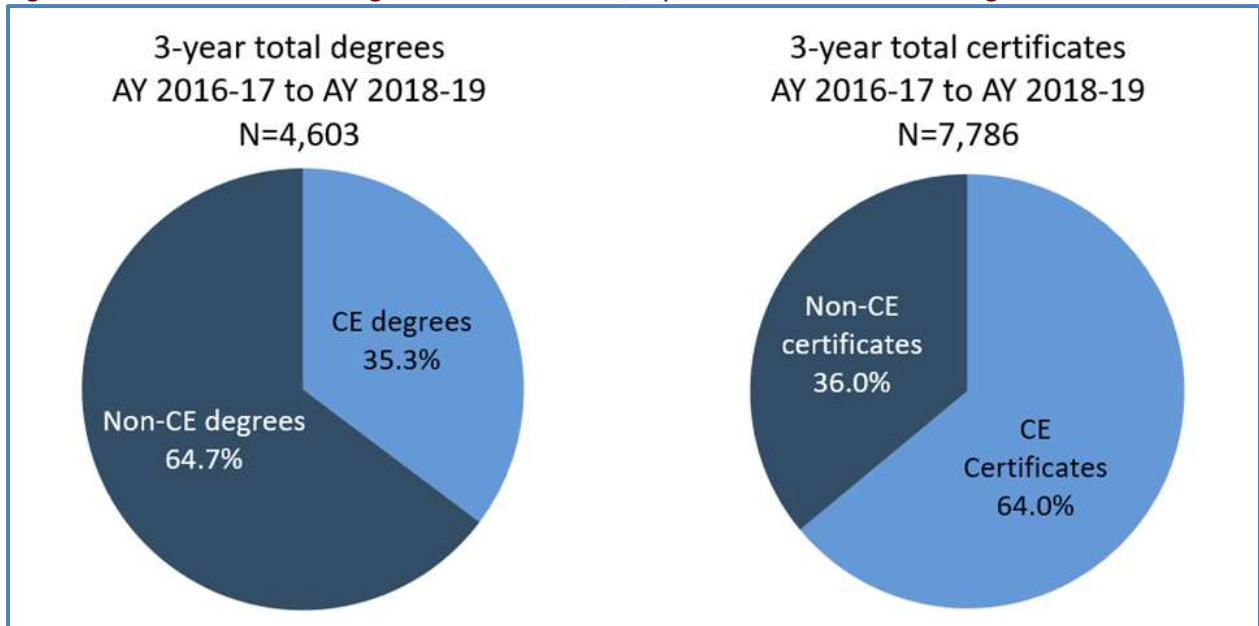
Figure 6. Credit and non-CE course success rates and equity group, AY 2016-17 through AY 2018



### Certificate and Degree Attainment

Overall, 53.3% of all awards earned over the past three years were CE awards. About a third of all degrees were in CE, and nearly two thirds of all certificates awarded were in CE.

Figure 7. Credit and non-CE degrees and certificates, 3-year total AY2016-17 through AY2018-19





**CAREER EDUCATION GOALS AND FOCUS AREAS**

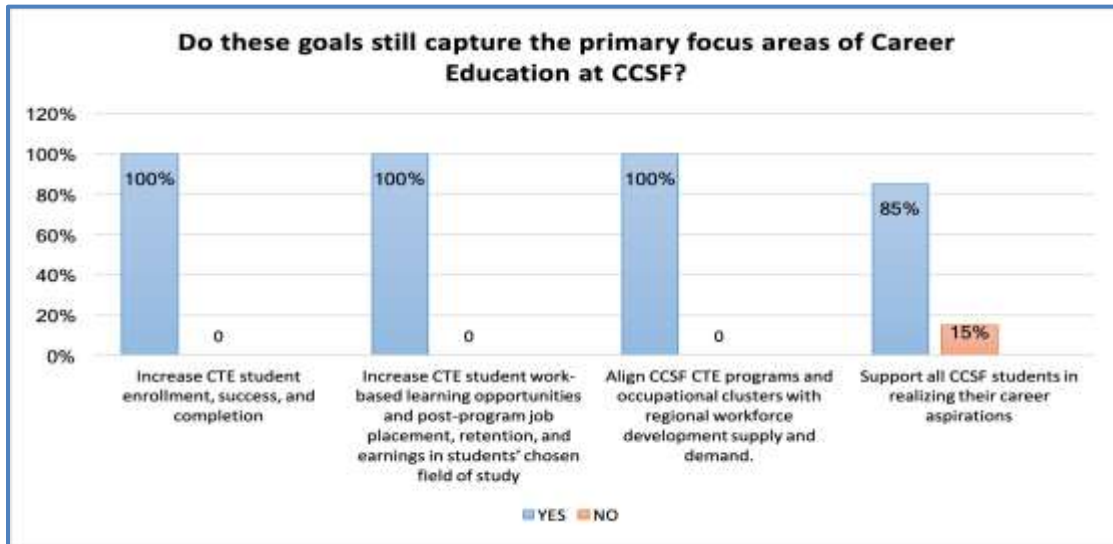
During the 2017 planning cycle, the planning group identified four main goals, which while Career Education focused, supported the broader work of the College and integrated and supplemented existing student-centered and strategic plans.

<b>SWP Goals: 2017-2020</b>
1. Support all CCSF students in realizing their career aspirations;
2. Increase CE student enrollment, success, and completion
3. Increase CE student work-based learning opportunities and post-program job placement, retention, and earnings in students’ chosen field of study;
4. Align CCSF CE programs and occupational clusters with regional workforce development supply and demand.

As part of the aforementioned **SWP Workgroup Survey** delivered in April 2020, SWP Workgroup members were asked to confirm if these goals were still relevant. With a 29% response rate, 100% of respondents felt that goals 2, 3 and 4 were still relevant. Eighty-five (85%) percent said that Goal 1 – supporting all CCSF students in realizing their career aspirations – was still relevant.



Figure 8. SWP Workgroup Survey Results for CE goals



Recommended changes about these goals from the respondents can be found in Appendix C.

### FUNDING AREAS

During the 2017 planning cycle, the planning group identified eight (8) critical areas of funding. These recommended funding priority areas were seen to best support achievement of the Career Education goals.

