STRONG WORKFORCE PROGRAM

STRATEGIC PLAN

2024 – 2028

SWP Overview and Summary

The Strong Workforce Program is a statewide California Community College Chancellor's Office funding initiative to proactively address gaps in workforce development across the state. It was approved by the Governor and California Legislature in 2016 with the goal of creating one million more middle-skill workers and lifting low-wage workers into careers with economic mobility. This ongoing annual state investment of $248 million has infused innovation, responsiveness and partnership opportunities into CTE in the country's largest workforce development system of 116 colleges.

City College of San Francisco receives approximately $4 million annually for the Strong Workforce Program to offer "more and better career education" that leads to improved and equitable student success through increased enrollments, completions, student employment outcomes and continued responsiveness to industry skills and labor market projections.

The California Community College Chancellor's Office has encouraged and challenged colleges to be innovative and risk-taking in responding to labor market demands and student outcomes. Strong Workforce Program supports data-driven outcomes and through the Chancellor's Office Launchboard website provides an SWP dashboard to assess student outcomes for Career Education by institution, region or statewide.
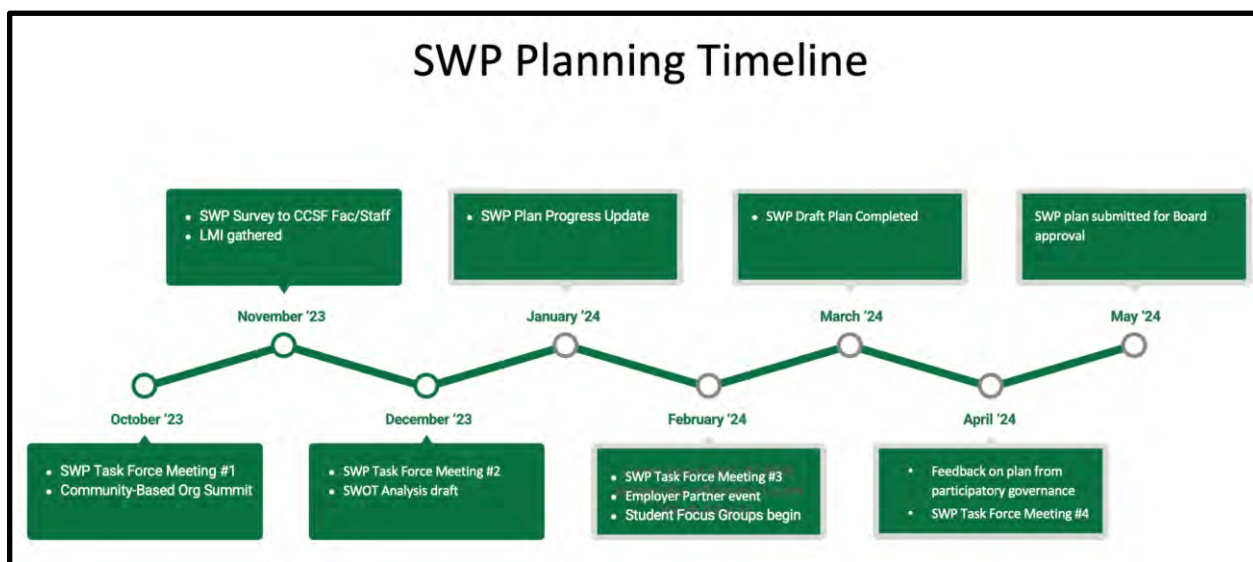
The planning for the previous SWP cycle between 2020-2023 was a very different context and starting point filled with layers of uncertainty considering the realities faced for colleges and communities during the COVID pandemic. It was understandably more challenging for institutions to be bold in their SWP plans. Fortunately, CCSF and other colleges are in a more stable place to envision how career education on campus can be transformed through SWP over the next four years.

Planning Process

City College of San Francisco established an inclusive, collaborative SWP planning process engaging key stakeholders - both internal and external - to formulate a dynamic plan for the next four years.

CCSF formed a Strong Workforce Program Taskforce this past fall that included 21 faculty members appointed by the Academic Senate representing various Career Education programs, ESL, Counseling, and Library. The SWP Taskforce was led by Workforce Development Associate Dean John Halpin with additional members from Career Services and administrators from different academic program areas. The roster of the SWP Taskforce members is included in Appendix A.

The primary charge of the Taskforce has been to develop recommendations for the new SWP four-year strategic plan for 2024-2028 that aligns with the SWP allocations through years 9-12. The Taskforce has followed the overall planning timeline below which includes four meetings throughout the academic year to provide input, guidance and feedback to shape the SWP plan. This has included developing a SWOT analysis, brainstorming potential strategies for the plan, exploring Career Education student success outcomes, reviewing pertinent labor market information, and exploring best practices. The visual below illustrates the timeline and tasks for the SWP planning process.

SWP Planning Timeline

- SWP Survey to CCSF Fac/Staff
- LMI gathered

November '23

- SWP Plan Progress Update

January '24

- SWP Draft Plan Completed

March '24

- SWP plan submitted for Board approval

May '24

October '23
- SWP Task Force Meeting #1
- Community-Based Org Summit

December '23
- SWP Task Force Meeting #2
- SWOT Analysis draft

February '24
- SWP Task Force Meeting #3
- Employer Partner event
- Student Focus Groups begin

April '24
- Feedback on plan from participatory governance
- SWP Task Force Meeting #4

In early planning, the CCSF SWP Taskforce identified these potential areas that could enhance career education and workforce development at the college leading to better outcomes for students, CCSF programs, employer partners and the community:

- **Work-based learning** opportunities
- Stronger **employer engagement**
- **Responsiveness to labor market** conditions to ensure CCSF has right programs and courses that prepare students for good jobs
- **On-ramps/bridge programs** for English language learners

- **Disaggregated data** to identify equity gaps and develop strategies to close them
- **Holistic student supports** addressing financial and other challenges
- Better **promotion and outreach** of Career Education/Workforce Development programs

The Taskforce is one of many important stakeholder groups across CCSF and with external partners that have shaped this plan. The chart below highlights the other individuals and groups that have provided input in this strategic planning process.
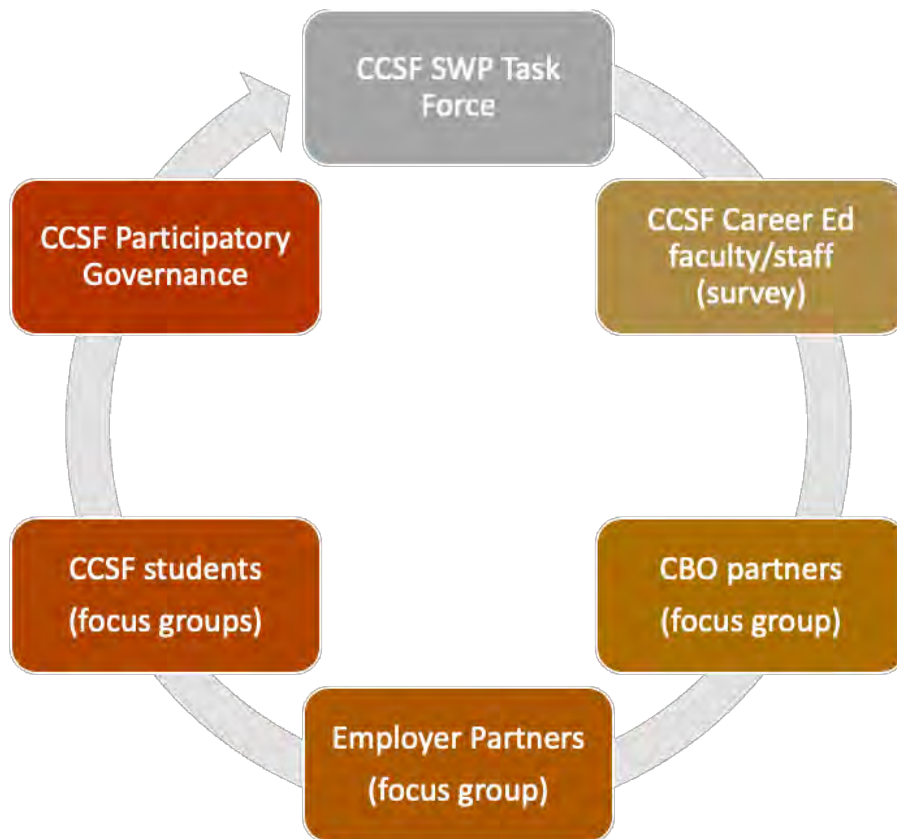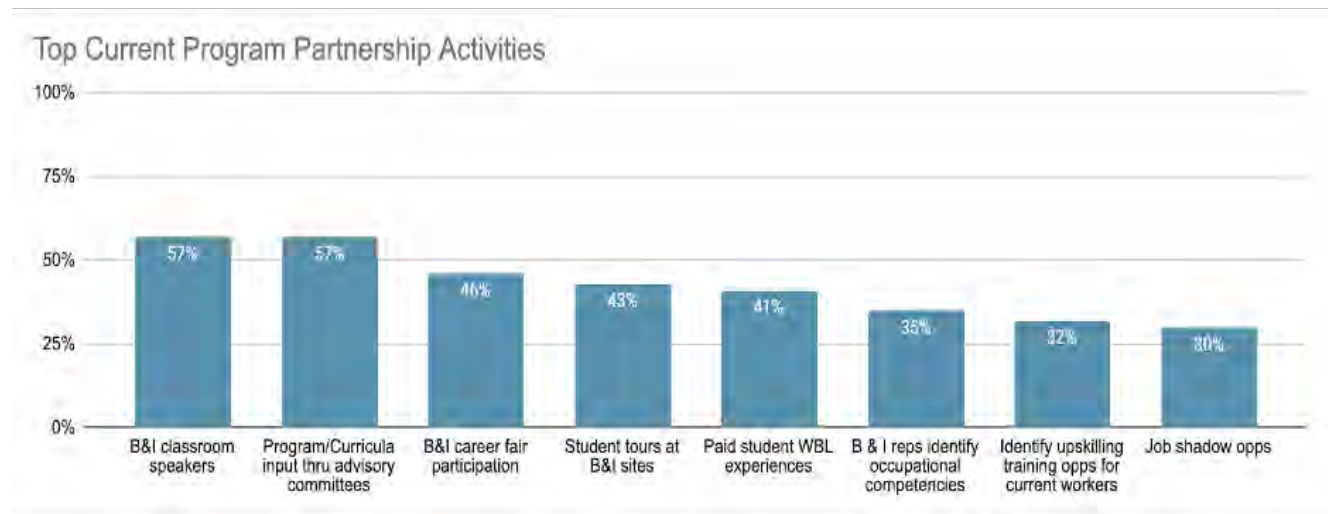

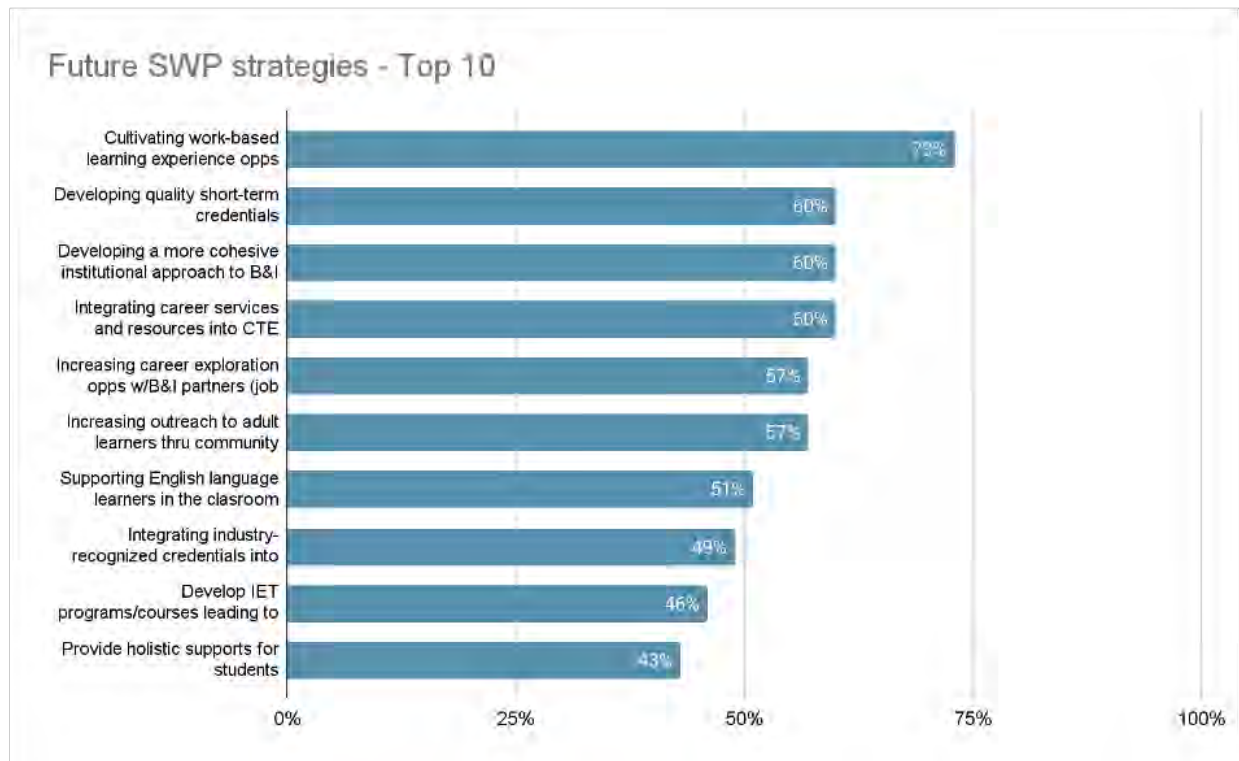## Faculty/Staff Career Education Survey

Building on these themes, the Taskforce helped formulate and disseminate a survey to CCSF Career Education faculty and staff to gather current strengths and future opportunities for Career Education at the College that included a section on business and industry partnerships. The survey template along with a summary from the 37 faculty and staff across all CCSF Academic and Career Communities who completed it are included in Appendices B and C. The following charts below illustrate important highlights from the survey results that have helped

solidify the SWP strategic plan related to current strengths particular to business and industry partnerships as well as potential strategies to concentrate on in the new plan.

Current B & I Partnerships Strengths

Top Current Program Partnership Activities

Activity	Percentage
B&I classroom speakers	57%
Program/Curricula input thru advisory committees	57%
B&I career fair participation	46%
Student tours at B&I sites	43%
Paid student WBL experiences	41%
B & I reps identify occupational competencies	35%
Identify upskilling training opps for current workers	32%
Job shadow opps	30%

Strategies to Prioritize in New Strong Workforce Plan

Future SWP strategies - Top 10

Strategy	Percentage
Cultivating work-based learning experience opps	73%
Developing quality short-term credentials	60%
Developing a more cohesive institutional approach to B&I	60%
Integrating career services and resources into CTE	60%
Increasing career exploration opps w/B&I partners (job	57%
Increasing outreach to adult learners thru community	57%
Supporting English language learners in the clasroom	51%
Integrating industry-recognized credentials into	49%
Develop IET programs/courses leading to	46%
Provide holistic supports for students	43%

Labor Market and Student Success Data

In addition to reviewing the Career Education survey results at the second meeting in November, the Taskforce explored regional labor market information for priority sectors in the Bay Area, including the Centers of Excellence for Labor Market Research's Sector Occupational Demand Dashboards as well as examining CCSF institutional student outcomes data crosswalked between SWP and student equity data. The healthcare sector occupational

demand labor market information is shown on the next page below as an example along with certain CCSF student equity data for SWP. All of the priority industry sectors profiles and occupational demand dashboards are included in Appendix E. The CCSF student equity/strong workforce program crosswalk data are included in Appendix F.