SWP Funding Areas 2017-2020	Strategies
1. Enrollment Development	<ul style="list-style-type: none"> <li>● Strengthen CE program outreach and enrollment</li> <li>● Encourage enrollment growth across CCSF occupational clusters</li> </ul>
2. Program Enhancement	<ul style="list-style-type: none"> <li>● Strengthen existing CE programs and occupational clusters at CCSF</li> <li>● Address gaps in funding</li> <li>● Encourage the development of innovative curriculum</li> <li>● Support student success strategies, such as learning communities</li> <li>● Decrease system barriers to completion, such as sequencing and program advising</li> <li>● Increase job placement support</li> <li>● Deepen industry engagement</li> <li>● Fund updated equipment supplies and facilities</li> </ul>





<p>3. Integrated Student Support Services and Instruction</p>	<ul style="list-style-type: none"> <li>● Fund campus-based equitable support services aimed at supporting retention, completion, and job placement without a marked achievement gap</li> <li>● Provide tutoring services for students in CE programs and occupational clusters</li> <li>● Increase professional exchange between CE faculty and Counseling faculty</li> </ul>
<p>4. Professional Development</p>	<ul style="list-style-type: none"> <li>● Provide professional development for CCSF’s internal stakeholders such as faculty, classified staff, students, trustees, and administrators related to pathways, data management, and other workforce development topics</li> <li>● Develop career pathway-related professional development for CCSF’s external stakeholders such as K-12 partners, community based organizations, industry, labor and government organizations</li> </ul>
<p>5. One-Time Capital Investments</p>	<ul style="list-style-type: none"> <li>● Help fund facility renovation and other capital investments needed to maintain a safe, supportive, and quality learning environment</li> </ul>
<p>6. Designated Staff</p>	<ul style="list-style-type: none"> <li>● Ensure the continuity of essential, designated positions to support SWP compliance and reporting, document CE program achievements, and further the work of pathways/occupational clusters.</li> </ul>
<p>7. Innovation</p>	<ul style="list-style-type: none"> <li>● Support and expedite new CE curriculum development</li> <li>● Seed new CE programs, based on labor market demand</li> <li>● Engage student alumni in supporting current students</li> <li>● Map pathways for students that outline stackable certificates connected to employment opportunities on their way to degrees and transfer.</li> </ul>
<p>8. Infrastructure</p>	<ul style="list-style-type: none"> <li>● Strengthen the institutional infrastructure to grow CE programs across CCSF</li> <li>● Invest in communications</li> <li>● Improve coordination between CE programs and related services</li> <li>● Expand data research capacity</li> <li>● Internship and job placement</li> <li>● Increased informational exchange with student development professionals</li> <li>● Dual enrollment agreements with K-12 school districts</li> <li>● Increase CE program marketing; outreach to employers, industry associations, and trade unions</li> </ul>



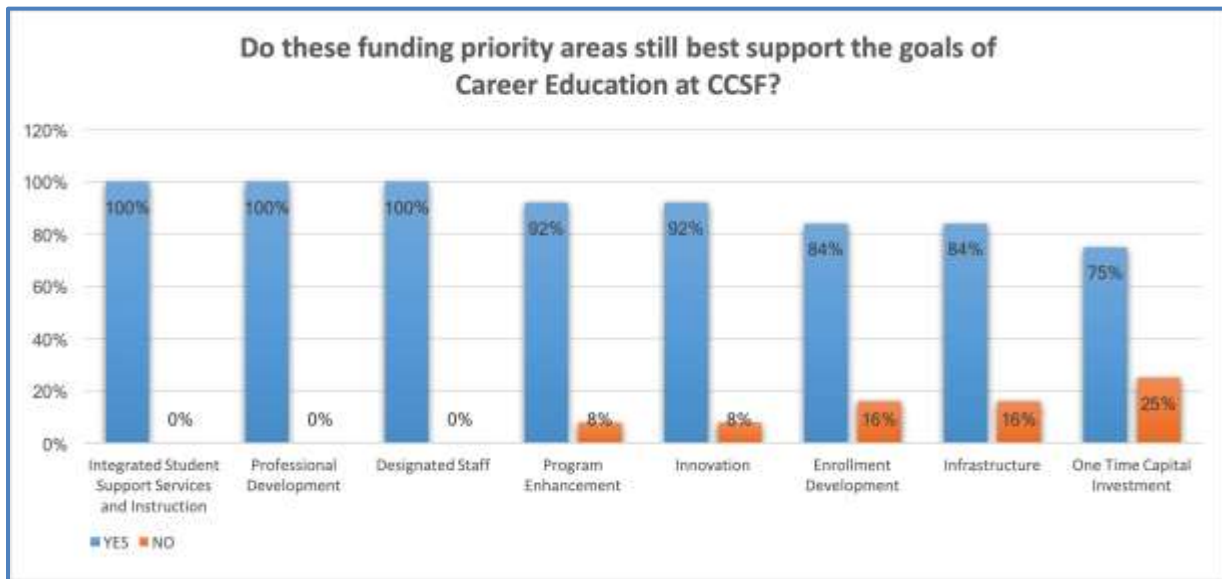
	<ul style="list-style-type: none"> <li>• Expand disability support services for CE students</li> <li>• Improve sector-related career guidance for CE and occupational cluster students</li> <li>• Provide administrative support for departments to manage CE-related grant</li> </ul>
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As part of the aforementioned **SWP Workgroup Survey** delivered in April 2020 survey, SWP Workgroup members were asked to confirm if these funding areas were still relevant. With a 29% response rate, the following chart shows the response about continued support of these funding areas through the next funding cycle.

All respondents agreed that the following three areas continue to be priority areas: integrated student support services and instruction, professional development and designated staff.

Recommended changes about the funding areas from the respondents can be found in Appendix C.

Figure 9. Funding priorities supporting goals for Career Education





**LOGIC MODEL**

In order to achieve these goals in the priority funding areas a logic model was developed:

<b>Goal #1: Support all CCSF students in realizing their career aspirations.</b>				
	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
<b>Program Enhancement</b>				
	Technology upgrades Equipment and supplies	Strengthen existing CE programs and occupational clusters	Instructor and student access to modern equipment/technology, access to necessary supplies.	Increase the percentage of exiting CE students who report being employed in their field of study
	Employer networks, advisory boards, faculty and staff time	Provide short term workforce training to return individuals to employment expediently.	Streamlined CE programs designed to rapidly upskill students	Increase exiting CE students' reported wages
<b>Innovation</b>				
	Faculty time and professional development	Encourage the development of innovative curriculum, including apprenticeships, accelerated learning, online courses and programs.	Examples include: new Maker certificate and courses, new Entrepreneurship certificates and courses, new data science course, new AV Technologist certificate and courses	Grow the number of CE students who successfully complete a certificate or degree
<b>Infrastructure</b>				



	Workforce Development team	Strengthen the institutional infrastructure to support CE programs across CCSF	Capacity to lead CE initiatives, facilitate convenings, develop new programs and partnerships, oversee funding sources, and respond to emergent needs.	Increase the percentage of exiting CE students who report being employed in their field of study  Grow the number of CE students who successfully complete a certificate or degree
Integrated Student Support Services and Instruction				
	Faculty and staff meetings	Increase professional exchange among CE faculty, Counseling faculty, and Employment Specialists	New Student Success Teams, Informational presentations, panel discussions, trainings and meetings.	Improve the cross-functional and cross-disciplinary knowledge base of faculty and staff to better support student success
Professional Development				
	Faculty and staff, Office of Student Equity	Provide professional development related to student equity.	Presentations, training sessions, and externship opportunities.	Increase the number of faculty and staff trained in student equity topics
<b>Goal #2: Increase CE student enrollment, success and completion</b>				
	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
Enrollment Development				
	Outreach & HS Programs Career Services team Marketing	Strengthen CE program outreach and enrollment	Promotional and explanatory videos, printed materials, websites, social media posts, and events	Increase community awareness of CE programs and increase enrollment