(Source: Centers of Excellence California Community Colleges Bay Area Demand Dashboard)

Mid-Peninsula Occupational data

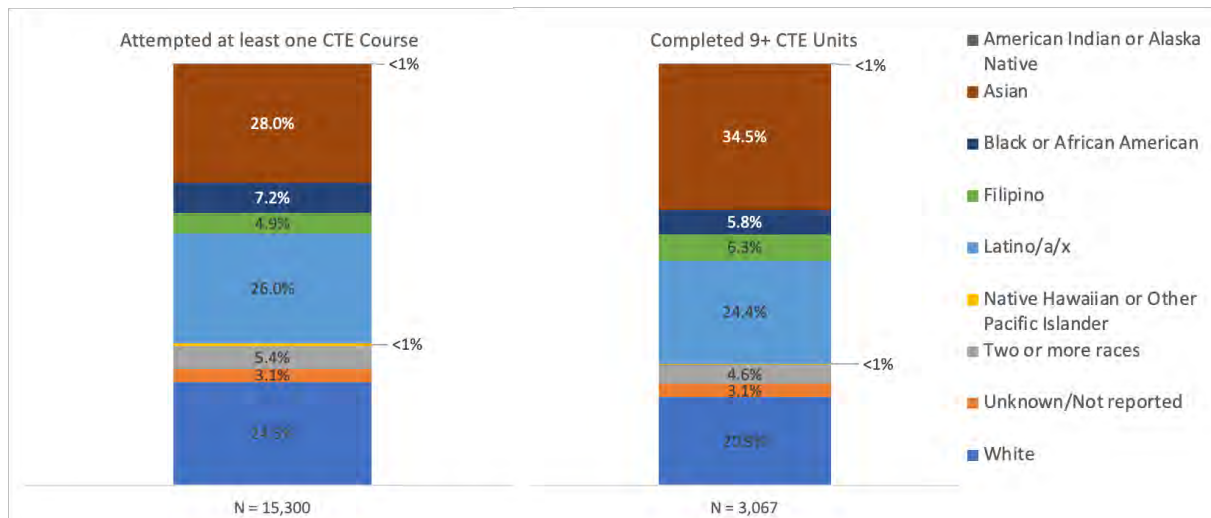| Sample Occupations - Related to CCSF Programs	Annual Openings	2021 Jobs	5 Yr Openings	5 Yr % Change	Median Hourly Earnings
Home Health and Personal Care Aides	10,650	49,930	53,250	24%	$17.33
Registered Nurses	1,587	16,306	7,936	18%	$79.84
Medical Assistants	1,002	5,243	5,010	20%	$28.42
Nursing Assistants	867	4,274	4,337	20%	$22.70
Medical Secretaries and Administrative Assistants	773	5,118	3,867	14%	$24.36
Social and Human Service Assistants	546	3,665	2,728	15%	$23.88

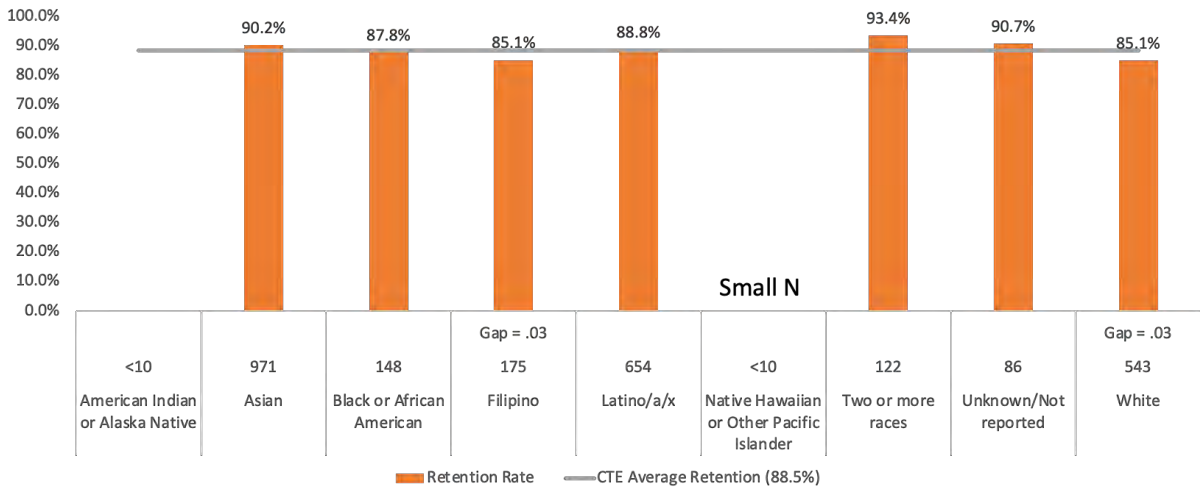|				
Dental Assistants	363	2,154	1,808	9%	$27.33
Licensed Practical and Licensed Vocational Nurses	341	2,794	1,707	17%	$37.83

(Source: Centers of Excellence California Community Colleges Bay Area Demand Dashboard)

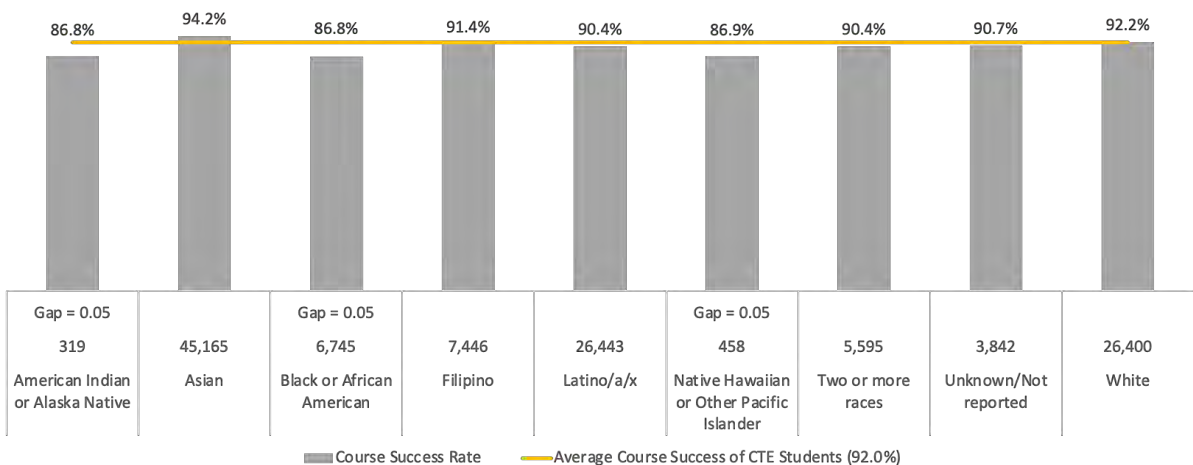*CCSF Student Equity/Strong Workforce Program Crosswalk Data*

Credit CTE Students 2022-23

Attempted at least one CTE Course	Completed 9+ CTE Units	
<1%	<1%	■ American Indian or Alaska Native
28.0%	34.5%	■ Asian
7.2%	5.8%	■ Black or African American
4.9%	5.3%	■ Filipino
26.0%	24.4%	■ Latino/a/x
<1%	<1%	■ Native Hawaiian or Other Pacific Islander
5.4%	4.6%	■ Two or more races
3.1%	3.1%	■ Unknown/Not reported
24.5%	20.9%	■ White
N = 15,300	N = 3,067	

Credit CTE Students (9+ CTE Units) Retention Fall to Spring 2022-23

	American Indian or Alaska Native	Asian	Black or African American	Filipino	Latino/a/x	Native Hawaiian or Other Pacific Islander	Two or more races	Unknown/Not reported	White
Retention Rate		90.2%	87.8%	85.1%	88.8%	Small N	93.4%	90.7%	85.1%
N	<10	971	148	175	654	<10	122	86	543
				Gap = .03					Gap = .03

Legend: Retention Rate ▮ | CTE Average Retention (88.5%) ▬

Credit CTE Students (9 + CTE Units) – Course Success 2018-19 to 2022-23

	American Indian or Alaska Native	Asian	Black or African American	Filipino	Latino/a/x	Native Hawaiian or Other Pacific Islander	Two or more races	Unknown/Not reported	White
Course Success Rate	86.8%	94.2%	86.8%	91.4%	90.4%	86.9%	90.4%	90.7%	92.2%
	Gap = 0.05		Gap = 0.05			Gap = 0.05			
N	319	45,165	6,745	7,446	26,443	458	5,595	3,842	26,400

Legend: Course Success Rate ▮ | Average Course Success of CTE Students (92.0%) ▬

(Source: CCSF Office of Research and Planning)

During the third SWP Taskforce meeting in February, the group reviewed and provided feedback on the strategic plan draft goals, emerging priorities and SWOT analysis. The Taskforce also learned about some national best practices for workforce development and career technical education related to emerging priorities in the plan such as nationally recognized credentials and employer partnerships. They gained insights from the feedback provided by employer partners at a recent CCSF event.

The fourth and final Taskforce meeting took place in early April and focused on analyzing student input via recent focus groups and a panel discussion during the Taskforce meeting. The students appreciated the quality of their career education programs with tangible skill development leading to employment opportunities. They spoke to the value of sector-specific career fairs, opportunities to network with employers and other students in their Academic and Career Community, as well as work-based learning opportunities including apprenticeships and paid internships to address the financial constraints that many students face. The Taskforce also discussed ideas on how to operationalize the SWP plan moving forward.

Student Feedback

As part of strategic planning, the College gathered insights from students through a series of focus groups and a related survey about their experiences with Career Education programs and Career Services at CCSF. The focus groups took place at three different City College campuses in addition to an online option. In total 55 students participated in these conversations while 36 students completed the survey. In summary, the following themes emerged from this student feedback:

- Desire for **clarity** and **more information about career pathways** - including job data and clearly mapped out pathways
- **Tailored career preparation** and **employability skills training** to improve job prospects
- Better connections to **mentors, alumni** and **industry professionals**
- Desire for **career fairs** to have **employers** that partner, **have openings** and are serious about **hiring** students/graduates from more CCSF programs
- Continued **work-based learning opportunities** with **support for students** and range of work settings
- **Modality options** for Career Education and Career Services programs and supports (i.e. f2f, online, hybrid)
- **Early**, more **frequent** and **varied communication** and information **about Career Services**

The full analysis report from the focus groups and survey is included in Appendix G.

External Partner Feedback

The strategic planning process also included input from important college partners that play a role in career education. This includes business and industry representatives and community-based organizations (CBOs). As noted in the Career Education faculty and staff survey, employers collaborate in many ways to support Career Education students and programs. The most popular are Career Education advisory committees, guest speakers in classes, participating in CCSF career fairs, offering site tours, and providing work-based learning opportunities for students through internships and apprenticeships.

Community-based organization partners refer their clients to CCSF Career Education programs and can offer complementary holistic support to students to assist them in achieving their educational and career goals. The themes that emerged from the employer feedback were as follows:

CCSF employer event themes

- **Skills needed** across industries and occupations
  - 21st century skills such as communications, critical thinking, reliability and interpersonal skills
  - Technology skills - Microsoft Suite, AI, new technologies
- **Transparent career progression** - clear career maps and skills/credentials needed
- More **work-based learning opportunities** - particularly apprenticeships and internships
- **Alumni/mentors** - could offer students support and foster stronger partnerships
- Request for simple **ways to navigate CCSF partnership opportunities**
  - What are options to engage with college and get to know students and programs
  - Having a CCSF single point of contact

CBO summit themes

- Interest in more **short-term training** (3-6 months) and **pre-apprenticeship programs** for clients
- Support and **guidance** on **college enrollment** & **Financial Aid processes**
- More **Dual Enrollment** opportunities
- Additional **awareness** about **CCSF offerings** - (i.e. Neighborhood Outreach)
- Focus on these priority sectors
  - **Health & Safety**
  - **STEM**
  - **Tools & Trades**
  - **Education & Child Development**

Student Panel – 4/3/24 SWP Taskforce Meeting

CCSF Employer Appreciation Event

SWP Taskforce #3 – February 29, 2024

Goals & Priorities

The goals for the new SWP plan were developed building on the existing goals for the established SWP plan but refined to continue to center equity and enhance the topic of work-based learning. The new SWP goals are as follows with the 2020-2023 SWP goals illustrated in comparison to the right.

SWP Goals 2024 - 2028	SWP Goals 2020 - 2023
1. **Increase CTE student enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps**	1. Support all CCSF students in realizing their career aspirations
2. **Support all CCSF students in realizing their career aspirations**	2. Increase CTE student enrollment, success and completion
3. **Increase CTE student work-based learning opportunities (i.e. apprenticeships, paid internships, skills-based and experiential learning) and post-program placement, retention, and earnings in students' chosen field of study in strong partnership with regional employers**	3. Increase CTE student work-based learning opportunities and post-program placement, retention, and earnings in students' chosen field of study
4. **Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand**	4. Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand

Based on the input and guidance from the SWP Taskforce along with the feedback provided by CCSF internal and external stakeholders, the priorities listed below were identified. They are included under one of the four goals but many of them support multiple goals.

SWP Goal #1: Increase CTE student enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps

Priorities	
1	Enhance classroom supports and programming for English language learners that pair contextualized English language skills with career education technical skills leading to college credentials.
2	Develop and implement an outreach plan for community partnerships with CBOs, human service agencies, employers and/or workforce partners to increase adult student Career Education enrollments at CCSF
3	Enhance the student onboarding process for Career Education students to connect students with appropriate resources (e.g. Spark Point)

SWP Goal #2: Support all CCSF students in realizing their career aspirations

Priorities	
4	Increase career exploration opportunities for CCSF students in strong partnership with regional employers
5	Increase access and support for dual enrollment career education opportunities at CCSF that lead to equitable outcomes

SWP Goal #3: Increase CTE student work-based learning opportunities (i.e. apprenticeships, paid internships, skills-based and experiential learning) and post-program placement, retention, and earnings in students' chosen field of study in strong partnership with regional employers

| Priorities |
| --- |

6	Increase the number of apprenticeships, paid internships, and mentoring opportunities in new and existing industry sectors and occupations
7	Enhance employer partnerships by developing a cohesive and streamlined business and industry plan/approach including Career Services, CE and other colleagues that interface with employers
SWP Goal #4: Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand	
Priorities	
8	Develop and promote quality short-term stackable credential programs in partnership with employers that meet regional labor market demand and create better access for historically underrepresented populations
9	Improve data-informed program decision-making by utilizing regional LMI tools and further analyzing student demographic and outcome data

The SWP priorities as implemented can positively impact the SWP student success metrics supporting Career Education enrollments, momentum points (i.e. 9 CE credits or completed noncredit or workforce preparation course), completion, employment in field of study and wage increase. The visual below illustrates how this all fits together.

SWP Planning/Implementation Visual
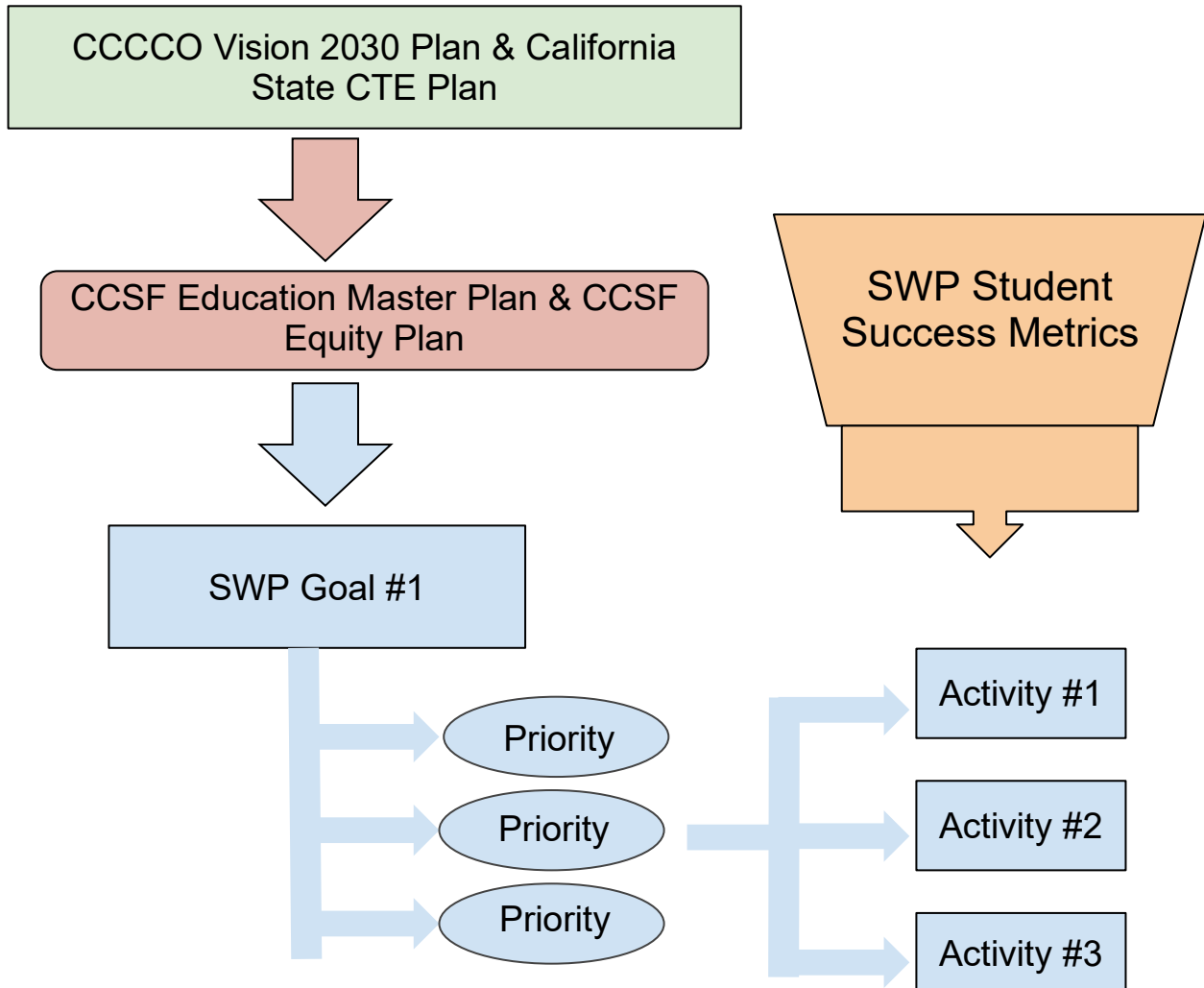
SWOT Analysis

The SWP Taskforce developed a SWOT analysis for Career Education at CCSF enhanced by the input provided by various stakeholder groups. There are some impressive strengths to build on for "more and better Career Education" and certain areas for growth and improvement. The opportunities highlighted in the SWOT analysis are the most significant and reflected in the goals and priorities. These can be further developed as the plan is implemented. It is also important to understand and consider potential threats to Career Education at CCSF in this work.