	Workforce Development team collaboration with faculty and student services	Encourage enrollment growth across CCSF Academic & Career Communities	CE Showcase events and Annual CBO Summit	Increase the number of individuals who register as new CE students
Program Enhancement				
	Student success team meetings	Support student success strategies, such as learning communities and success teams	New student success teams for each of the Academic and Career Communities	<p>Grow the number of CE students who successfully complete a certificate or degree</p> <p>Grow the number of CE students who successfully transfer to a 4-year institution</p>
	Counselors and Instructors	Decrease system barriers to completion, such as credit for prior learning, sequencing and program advising	More accessible and equitable courses and programs with streamlined delivery of learning outcomes	<p>Grow the number of CE students who successfully complete a certificate or degree</p> <p>Increase the number of students who successfully complete at least 9 CE units</p>
Innovation				



<p>Website enhancements including program maps and Career Coach</p>	<p>Map pathways for students that outline stackable certificates connected to degrees, transfer, and employment opportunities</p>	<p>Easier to navigate and more streamlined certificate and degree programs</p>	<p>Increase the number of students who successfully complete at least 9 CE units</p> <p>Grow the number of CE students who successfully complete a certificate or degree</p> <p>Increase the percentage of exiting CE students who report being employed in their field of study</p> <p>Grow the number of CE students who successfully transfer to a 4-year institution</p>
<p>Integrated Student Support Services and Instruction</p>			
<p>Employment Specialists and Counselors</p>	<p>Support campus-based equitable support services aimed at supporting retention, completion, and job placement, and reducing the opportunity gap.</p>	<p>Career and counseling meetings with students, sector-based career panels, employer tours, workshops, internship and job placements</p>	<p>Grow the number of CE students who successfully complete a certificate or degree</p> <p>Increase the percentage of exiting CE students who report being employed in their field of study</p>



<p>Student Peer Mentors, Tutors, Instructional Faculty</p>	<p>Provide tutoring and mentoring services for students in CE programs and Academic &amp; Career Communities</p>	<p>Increased tutoring and mentoring hours for students</p>	<p>Increase the number of students who successfully complete at least 9 CE units</p> <p>Increase the number of students who earn a noncredit workforce credential</p> <p>Grow the number of CE students who successfully complete a certificate or degree</p>
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Professional Development

<p>Faculty and staff</p>	<p>Provide professional development related to pathways, student success, and enrollment development</p>	<p>Workshops, meetings and training sessions.</p>	<p>Increase number of faculty and staff trained in pathways, student success, and enrollment development</p>
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**Goal #3: Increase CE student work-based learning opportunities and post-program job placement, retention and earnings in students' chosen field of study**

<p><b>Inputs</b></p>	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Outcomes</b></p>
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Enrollment Development

<p>Student Employment, Work Experience Coordinator and Faculty</p>	<p>Support enrollment in Work Experience courses</p>	<p>Enrollment growth in work experience courses</p>	<p>Increase the percentage of exiting CE students who report being employed in their field of study</p>
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	Workforce Development staff, CE faculty, partnerships with local unions and employers	Support enrollment in pre-Apprenticeship and Apprenticeship programs	New pre/apprenticeship programs and enrollment growth in those programs	Grow the number of CE students who successfully complete a certificate or degree  Increase the percentage of exiting CE students who report being employed in their field of study
Program Enhancement				
	Employment Specialists	Increase job placement support	Employer events, student workshops and events (tours, panels, etc.), one-on-one support. Feedback from both employers and students to improve services and programs.	Students grow their networks and develop employment-related skillsets and resources. Students get work experience, employment in their chosen field, and wage gains. Employers feel more connected to the college and source labor from the college.
Innovation				
	Workforce Development team, Marketing, Institutional Development	Engage student alumni in supporting current students	Networking events, panel discussions, and informational interviews.	Increase the percentage of exiting CE students who report being employed in their field of study
Infrastructure				
	Workforce Development staff, marketing collateral	Invest in communications	Presentations and convenings of relevant stakeholders around important updates and decisions	Increase the percentage of exiting CE students who report being employed in their field of study
Integrated Student Support Services and Instruction				





	Career services team, faculty	Foster collaboration among instructional faculty and Career Services	Meetings, presentations, consultations, referrals	Increase the percentage of exiting CE students who report being employed in their field of study
Professional Development				
	Classroom space Advertising to employer networks	Provide professional development related to work-based learning and industry engagement.	Internship supervisors are better equipped to manage student interns and support their professional development	Improve student internship experience to maximize skill growth and increase interest in work-based learning experiences
<b>Goal #4: Align CCSF CE programs and occupational clusters with regional workforce development supply and demand</b>				
	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
Program Enhancement				
	Career services team, Workforce Development staff, employer networks	Deepen industry engagement and partnership with regional workforce system.	Advisory board meetings, panel discussions, site visits, placements	<p>Increase the percentage of exiting CE students who report being employed in their field of study</p> <p>Increase exiting CE students' reported wages</p> <p>Increase the rate at which exiting CE students report attaining a living wage</p>



	Supplies, faculty time	Develop Center for Entrepreneurship and Innovation	New entrepreneurship courses, new partnerships with the local business community	<p>Grow opportunities for development of soft skills, entrepreneurial mindset</p> <p>Increase exiting CE students' reported wages</p> <p>Increase number of students who report starting their own businesses</p>
	Supplies, equipment, faculty time	Develop MakerSPHERE: Equip sites across the college with cutting edge technology and equipment, develop courses and partnerships with other depts	Students gain experience with equipment, technology and maker mindsets, as well as exposure to the intersection of art, design, fabrication and technology	<p>Improve student preparedness for entry into and longevity in the modern workforce.</p> <p>Grow the number of CE students who successfully complete a certificate or degree</p>
	Partnership with Center of Excellence on labor market data analysis	Conduct labor market analysis in key areas to assess employer needs and identify emerging trends in the post-COVID economy	Labor market reports on emerging fields including cybersecurity, data science, etc.	Better prepare students for work by keeping programs informed of changes in labor demands
Innovation				
	Faculty time, funds for marketing	Support and expedite new CE curriculum and program development, based on labor market demand	New Certificate in AV Tech that meets emerging employer demand, along with corresponding advertising materials.	Students interested in AV Tech can receive a certificate and the necessary training to enter the field and meet modern employer demands.
Infrastructure				



	Faculty time on regional projects, partnerships with local K12 districts	Partner with other colleges in the region to their own "grow your own" teacher training programs modeled on CCSF's	Other districts develop their own "grow your own" models of teacher training in collaboration with their local school districts.	Grow local labor supply of teachers, para-educators and other education professionals
Professional Development				
	Faculty time, funds for marketing	Provide professional development related to regional workforce development topics.	Faculty learn and bring that knowledge back to better align their programs with industry needs	Curricular updates that ensure students are better prepared to enter the local labor market



## Section: 4 Alignment within CCSF Across Multiple Funding Streams and Planning Processes

### Alignment with CCSF's Education Master Plan

The SWP Three-Year Strategic Plan references and aligns with CCSF's Education Master Plan (EMP), which reaffirms the college's commitment to high-quality Career Education and Career Training serving the San Francisco region. The EMP's 8 goals for the 2019-2025 period informed the planning process, and activities toward achievement of these goals will reinforce and integrate with the activities described in the SWP Three-Year Plan. These goals include:

1. Improve the student experience
2. Institutionalize equity
3. Improve communication
4. Strengthen credit and noncredit programs
5. Improve operation of the college
6. Strengthen community, education, and industry partnerships
7. Maintain, improve, and build facilities
8. Expand and encourage opportunities for professional development

### Alignment with the Vision for Success

The Student Centered Funding Formula's metrics align with the California Community Colleges' *Vision for Success* and are intended to close achievement gaps and boost key student success outcomes. As required by all colleges, we have adopted the following [local Vision for Success goals](#) to promote student achievement:

*CCSF Vision for Success Goal 1 - Completion:* By 2021-22, CCSF will increase the number of students who acquire **associate degrees (AA, AS, ADT) to 1331 and CCCCO-approved credit certificates to 818.**

*CCSF Vision for Success Goal 2 - Transfer:* By 2021-22, CCSF will increase the number of students who acquire the **Associate Degree for Transfer (ADT) to 311**, and increase the number of CCSF student who **transfer to UC/CSU to 2125.**

*CCSF Vision for Success Goal 3 - Unit Accumulation:* CCSF will decrease units accumulated by CCSF students earning an Associate Degree to **89 units by 2021-22.**



*CCSF Vision for Success Goal 4 - Workforce:* CCSF has set a goal to increase the number of CE students to be employed in their field of study **to 75% by 2021-22.**

*CCSF Vision for Success Goal 5 - Equity:* CCSF will reduce achievement gaps among Disproportionately Impacted (DI) groups by **40% by 2021-22**, and **completely in 10 years**. Goals for these DI groups are aligned with the Student Equity & Achievement Plan.

These goals essentially serve as the metrics by which we are measuring our progress toward realizing our collegewide goals as contained within our [Education Master Plan](#), [Student Equity Plan](#), and [Guided Pathways initiative](#) (“Re-imagining the Student Experience” or RiSE), while carrying out our [Board of Trustees’ goals](#), [Accrediting Commission for Community and Junior Colleges \(ACCJC\) stretch goals](#), and the [Chancellor’s Vision 2025](#), all of which point toward eliminating opportunity gaps and increasing completion.

### **Alignment with CCSF’s Integrated Planning Efforts**

CCSF has deepened its commitment over the past three years to integrated planning, budgeting, and implementation to ensure the most effective use of resources and the greatest impact for Career Education students. The College uses an integrated planning approach led by a group comprised of Deans who oversee categorical funding and faculty who lead implementation and coordination for these respective areas. This group, called “Fan5” supports increased cross-college-coordination and higher impact usage of its categorical funds,. The Fan5-led process brings together all categorical funds with College-wide mandates. Fan5 leverages common goals across all initiatives and categorical funds to help ensure student access and success, promote student equity, commit to best practices through professional development, streamline student services, and improve assessment and evaluation. The Fan5 team (which has now grown to include more than 5 areas) includes leaders representing the following initiatives: (1) CCSF’s Student Equity and Achievement Programs (SEAP), which include the previously distinct Basic Skills Initiative, Student Equity, and Student Success and Support Program (SSSP); (2) AEP; (3) Strong Workforce Program (SWP); (4) Carl D. Perkins Career and Technical Education Act of 2006 (CTEA); and (5) Guided Pathways Initiative, which has been locally renamed as Reimagining the Student Experience (RiSE). Fan5 work group membership also includes the presidents of CCSF’s Academic and Classified Senates.



## INTEGRATED PLANNING AND BUDGETING

Building on the success of these integration efforts, the CCSF Workforce Development Department issued an internal, yearly Request for Proposals (RFP) to support the strengthening of career education, noncredit programs and pathways, and student support and success across Fan5 initiatives. This RFP provides the background information and procedures for applying for funds for each fiscal year and serves as a combined, electronic application process for three major funding streams: AEP, CTEA, and SWP. This RFP aligns with the larger movement at CCSF toward integrated planning and budgeting. In an effort to streamline processes, the application includes questions based on allowable uses of AEP, CTEA and SWP funding and generates information applicable to each of the funding streams. Departments and collaborations that are interested in applying for funds are invited to respond to the RFP by the designated deadline. An Academic Senate CTE Allocation Subcommittee, in partnership with College administrators and overseeing Deans, reviews applications and proposals and makes recommendations about utilizing CTEA and/or SWP funds to support quality proposals. For the 2019-2020 academic year, these funds identified the following as areas of greatest need and priority:

- Program design improvements and pathways mapped to a student’s end goal of certificate, degree, and transfer in both credit and noncredit programs (integrated and aligned with RiSE efforts);
- Projects that help achieve the system-wide goals of the new California Community College Chancellor’s Office (CCCCO) Student-Centered Funding Formula, with particular focus on student equity and achievement and enhanced enrollment;
- Collaborative approaches across programs to support students with a first semester experience, which helps students choose and enter a program pathway (in alignment with all Fan5 initiatives,.)
- Increased professional exchange among instructional faculty, counseling faculty, classified staff, administrators, and external stakeholders (such as employers, universities, and CBOs) to ensure program alignment with career opportunities and further education (integrated and aligned with all Fan5 initiatives).

More broadly, AEP, CTEA, and SWP created a Student Success Metrics chart, using the Student Success Metrics created by the CCCCCO, to codify and pinpoint critical milestones and accomplishments that align with the CCCCCO Vision for Success and the new funding formula. These metrics also align across various CCSF initiatives and funding streams and present opportunities for integrated planning and implementation. The chart below summarizes the alignment of the AEP metrics, Perkins Core Indicators, and SWP metrics. Organized around common goals, such as skills gains in ABE, ESL, and short-term career education, and attainment



of a credential, certificate, degree, or transfer, the metrics capture progression along students' educational journey from recruitment to completion, transfer, and entrance into the workforce.

**Aligned Student Success Metrics: CTEA, SWP, AEP**

Student Success Metrics	AEP Metrics	Perkins Core Indicators	SWP Metrics
Enrollment	Number of adults served	CI5a: Nontraditional participation	Number of enrollments
Learning Progress	Skills gains in ABE, ESL, workforce preparation		
Momentum	Improvement in one or more educational outcome measures	CI1: Technical Skill Attainment	
Success	Completion of a credential, diploma, certificate and/or college credit awards	CI5b: Nontraditional completion	Attainment of a degree or certificate
	Transition into postsecondary education and college credit	CI2: Credential, certificate, or degree attainment	Transfer
Employment	Employment in 2nd and 4th quarter	CI3: Persistence or transfer	Employment in 2nd and 4th quarter
		CI4: Placement	Job closely related to field of study
Earnings	Annual earnings		Median earnings in 2nd quarter after completion
	Earnings gains		Median change in earnings
	Attainment of a living wage		Attainment of a living wage

As of the close of the 2019-20 fiscal year, 49 projects had been allocated a total of \$3,888,551 through this process.



### **Alignment Between SWP and CTEA**

Perkins/CTEA and SWP funding at CCSF is effectively braided to support CE departments with noncredit offerings, and both CTEA and SWP student outcome goals are aligned with CCSF's unified Student Success Metrics. San Francisco's 2020-21 Perkins V Plan describes several priority improvement issues and investments that are intentionally aligned with SWP:

- During the recent Comprehensive Local Needs Assessment conducted for the Perkins V application, the Workforce Development Office gathered data and assessed departmental proposals and feedback from stakeholders to determine future funding in career education at CCSF.
- Outreach and marketing of CE programs, including noncredit programs, to high schools, CBOs, new and existing students, industry partners, and the community at large;
- Mapping of CE career pathways, and development of on-ramps and industry connections to support student access and success;
- Delivery of career guidance and academic counseling for CE students, including upgrades to CCSF's CE Guide, website, and materials for nontraditional and undecided students;
- Programs and services for special populations, including the use of data disaggregation to understand patterns of access and success;
- Upgrades of technology and other equipment for noncredit CE programs;
- Faculty professional development on the integration of academic and CE instruction.

### **Alignment Between K-14 SWP**

In 2019, CCSF and the San Francisco Unified School District (SFUSD) collaborated on the submission of an application for K-12 SWP funding, which described activities that would strengthen the quality and quantity of career education and career training educational experiences for local K-12 students. The intentional effort to connect and integrate the K-12 SWP and Community College SWP will help meet the needs of our underrepresented high school students. The K-12 SWP funding serves students at schools with the highest dropout rates by strengthening career pathways in Education, Healthcare, and Automotive/Construction. It supports deepened collaboration between SFUSD and CCSF teams to align curricula, map courses and programs, develop work experience opportunities for high school students, and enrich hands-on experiences in career educational pathways. CCSF and SFUSD staff continue to work regularly and collaboratively to map clear and concrete sequences for students from high school dual enrollment to CCSF to careers in priority sectors. By intentionally connecting dual enrollment with work based learning, internships & CE certificates using the SFUSD's unique "Early College" model, students build a relationship that jointly promotes education and employment.





### **Alignment Between SWP and Guided Pathways**

After undertaking a two-year-long inquiry and planning process to inform the college's design and implementation of guided pathways (locally branded as Reimagining the Student Experience (RiSE), CCSF created work groups to conduct program mapping and sequencing, define communications strategies, identify key metrics to assess student success with an equity lens, conduct qualitative inquiry regarding the student experience, and design professional development. These efforts resulted in identified and articulated shared metrics across programs and initiatives, including those currently addressed by Fan5. The RiSE work also focused on ensuring guided major and career exploration, defining clear program requirements, and expanding career pathway mapping to support transition from secondary education into post-secondary education.

To date, the RiSE process has arrived at several goals that relate directly to Career Education among them: a clearly articulated and accessible sequence of courses and programs that provide a clear front door for entering and continuing students and clear connection to additional academic and employment opportunities. The Academic and Career Communities (ACCs) structure are eight collections of academic and career education programs that bundle related courses in a student-centered, navigable format. ACC's are intended to support students' ability to locate and choose a program of study based on their interests, knowledge, skills, and abilities.



## Section 5: SWP 2017-2020 Efforts in Review

Since its inception the Strong Workforce Program has allocated funds across the college, in alignment with both the State Chancellor’s Vision for Success as well as our own college’s Mission and Vision and the 2017-2020 SWP Strategic Plan. This has meant strategic investments in sectors, departments, and programs that will provide our students with pathways to meaningful work and living wages. The following charts show the distribution of these funds by sector and department and include allocations made to projects that support multiple sectors or the wider CE ecosystem at CCSF:

Figure 10. SFWP funding allocations Occupational Cluster

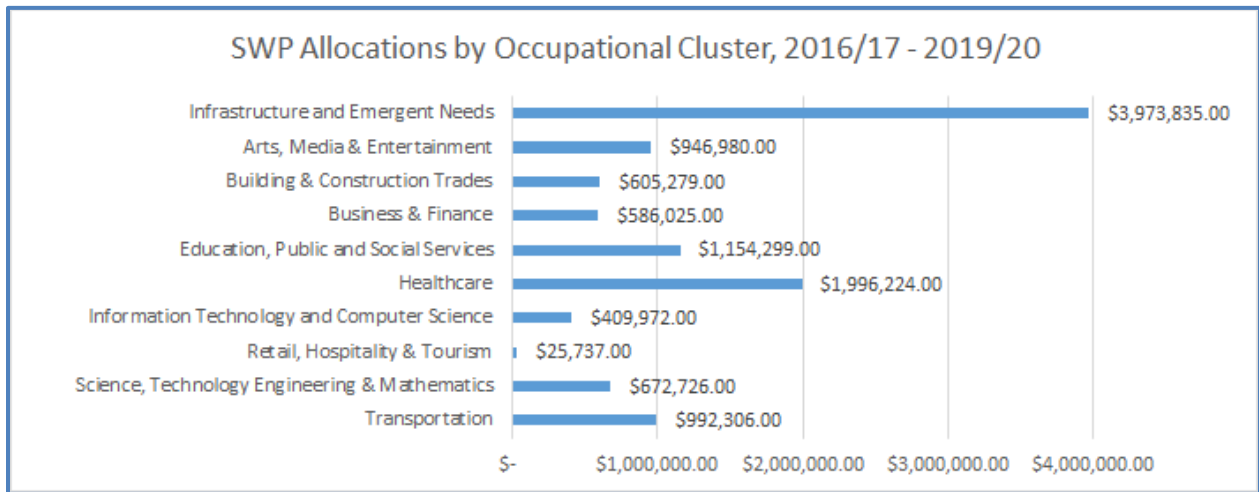
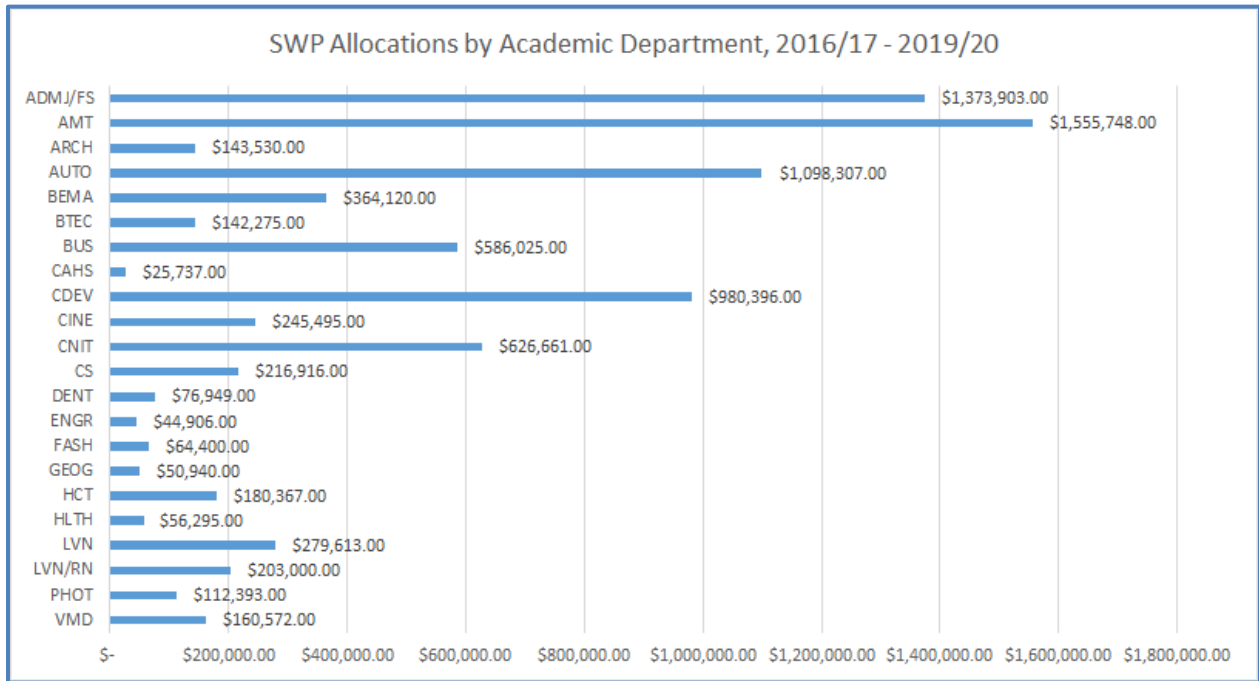