Strengths

- Quality Career Education training offered across multiple industry sectors leading to good jobs
- Strong work-based learning opportunities available to students through business and industry partners that includes student feedback loop
- Established business & industry partnerships that include advisory committee participation, classroom speakers, career fair participation, company tours for students, and paid WBL that have resulted in strong employment outcomes for students and partner satisfaction
- Strong certificate completion rate for CCSF students
- CCSF faculty and staff have Career Education expertise and skills within different academic and career communities
- Access to robust labor market tools and student outcome data for CE programs that can improve equitable outcomes
- Support services available to students including employability skills preparation
- Multiple campus/center locations across the city that provide better access to education and training at CCSF
- CCSF Completion Center support resulting in improved student completion outcomes

Weaknesses

- Inequities in student access and completion in Career Education programs
- Getting employer partner decision makers to the table
- Siloed college business & industry partner engagement
- Students' ability to navigate the registration process and access proper resources and holistic supports
- Integration of labor market tools and student outcome data in decision-making processes

Opportunities

- Develop more adult student-centered instructional and program models including short-term credential programs, remote/hybrid options, and non-conforming academic scheduling (i.e. 8 weeks, late start courses, etc.)
- Increase paid work-based learning opportunities for students including apprenticeships and internships across the Bay Area as well as appropriate remote options
- Establish authentic and ongoing ways to listen to current and prospective students to identify how needs are being met and what more can be done to support student success
- Increased outreach to employers, community-based organizations, and prospective students
- Establish a cohesive approach to B & I partnerships that includes a marketing plan as well as a shared CRM database to leverage contacts and existing partnerships; executive leadership could play a role in the industry partnerships to open up doors
- Prioritize programming in regional high-demand industry sectors including: advanced manufacturing, advanced transportation and logistics, climate action and sustainability health, Information and communication technologies and public safety
- Analysis of disaggregated program outcomes and learning outcomes to identify gaps to develop better strategies
- Integration of Career Services expertise including employability skills into Career Education coursework, advisory committees, and credit for prior learning development
- Organizational development focused on succession planning, cross-department collaboration and cohesion, professional development, and better awareness of supports available to students
- Develop better CCSF alumni outreach and communication to enhance career exploration and work-based learning and mentoring opportunities for partners
- Career Education advisory committee guidelines and/or established handbook along with education and training for members
- Marketing to employers on work-based learning opportunities through survey and clarity on roles/responsibilities
- Systems approach to Career Education across CCSF with collaborative and cohesive efforts to meet student and employer needs
- Explicit strategies to address equity gaps across Career Education

Threats

- Competition from other community colleges and/or proprietary schools to offer more accessible education and training programs that align with learner goals and are more responsive to shifting labor market demands

- Perpetuating historical inequities by potentially tracking CCSF student of color into programs of study with lower wages or limited employment opportunities
- Employers hiring more workers without postsecondary credentials; college education and training lose currency
- Student financial constraints along with basic need insecurities impact learners' abilities to enroll or complete training at CCSF
- San Francisco demographic trends reduce prospective student pool because of aging population and declining high school aged students
- Transition in executive leadership at institution

Alignment to Statewide and Institutional Priorities

The SWP plan has been developed in alignment with California Community Colleges and City College of San Francisco priorities and related plans. The goals and strategies for the SWP plan support these broader statewide and institutional initiatives. This includes the California Community Colleges Chancellor's Office Vision 2030 plan, the California CTE state plan and the City College of San Francisco Education Master Plan.

Vision 2030

The California Community College Chancellor's Office Vision 2030 plan is a roadmap that provides focus, equity and direction for California's community colleges to support equitable success for current and future students. It guides practice, addresses barriers, fosters policy reforms and supports implementation by colleges.

Vision 2030 Framework

The CCSF Strong Workforce Program goals align clearly with the Vision 2030 goals as seen below

Vision 2030 Goals	CCSF Strong Workforce Program Aligned Goals
Equity in Success	1. Increase CTE student, enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps 2. Support all CCSF students in realizing their career aspirations 3. Increase CTE student work-based learning opportunities and post-program placement, retention and earnings
Equity in Access	1. Increase CTE student, enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps 3. Increase CTE student work-based learning opportunities and post-program placement, retention and earnings 4. Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand
Equity in Support	1. Increase CTE student, enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps 2. Support all CCSF students in realizing their career aspirations 4. Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand

Statewide CTE Plan

The California State Plan for Career Technical Education similarly concentrates on improving equity in access and outcomes for student success while also meeting employers' talent needs. The goals for the first three years of the plan all align with SWP and are as follows:

I. Boost **data-informed decision-making** for equity and impact
II. Expand **work-based learning** in all regions, with a focus on equity

III.   Grow **dual enrollment** in all regions, with a focus on equity
IV.   Understand and plan to address **CTE teacher and faculty shortages**

CCSF Education Master Plan

The College developed an updated seven year [Education Master Plan](#) (EMP) from 2018 to 2025 based on data and future trends that support the institution in enhancing student achievement, developing infrastructure transformation, advancing financial stability and providing additional innovation opportunities. The EMP serves as the College's long-range strategic blueprint for all institutional planning and program development. The CCSF Education Master Plan has the following eight goals:

I.   Improve the student experience
II.   Institutionalize equity
III.   Improve communication
IV.   Strengthen credit and noncredit programs
V.   Improve operation of the College
VI.   Strengthen community, education, and industry partnerships
VII.   Maintain, improve and build facilities
VIII.   Expand and encourage opportunities for professional development

The SWP Taskforce spent planning time mapping SWP potential outputs that would support the EMP plan goals 1-4, 6, and 8. The SWP goals and priorities clearly align to these institutional education goals.

Regional SWP Plan

Additionally, the City College SWP plan aligns with the regional [Bay Area Regional SWP Plan](#) which includes segments for K-12, adult education, community colleges and employment. The overarching priorities for this plan are as follows:

1. Subregional Collaboration and Coordination
2. K-14 to Career Pathways
3. Faster Response through Workforce Development Partnerships & Short-term Training
4. Collaboration & Coordination in Critical Occupations, Skills, Occupational Clusters and Sectors
5. Career Services, Work Based Learning, and Apprenticeships
6. Diversity, Equity, Inclusion, and Belonging
7. Use data to improve outcomes/Collect data wisely

2020-2023 SWP Plan Accomplishments

The 2020-2023 SWP plan has supported and enhanced CCSF Career Education programs over the past four years that has positively impacted student success. Investments have ranged across different Career Education programs and partnerships. The charts below highlight outcomes achieved during this time as well as.

SWP Plan Accomplishments 2020-2023

| Workforce & Career Services 2020-2023	336 students/month average
Student Employment Positions 2020-2023	1690 total
Internships 2020-2023	380 total
Apprenticeship Enrollments 2020-2023	742 total
Job Placements 2020-2023	828 total
LaunchBoard Data and CTE Outcomes Survey (CTEOS)	
SWP Students Who Earned a Degree or Certificate 2020-2022	3,074
Students who secured a job closely related to Program of Study	73.4% (2022 CTEOS Report)
Median Annual Earnings for SWP Exiting Students in 2020-2021	$67,176

CCSF SWP 2020-2023 Investments

SWP Investments 2020-2023	
Apprenticeships	$743,654
Career Services	$2,950,019
Department Allocations (RFP)	$2,288,547
Projects & Personnel*	$6,134,100
SWP Operations	$2,157,988
Indirect	$379,486
Total	**$14,653,794**

*Projects & Personnel
- Allied Health & Nursing
- Center for Entrepreneurship & Innovation (CEI)
- City Online Development
- CTE Outreach Coordination
- Cyber Camp
- Maker Space
- Police & Fire Academy Coordination
- Professional Development
- Short-Term Training

Additional Data

The Strong Workforce Program student success metrics illustrate important enrollment, retention, completion and employment trends for Career Education students at CCSF over a series of years. The California Community Colleges Launchboard SWP Metrics interactive data website is a valuable resource with disaggregated data by region, college, industry sector, program and student demographics (i.e. race/ethnicity, gender, economically disadvantaged). The charts below are some of the collegewide metrics for all Career Education at CCSF with the latest 2021-2022 data. The link to the full Launchboard website is included in Appendix H.

Strong Workforce Program Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year
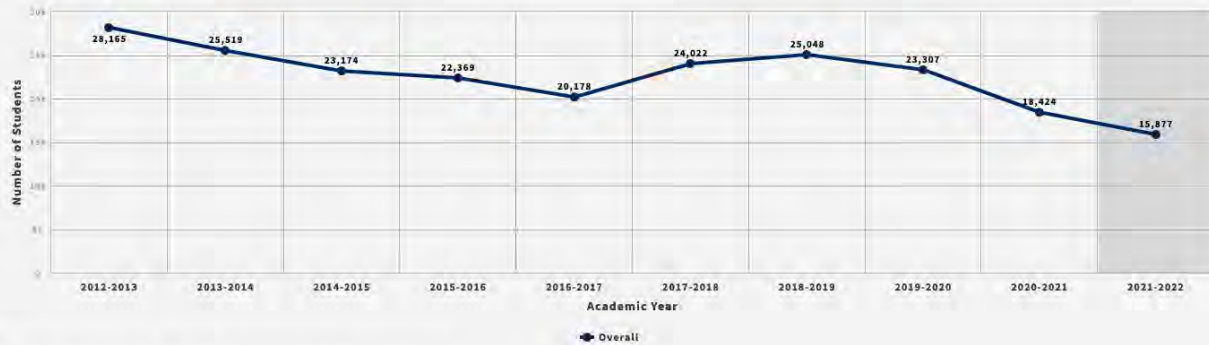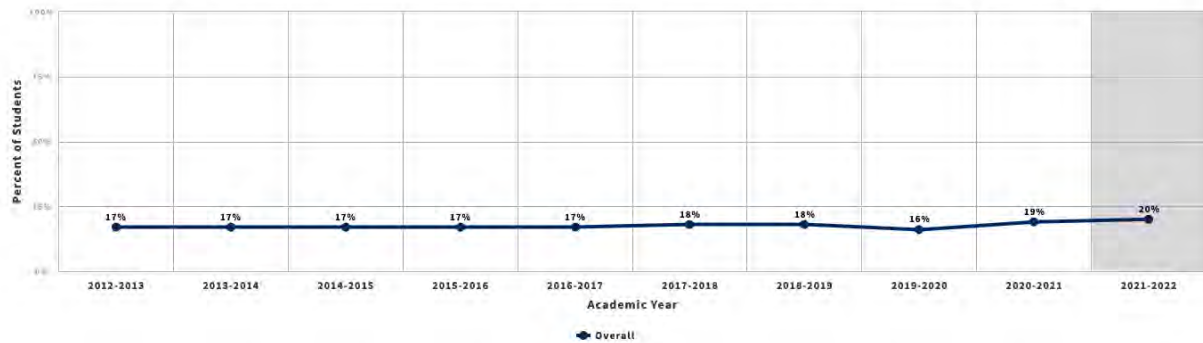

Source: Chancellor's Office Management Information System
Technical Definition

SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Among all SWP students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district
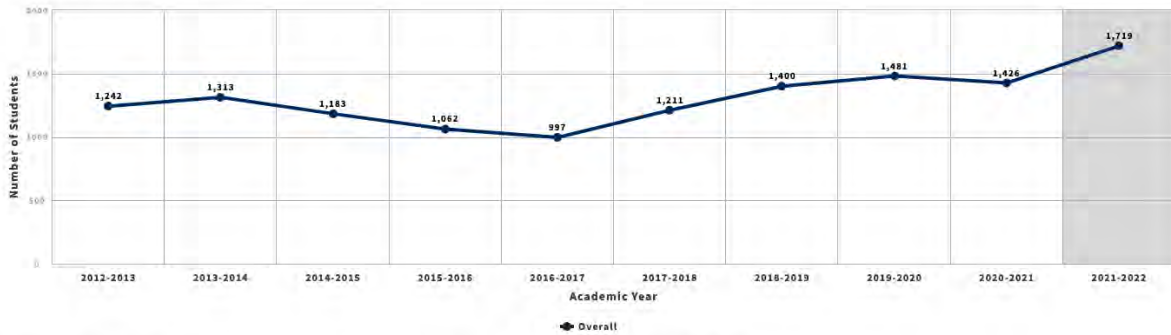

Source: Chancellor's Office Management Information System
Technical Definition

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated SWP students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code
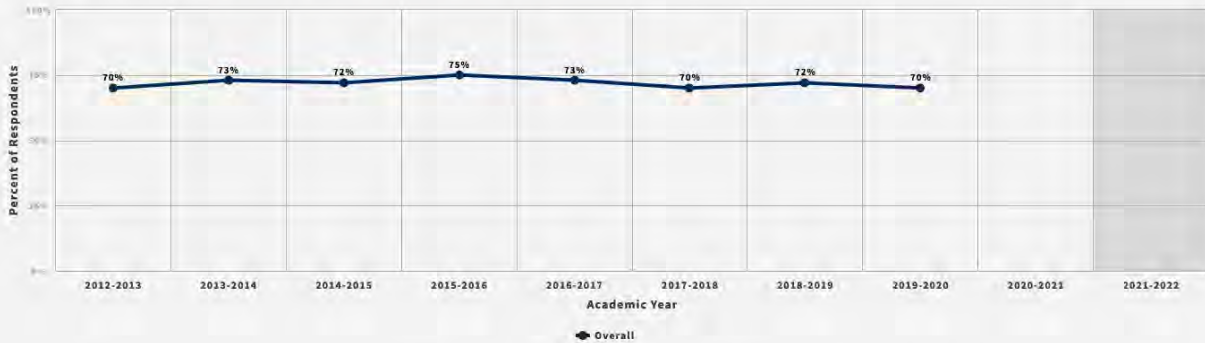

Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards
Technical Definition

SWP Students with a Job Closely Related to Their Field of Study

Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match
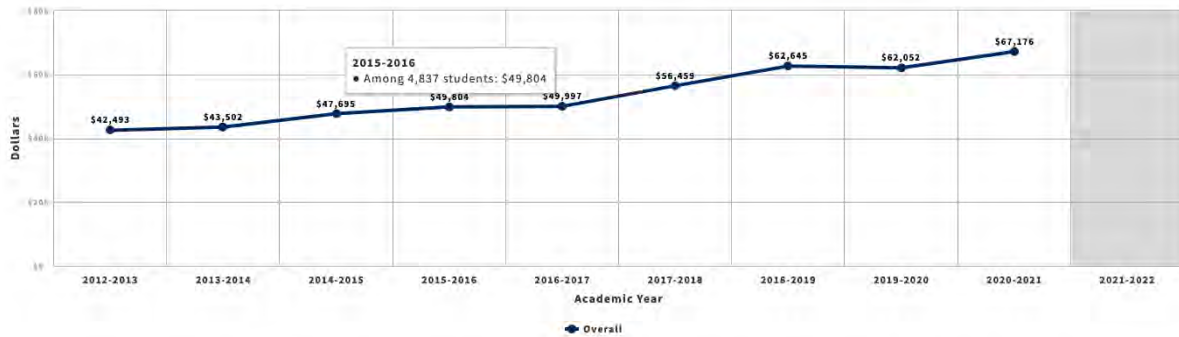Technical Definition

Median Annual Earnings for SWP Exiting Students

Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Technical Definition

In addition to the SWP Student Success metrics data, the College has access to the CTE Employment Outcomes Survey, which is a statewide survey administered annually for the Chancellor's Office, to assess the employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges. The 2023 full CTEOS reports for City College for both credit CTE and non-credit are included in Appendix I. The credit CTE report offered feedback from 940 completer and skill builder students in their perceptions of the CTE program experience and current employment status. The charts on the next page highlight certain responses.