Figure 11. SWP funding application by Academic Departments



SWP investments were made at the departmental, college, and regional level in order to meet the individual, programmatic and systemic needs of our CE students. Some past project highlights include:

Project	Investment	Outcome(s)
<b>Departmental Needs</b>		
49 Departmental Projects	\$3,888,551	Facilities, technology and equipment upgrades; student lab aides; instructional support; classified and faculty time; classroom supplies and materials; and much more.
<b>College Infrastructure</b>		
Apprenticeships	\$867,000	Apprenticeship and pre-apprenticeship programs in automotive, cybersecurity, child development, and horticulture.
Working Adult Degree Program	\$486,000	New program that offers cohorted academic and student services tailored to the unique needs of adult learners who wish to



			complete an associates degree. Since relaunching in 2017 it serves approximately 100 students a year and has had 22 graduates.
	Center for Entrepreneurship and Innovation	\$251,000	New Entrepreneurship certificates and courses; student access to local and national entrepreneurship community.
	MakerSPHERE	\$445,188	New Maker certificate and courses; STEAM student access to cutting edge technology.
	CE Marketing	\$332,000	Free City advertising campaign, CE program pamphlets, student stories, and more.
	Professional Development	\$104,745	Conferences, trainings, workshops, and related expenses for CE faculty.
	Fire Science and Aeronautics Program Moves	\$1,500,000	Fire Science program moved to John Adams, architectural plans drawn up for Aeronautics program move to Evans.
	Career Services Team	\$2,014,629	1,266 student job/internship placements, 2,886 employers engaged.
<b>Regional Collaborations</b>			
	AV Technologist Certificate	Project budget	New AV Technologist certificate and courses in partnership with Laney College; advertisements resulting in 395,850 impressions and 1,268 website clicks.
	Aviation RJV	\$220,000	Professional development to stay current with changing FAA regulations, alignment of curricula to evolving industry standards, and outreach efforts to grow and diversify the student population.



Automotive RJV	\$188,262	Development of new curricula to meet evolving industry standards and prepare the next generation of automotive technicians for hybrid, electric, and autonomous vehicles.
Cloud Consortium	\$17,000	Course and program development to meet the growing demand for experts in areas related to cloud computing.
Teacher Preparation Pipeline RJV	\$467,157	Infrastructure necessary for the successful implementation of San Francisco's 'Grow Your Own' model of teacher preparation in other localities across the Bay Region.
Cybersecurity Summer Camps	\$148,577	Enrollment pipeline from SFUSD to CCSF cybersecurity programs.
<b>Emergent Needs</b>		
Covid-19 Tech Investments	\$69,000	Technology necessary for remote access to classes and software, including Chromebooks and SplashTop.
Spring 2020, Fall 2020 and Spring 2021 Courses	\$1,000,000	Braided funding to support various CE courses and avoid class cuts.
Cybersecurity Competitions	\$16,000	Several top placements against teams from UCs, CSUs, and private universities; establishment of CCSF as a top cybersecurity program among students and employers.



## APPENDICES

### Appendix A

#### Academic Senate Appointments to the Strong Work Force Work group

1. Abaunza, Valerie	2. Gentry, Erika	3. Simotas, Michelle
4. Brown, Steven	5. Johnston, Denah	6. Smith, Natalie
7. Connors, Jim	8. Romano, Lisa	9. Sundarm, Anjali
10. Devlin-Clancy, Maura	11. Schall, Susan	12. White, Kathleen
13. Fong, Priscilla	14. Shvarts, Olga	15. Zimmerman, Carin

#### SWP Strategic Plan Workgroup Convening (March 2, 2020): List of Participants

Name	Title	Department
1. Abaunza, Valerie	Faculty	Continuing Student Counseling
2. Berg, Jonathan	Employment Training Specialist III	Workforce Development
3. Brown, Steven	Chair	Environmental Horticulture/ Floristry
4. Castagnola, Matt	Faculty	Fire Science Technology
5. Castillo, Patti	Faculty	New Student Counseling
6. Cohen, Rachel	Articulation Officer	Articulation Office
7. Connors, Jim	Chair	Fire Science Technology



8. Devlin-Clancy, Maura	CTE Faculty	Computer Networking and Information Technology
9. Fausto, Alicia	Faculty	New Student Counseling
10. Feit, Joana	Director for College and Career Readiness	SFUSD Career Pathways
11. Fong, Priscilla	Faculty	Fashion
12. Gentry, Erika	Chair	Photography
13. Hadden, Janel	Research Assistant	Workforce Development
14. Halpin, John	Dean	Workforce Development
15. Hammerich, Keith	Interim Chair	Culinary Arts and Hospitality Studies
16. Henderson-Brown, Tessa	Vice Chancellor	Student Affairs
17. Herriford, Olivia	CAI Grant Manager	Workforce Development
18. Huang, Amily	Chair	Architecture
19. Jeon, Eun Jin	Management Assistant	Workforce Development
20. Johnston, Denah	Chair	Cinema
21. Lam, Zachary	Assistant Director	Workforce Development
22. Liang, Mandy	Interim Dean	Matriculation Office
23. Lin, Carina	Bilingual Counselor	New Student Counseling
24. Luzardo, Guillermo	Faculty	Architecture
25. Ly, Geisce	Dean	School of Business, Fashion, Culinary Arts
26. Ly, Jimmy	Career Counselor	Continuing Student Counseling



27. McGriff, Ilona	Dean	Grants and Resource Development
28. McPeters, Melissa	Employment Training Specialist III	Workforce Development
29. Miller, Wendy	Interim Dean	Adult Education Block Grant
30. Mills, Katie	Research Analyst	Office of Research and Planning
31. Pascual, Monique	Director of Apprenticeship & ISA	Workforce Development
32. Nunley, Patricia	Faculty	Child Development & Family Studies
33. Romano, Lisa	Chair	New Student Counseling
34. Schall, Susan	Faculty	English as a Second Language
35. Selassie-Okpe, KenZoe	Dean	School of Liberal Arts
36. Shvarts, Olga	Career Counselor	Disabled Students Programs & Services
37. Shea, Lorna	Program Advisor	Culinary Arts and Hospitality Studies
38. Sherman, Kevin	Faculty	Cinema
39. Simotas, Michelle	Faculty	English
40. Smith, Natalie	Chair	Fashion
41. Stoffers, Peter	Counselor	New Student Counseling
42. Sundaram, Anjali	Faculty	Cinema
43. Tang, Gayle	Faculty	Health Education
44. Ubungen, Josephine	Career Counselor	Continuing Student Counseling
45. Varona, Alina	Associate Dean	Workforce Development
46. White, Kathleen	CTE Faculty	Child Development & Families Studies





47. Zimmerman, Carin	Faculty	Engineering and Technology
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## Appendix B

### Survey Questions

#### I. Faculty Post-COVID-19 CTE Survey

##### CTE COVID-19 Faculty Survey

To determine the real-time impact of COVID-19 on faculty, students, and instruction at-large, CTE Liaison Kathleen White sent a survey in April 2020. The survey was sent to 340 CCSF CTE faculty, including members of the CTE Steering Committee, CTE committee members and department chairs. The survey attempted to assess faculty concerns about class cuts, the move to remote instruction, and the ability for CCSF to re-train San Francisco residents and support their path to re-employment.