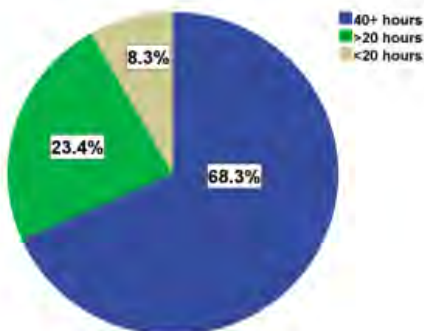**How satisfied are students with the education and training they received?**

Legend:
- Very Satisfied
- Satisfied
- Other

8.2%
37.7%
54.1%
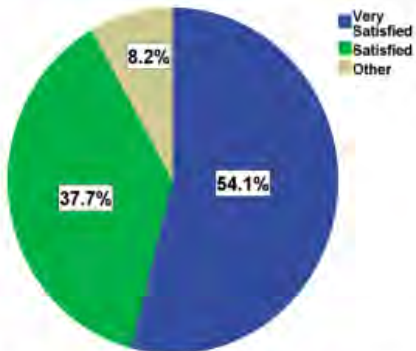
How many students secured a job that is closely related to their program of study?

Legend:
- Very Close
- Close
- Not Close

22.0%
29.1%
48.9%

How many hours per week are employed students working?

Legend:
- 40+ hours
- >20 hours
- <20 hours

8.3%
23.4%
68.3%

How many months did it take for students to find a job?
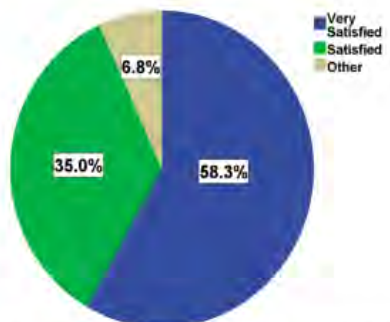

Legend:
- 0
- 1-3
- 4-6
- 7+

10.6%
14.2%
26.8%
48.4%
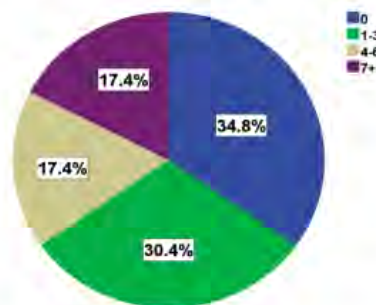
1/16/2024

(Source: Career and Technical Education Employment Outcomes Survey 2023 College Reports, CCSF)

Similar information was gathered from non-credit completers and skill builders at City College. 103 of these non-credit students provided their input which is illustrated below:
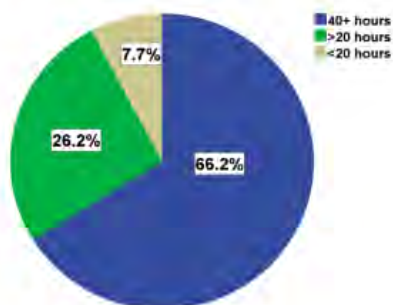

(Source: [Career and Technical Education Employment Outcomes Survey 2023 College Reports, CCSF](#))

Labor market data tools were shared earlier in this document as part of the Taskforce work examining regional sector and occupational data. The appendix has links to these reports which are an incredible resource for Career Education programs, students and employer partners.

SWP Implementation

Once the Strategic Workforce Program plan is finalized, the next stage is to operationalize it over the next four years. The SWP Taskforce has provided their insights and recommendations towards this process. The planning template below can be a resource for the CCSF teams that will implement the priorities and supporting activities. It is also included in full in Appendix J.

Goal #1: Increase CTE student enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps					
	Priority 1: *Enhance classroom supports and programming for English language learners that pair contextualized English language skills with career education technical skills leading to college credentials*				
Activity	**SPR**	**Team involved**	**Metrics**	**Timeline** (e.g. Fall '24 to Spring '25)	**Status** (In progress/on track/delayed/ completed)

Appendices

For additional materials from Taskforce meetings, please access this [SharePoint folder.](#)

- [Appendix A - SWP Taskforce Roster](#)
- [Appendix B - Career Education faculty/staff survey](#)
- [Appendix C - Career Education faculty staff survey results summary](#)
- Appendix D - Full spreadsheet responses to survey ([SharePoint folder](#))
- Appendix E
  - Industry Sector Profiles
    - [Advanced Manufacturing Summary Fall 2023](#)
    - [Advanced Transportation Summary Fall 2023](#)
    - [Education Summary Fall 2023](#)
    - [Healthcare Summary Fall 2023](#)
    - [Information and Communication Technologies - Digital Media Summary Fall 2023](#)
    - [Public Safety Summary Fall 2023](#)
  - Industry Sector Demand Dashboards
    - [Advanced Manufacturing](#)
    - [Advanced Transportation](#)
    - [Healthcare](#)
    - [Information and Communication Technologies - Digital Media](#)
    - [Public Safety](#)
    - [Teaching Occupations](#)
- Appendix F [Student Equity Data Crosswalk](#)
- Appendix G [Student Focus Group/Survey Feedback Report](#)
- Appendix H [California Community Colleges Launchboard SWP Metrics interactive data website](#)
- Appendix I [Career and Technical Education Employment Outcomes Survey 2023 College Reports, CCSF](#); [Noncredit Career and Technical Education Employment Outcomes Survey 2023 College Reports, CCSF](#)
- Appendix J [SWP Planning Template](#)
- Additional Research/Resources
  - [The College to Jobs Playbook](#), Project on Workforce, Harvard University
  - [Employer and Community College Partnerships](#), Strada Education
  - [Aligning Talent and Opportunity: An Employer Guide to Effective Community College Partnerships,](#) Aspen Institute
  - [National Coalition of Certification Centers](#)
  - [Business and Industry Leadership Teams (BILT)](#)
  - [Career Technical Education Co-Lab Project](#), Urban Institute
    - [Racial and Ethnic Equity Gaps in Postsecondary Career Technical Education](#)

- ○ [Community Colleges Collaborate to Advance Racial Equity in Manufacturing - The Century Foundation/Urban Manufacturing Alliance Industry & Inclusion Cohort Project](#)

Appendix A

CCSF Strong Workforce Program Taskforce Roster

Name	College Role	Name	College Role
Alma Avila	Faculty, Health Education	Jen Kienzle	Associate Dean of Online Learning
Lark Baum	Faculty, Behavioral Sciences	Craig Kleinman	Faculty, English
Steven Brown	Faculty, Environmental Horticulture & Floristry	Zach Lam	Director of Apprenticeships & Instructional Service Agreements
Tracy Burt	Faculty, Child Development & Family Studies	James Lewis	Work Based Learning Coordinator, Workforce Development Office
Gregoria Cahill	Dean of Mission Center, School of ESL and Transitional Studies	Carina Lin	Counseling
Stephanie Chenard	Director - Contract Education, Adult Ed, & Extension Programs	Linda Liu	Junior Management Assistant, Workforce Development Office
James Connors	Faculty, Fire Science Technology	Jimmy Ly	Counseling
Maura Devlin-Clancy	Faculty, CNIT	Ghislaine Maze	Learning Assistance Program
Erica Gentry	Faculty, Photography	Melissa McPeters	Faculty, TRST
Michelle Gorthy	Faculty, Communication Studies	William Morgan	Faculty, Diagnostic Medical Imaging

Name	College Role	Name	College Role
John Halpin	Associate Dean of Workforce Development	Richard Ning Wu	Faculty, CNIT
Gina Hector	Faculty, Business	Dory Rincon	Faculty, Health Care Technology
Anna Lisa Helmy	Faculty, ESL	Amber Straus	Faculty, Learning Assistance
Malcolm Hillan	Faculty, Environmental Horticulture & Floristry	Christina Yanuaria	Faculty, ESL
Edith Kaeuper	Dean School of Health, Physical Education & Social Services and John Adams	Wanda Ziemba	Faculty, Health Care Technology

Appendix B

CCSF Strong Workforce Program Faculty/Staff Survey

The Strong Workforce Program (SWP) will continue to support Career Education students, programs, and partnerships at City College between 2024-2028. The CCSF Strong Workforce Program Taskforce is soliciting critical input from Career Education faculty and staff to help shape this future plan. Please take 10 minutes to answer these questions. Thanks much!

—---

1. What are the current strengths of Career Education programs at CCSF?

2. What opportunities do you see for your Career Education program to take it to the next level in the next four years in terms of student success, equity, innovation, and strategic partnerships? What is needed to carry out these opportunities?