With 75 respondents (a 22% response rate), key takeaways include:

- 89% said that completions in their programs were affected by school closures.
- 20% responded that their content (labs, field work, etc.) could not be put online.

Faculty respondents also highlighted the following needs:

- Protocols need to be established for labs and other necessary face-to-face interactions.
- Faculty need support in developing online modules and simulations.
- Many students are not able or are unwilling to participate in online classes.
- More tutoring and support is needed for students in online classes.

##### CCSF CTE Faculty Survey

Please assist the Academic Senate in better understanding the needs and concerns of the Career Technical Education faculty at City College of San Francisco.

Please complete this survey and the results will be shared with the Academic Senate to inform their priorities. Thank you, Kathleen White, CTE Liaison, Academic Senate

1. Email address:

2. Prior to the suspension of face to face classes and activities due to the COVID 19 shelter-in-place order at CCSF, on a scale of 1 to 5, how concerned were you about the health and sustainability of your CTE Program?

Not Concerned > 1 2 3 4 5 > Very Concerned



3. Now that we are in week four of a physical college campus closure, please assess the number of CTE courses that you teach that cannot be adapted to an online format?

- 0-1 Courses
- 2-3 Courses
- 4-5 Courses

Other:

4. What percentage of your CTE program requires lab, in person, hands on, field work or experiential content that cannot be delivered in an online format?

- Up to 20%
- Up to 40%
- Up to 60%
- Up to 80%
- Up to 100%

5. Please estimate the percentage of students in your CTE program that are not able or willing to participate in online classes that have moved to Canvas?

- Up to 20%
- Up to 40%
- Up to 60%
- Up to 80%
- Up to 100%

6. Would you like more information on recent policies involving student withdrawals, P/NP grading options, course repeatability options and other changes implemented by the California Community College Chancellor's Office due to the current crisis?

- Yes
- No

7. Do you believe that program completions in your CTE program have been impacted by the current school closure?

- Yes
- No
- Maybe

8. Looking forward to a future program recovery period, please check the possible solutions that may allow your students to either catch up or complete key CTE courses and programs:

- Extended use of Incomplete grades?
- Support for faculty to work with students individually or in groups on completion over Summer 2020, Fall 2020 or Spring 2021?



- Outreach and support to students enrolled in classes that have not yet communicated with faculty by phone or email?
- Intensive assistance for students unable to complete clinical rotations, laboratory exercises, fieldwork, work experience, demonstrations, etc.?
- Additional sections of courses in fall 2020 and spring 2021 to allow for a backlog of students in your CTE pathway to complete key content?

9. How might your sector be affected by the needs of our community as we begin the recovery stage?

10. Please now provide your ideas about what CCSF can do to promote CTE program and pathway completions, employment, and CTE student success at this difficult time?

11. What CTE Program do you teach in?

12. Do you believe new employment sectors and pathways will be emerging in our region? How will your CTE pathways and delivery methods need to adapt and change? Please comment.

13. Thank you! Do you have anything else to add?

## II. CCSF Workforce Partner Survey Questions

Thank you for taking the time to provide your feedback, which will be used to inform Workforce Development and Career Education program planning at City College of San Francisco (CCSF). Please fill out this brief survey to ensure our plans are responsive to local needs. CCSF will use this data for planning purposes and will not share individualized information with any external sources.

### Hiring Trends

Please let us know what skills you're looking for in new employees and any challenges you face in filling positions.

1. What key non-technical skills are in demand at your company?
- Communication
  - Teamwork
  - Time Management
  - Interpersonal Skills



- Creativity
- Problem Solving

2. I have challenges filling positions.	Yes	No	N/A
3. I have challenges retaining employees.	Yes	No	N/A
4. My organization is actively trying to diversify our workforce.	Yes	No	N/A

**Career Education Goals at CCSF**

**III. Strong Workforce Program (SWP)  
2020-2023 Three Year Plan Work Group**

Thank you for taking the time to provide your feedback, which will be used to create a Strong Workforce Program Three Year Plan for CCSF.

Your input will help craft a guide for: 1. creating a clear framework for decisions; 2. providing recommendations on priorities, processes, outcomes, and 3. highlighting promise areas and emergent needs we wish to support.

Name---- \_\_\_\_\_  
 Email \_\_\_\_\_

**Career Education Goals and Focus Areas**

During the 2017 planning cycle, the planning group identified four main goals. While Career Education focused, these goals also supported the broader work of the College and integrated and supplemented existing student-centered and strategic plans. These were: 1.) Support all CCSF students in realizing their career aspirations; 2.) Increase CE student enrollment, success, and completion; 3.) Increase CE student work-based learning opportunities and post-program job placement, retention, and earnings in students’ chosen field of study; 4.) Align CCSF CE programs and occupational clusters with regional workforce development supply and demand.



A full description of these categories can be found in the full SWP Strategic Plan (pg. 4) located on the Strong Workforce Program's website under the CCSF resources subheading. Please access that here: [https://www.ccsf.edu/en/educational-programs/cte/faculty\\_resources/SWP.html](https://www.ccsf.edu/en/educational-programs/cte/faculty_resources/SWP.html)

**1. Do these goals still capture the primary focus areas of Career Education at CCSF?**

Support all CCSF students in realizing their career aspiration.	Yes	No
Increase CTE student enrollment, success, and completion.	Yes	No
Increase CTE student work-based learning opportunities and post-program job placement, retention, and earnings in students' chosen field of study.	Yes	No
Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand.	Yes	No

- 2. What goals should be added?
- 3. What goals should be modified?
- 4. What goals should be removed?
- 5. Additional comments and recommendations?

**Career Education Funding Priority Areas**

During the 2017 planning cycle, the planning group identified eight (8) critical areas of funding. These recommended funding priority areas were seen to best support achievement of the Career Education goals. These were: 1.) Enrollment Development; 2.) Program Enhancement; 3.) Innovation; 4.) Infrastructure; 5.) Integrated Student Support Services and Instruction; 6.) Professional Development; 7.) One-Time Capital Investment; 8.) Designated Staff.

A full description of these categories can be found in the full SWP Strategic Plan (pg. 4-5) located on the Strong Workforce Program's website under the CCSF resources subheading. Please access that here: [https://www.ccsf.edu/en/educational-programs/cte/faculty\\_resources/SWP.html](https://www.ccsf.edu/en/educational-programs/cte/faculty_resources/SWP.html)



**6. Do these funding priority areas still best support the goals of Career Education at CCSF? \***

Enrollment Development	Yes	No
Program Enhancement	Yes	No
Innovation	Yes	No
Infrastructure	Yes	No
Integrated Student Support Services and Instruction	Yes	No
Professional Development	Yes	No
One Time Capital Investment	Yes	No
Designated Staff	Yes	No
Enrollment Development	Yes	No
Program Enhancement	Yes	No
Innovation	Yes	No
Infrastructure	Yes	No
Integrated Student Support Services and Instruction	Yes	No
Professional Development	Yes	No
One Time Capital Investment	Yes	No



Designated Staff	Yes	No
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- 7. What areas should be added?
- 8. What areas should be modified?
- 9. What areas should be removed?
- 10. Additional comments and recommendations?
- 11. Additional promising areas we should support?

**Resources and Strategies for a Post-COVID 19 Landscape**

Our current transition to remote instruction has had a significant impact to both how we currently offer Career Education, hands on training, and work based learning and how we think about offering them in the future. Moreover, the unprecedented unemployment rates and the widespread displacement of workers in various sectors will undoubtedly shape both who will be seeking education, training, and employment, and which sectors will be seeking employees and partnerships. Given this evolving COVID 19 world and our adapting responses and strategies as an educational institution, we would appreciate hearing your thoughts and perceptions. Please answer the questions to the best of your ability using the lens of our current COVID -19 climate.

- 12. What resources will be needed to support and implement Career Education instruction and training? (This could include technology, professional development, focused planning and dialogue, or partnerships).
- 13. How might we ensure CCSF is poised to respond to emerging workforce and labor market needs?
- 14. How might we ensure CCSF is well positioned to respond to emerging and ongoing student needs both in and out of the classroom?
- 15. Are there specific areas, pathways, sectors where we should focus?
- 16. How might we prioritize our focus?
- 17. Additional comments or thoughts?

**THANK YOU!**





Thank you for sharing your thoughts, insights, and expertise. If you agree to be contacted, our office may reach out to you for additional information and engagement. We anticipate a draft document will be circulated for review sometime in May. The plan will be reviewed by the work group once more in early fall prior to its submission to the CCSF Academic Senate.

May we follow up with you for additional feedback?	Yes	No
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Please provide your email address if we may follow up with you regarding your survey responses and additional opportunities for discussion.

**SWP Work Group Survey**

In April 2020 and as part of the SWP three-year strategic planning process, Alina Varona, Associate Dean of Career Pathways & the Strong Workforce Program, sent a survey to 42 members of the SWP Work Group, including faculty, department chairs, administrators and staff.

With 12 respondents, a 29% response rate, key takeaways include:

- 100% said three of the SWP planning goals set in 2017 are still relevant. Eighty-five percent said the remaining planning goal was relevant.
- 100% said professional development and integrated student support services and instruction are top funding priorities.

SWP work group members recommended the following:

- CCSF needs to address critical shortages in faculty in high-demand CE pathways.
- Expand hybrid/online/remote pathway options, including new ways to do labs with technology.
- Respond to critical changes in employment in the SF Bay Region and the short- and long-term recovery process.
- Re-allocate resources to areas most likely to be in demand.
- Invest in expanding instructional technologies/online instruction for faculty effectiveness.
- Prioritize investment in healthcare, IT/computer science/cybersecurity, biotech, public services, STEM, aircraft and auto, custodial and CE credentialing for high school pathway teachers.



## Emerging Themes and Key Learnings

Several key themes emerged across the aforementioned three surveys. These findings provide valuable broad stakeholder insights and feedback, which will provide critical guidance for workforce and career education short-term strategizing and long term planning. Emergent themes include:

### General

- Stakeholders support SWP's existing planning and funding goals suggesting that the foundation of CCSF's career education and workforce development programs is strong.
- Workforce leaders and employers support existing overarching career education goals.
- Key areas of both concern and opportunity are the rapid shift to virtual education and the changes in employment that COVID-19 has caused.

### Education

#### **Faculty respondents stated that:**

- Many of their students were unable or not willing to take online classes.
- Student success is affected by remote instruction.
- Students need more tutoring and mentoring when taking online classes.
- CCSF needs to pivot instruction and faculty capacity to successfully teach in this evolving environment through instructional technologies and helping faculty develop online modules and simulations.
- Protocols for necessary face-to-face instruction, such as hands-on learning, lab instruction and internships must be established.
- CCSF needs to address critical shortages in faculty in high-demand CE pathways.

### Workforce development

#### **Both faculty and workforce respondents recommended that:**

- CCSF needs to respond to critical changes in employment in the SF Bay Region and the short- and long-term recovery process.
- Programs should teach students to work online and remotely, and include job searches, interviewing and communication.
- Industry sectors and workforce areas where there are opportunities for investment include: aircraft and auto, biotech, custodial, CE credentialing for high school pathway teachers, education and training, healthcare, human/public services, IT/computer science/cybersecurity and STEM.



Appendix C

**SWP Workgroup April 2020 Survey: Details from Summary of Responses**

The chart below summarizes survey responses organized as additions, modifications, and deletions that SWP should make to the existing goals.

Additions	Modifications	Deletions
Address critical shortages in CE faculty.	For goal #2, we must be realistic around the impacts of recent college system changes and the relationship to enrollment.	They are all valid, but the SWP plan is part of a larger goal: better communication is needed to ensure that CE success is more intentionally linked to other systems and goals at the college.
Create short-term, compressed programs to respond to COVID-19.	In goal #3, work-based learning opportunities should include internships.	Supporting "all" students is a false promise in light of budget reality.
Adopt acceleration strategies for English Language Learners.	The wording on goal #3 is not clear. I would change to: "Increase CE student work-based learning experiences and post-program job opportunities in students' chosen field of study."	
Develop new CE programs that are in demand regionally.		
Expand hybrid/online/remote pathway options, including ways to conduct labs with technology.		
Internship opportunities should be prioritized.		
CE clusters should be updated every few years as industries evolve.		
Add short-term budget flexibility.		
Realign goals based on decrease in budgets caused by pandemic crisis.		



Make sure that CE Departments are funded and supported		
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The chart below summarizes survey responses organized as additions, modifications, and deletions that SWP should make to the current funding areas.

Additions	Modifications	Deletions
Ensuring that content-level experts (faculty) have time to interact with career specialists, employers, advisory committees, etc. is essential to successful career education.	Faculty need focused support to be more intentional around career services and options for students. GE faculty need CE-pathway training and counselors need specialization training. The system assumes generalists can know everything.	No suggestions.
Enrollment Development, Program Enhancement, Innovation and Infrastructure need to be reinforced and emphasized.	Innovation is important, but with program cuts, many programs are struggling to maintain the status quo and do not have the bandwidth and/or do not want to develop new programs that will impact the rest of their program.	
Post-COVID rapid response.	Enrollment Development	
Teaching all teachers how to teach with technology.	Infrastructure needs help. Can be disjointed at CCSF.	
Faculty communities of practice, growing our own CE faculty, and supporting faculty leadership growth.		