Section: Current Strengths

3. The Strong Workforce Program had four primary goals during the last cycle (2020-2023). They were as following:

   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

   Do these goals still capture the primary focus areas of Career Education at CCSF and should they continue to be the focus of the SWP plan? (If not, please specify in the next question how they should be modified)

      a. Yes

      b. No

4. How should these goals be modified for the next SWP cycle (if answered No to last question)?

5. What resources will be needed to support and improve Career Education at CCSF? *(This could include technology, professional development, focused planning and dialogue, partnerships, and more)*

6. *What ACC do you teach in and/or provide support to students? (select primary)*
   a. *Arts, Media & Entertainment*
   b. *Business, Management & Entrepreneurship*
   c. *Communication & Languages*
   d. *Education & Child Development*
   e. *Health & Safety*
   f. *Science, Technology, Engineering & Mathematics*
   g. *Society, Culture & Social Justice*
   h. *Tools & Trades*

7. *In what ways does your program actively partner with local/area business and industry (B&I) and CCSF Career Services? (Check all that apply)*
   a. ☐ *Student tours at B&I sites*
   b. ☐ *Job shadow opportunities for students at B&I sites (non-paid)*
   c. ☐ *School-supervised, paid work-based learning experiences for students*
   d. ☐ *Classroom speakers or participants from B&I staff externships at B&I sites*
   e. ☐ *B&I representatives discuss and identify occupational competencies*
   f. ☐ *B&I representatives participate in career fairs with CCSF*
   g. ☐ *B&I representatives provide input that could be incorporated into the program/course curriculum through advisory committees or beyond*
   h. ☐ *Equipment owned or given by local B&I is utilized in program*
   i. ☐ *Work with employers to identify upskilling training opportunities for existing workers*
   j. ☐ *Link employees who are in nontraditional occupations with student in nontraditional CTE programs*

k. ☐ *Other* _____

8. *In what ways can CCSF improve partnerships with business/industry and career services?*

Section: Future Opportunities

9. *In support of the SWP Primary Goals, please check 10 of the following strategies that you believe should be prioritized in the new Strong Workforce plan:*
    a. ☐ *Implementing new technology*
    b. ☐ *Centering equity in my curricula and in program policies*
    c. ☐ *Developing quality short-term credentials that lead to employment opportunities*
    d. ☐ *Integrating industry-recognized credentials into Career Education curricula*
    e. ☐ *Developing integrated education and training courses/programs that include co-enrollment in foundational skills support class (i.e. English language skills, reading, writing, math, etc…) paired with career education technical skills leading to a college credentials*
    f. ☐ *Developing Inventory course to better explore careers in the industry*
    g. ☐ *Implementing Credit for Prior Learning*
    h. ☐ *Exploring competency-based education models*
    i. ☐ *Providing holistic supports for students (i.e. transportation, food insecurity, etc.)*
    j. ☐ *Supporting English language learners in the classroom (i.e. contextualized vocabulary development, job-specific writing, pronunciation, reading comprehension)*
    k. ☐ *Developing a more cohesive institutional approach to employer/B&I engagement to leverage current partnerships and build new ones*
    l. ☐ *Integrating career services and resources into CTE courses*
    m. ☐ *Cultivating work-based learning experience opportunities (i.e. internships, apprenticeships, mentors, etc.)*
    n. ☐ *Increasing Career exploration opportunities with B&I partner (i.e. job shadowing, guest speakers, etc.)*
    o. ☐ *Enhancing CTE advisory committees*
    p. ☐ *Increasing diversity and historically underrepresented populations in my program*

q. ☐ *Increasing outreach to adult learners through community partnerships (i.e. CBOs, human service agencies, employers and/or workforce partners)*
r. ☐ *Enhancing dual enrollment strategies with local high schools*
s. ☐ *Expanding existing innovative faculty practices and approaches at CCSF*
t. ☐ *Implementing innovative faculty practices and approaches from across the region*
u. ☐ *Other _____*

10. *How might we ensure CCSF is poised to respond to emerging workforce and labor market needs? Are there specific areas, pathways, and/or sectors where we should focus? Please explain.*

11. *How might Career Education and Career Services partner to better serve/prepare students for the workplace?*

Section: Professional Development
Please select your top selection/priority for PD for each category below:

12. *Planning and Organizing*
    a. ☐ *Aligning curriculum, instruction, assessment, and evaluation*
    b. ☐ *Implementing industry standards*
    c. ☐ *Developing curriculum including meaningful short-term credentials*
    d. ☐ *Mentoring and onboarding of new teachers*

13. *Instructional Skills and Strategies*
    a. ☐ *Motivating students*
    b. ☐ *Incorporating critical thinking and problem-solving skills*
    c. ☐ *Project-based learning*
    d. ☐ *Integrating math skills*
    e. ☐ *Integrating equity-minded teaching strategies*
    f. ☐ *Integrating English skills*

14. *Technical Skills and Strategies*
    a. ☐ *Improving business/industry engagement*
    b. ☐ *Staying current on technical skills*

c. ☐ *Transitioning students to the next level in the pathway or to career*
d. ☐ *Better understanding industry trends to be responsive to emerging workplace skills*
e. ☐ *Offering and preparing students for industry-recognized certificates*
f. ☐ *Implementing Credit for Prior Learning strategies*
g. ☐ *Exploring competency-based education models*

15. *Technology Integration*
    a. ☐ *Designing authentic or simulated learning experiences requiring real-world use of industry-specific technologies*
    b. ☐ *Using industry-specific technology effectively*
    c. ☐ *Determining course activities that require students' effective use of computers and the Internet*
    d. ☐ *Integrating Artificial Intelligence into the curricula*

Appendix C

SWP Career Education Survey Summary
November 2023
(37 responses)

Current strengths of Career Education programs at CCSF
- Industry partnerships including hire rates and satisfaction
- Quality training in CE across multiple industry sectors leading to good jobs
- Faculty and staff w/strong CE expertise and skills
- Student support services including employability skills prep
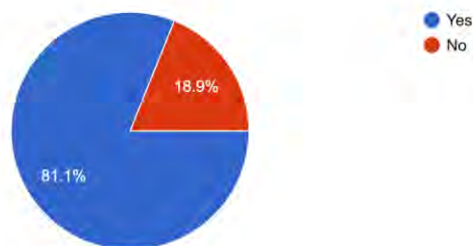- Work-based learning

Opportunities for your Career Education program to take it to the next level in next 4 years
- Program models for working adults (i.e. short-term certificates, remote/hybrid, etc.)
- Work-based learning opportunities including apprenticeships and internships
- Stronger community outreach to prospective students and employers; stronger partnerships with B & I
- Organizational development - succession planning, more internal collaboration and cohesion, better awareness of supports available to students
- Funding for innovative programs

SWP Goals

Do these goals still capture the primary focus areas of Career Education at CCSF and should they continue to be the focus of the SWP plan? (If not, p... in the next question how they should be modified)
37 responses

- Yes
- No

18.9%

81.1%

If goals changed…
- **equity/diversity/inclusion** - needs to be explicit in goals; link to CCSF equity plan, Vision 2030 and overall equitable outcomes
- **#3 work-based learning** - should call out apprenticeships, internships, skills based and experiential learning

- **Employer engagement** - needs to be explicit including employers and biz associations
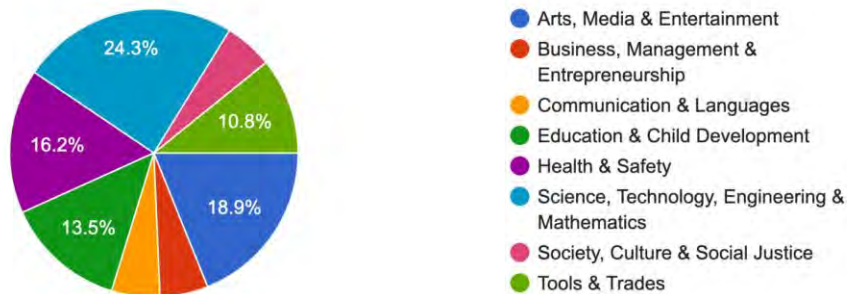- **Current #2 should be #1**

Resources Needed to support and improve Career Education at CCSF
- Stronger employer partnerships
- Technology and equipment including computer labs
- PD on apprenticeship, interdisciplinary collaboration including how CE and transfer go together and integrating digital skills
- Staffing/Planning - more faculty and staff, planning and/or release time and IT support
- Work-based learning opportunities

CCSF Academic Career Communities

What ACC do you teach in and/or provide support to students? (select primary)
37 responses

- Arts, Media & Entertainment
- Business, Management & Entrepreneurship
- Communication & Languages
- Education & Child Development
- Health & Safety
- Science, Technology, Engineering & Mathematics
- Society, Culture & Social Justice
- Tools & Trades

Current B & I Partnerships Strengths

Top Current Program Partnership Activities
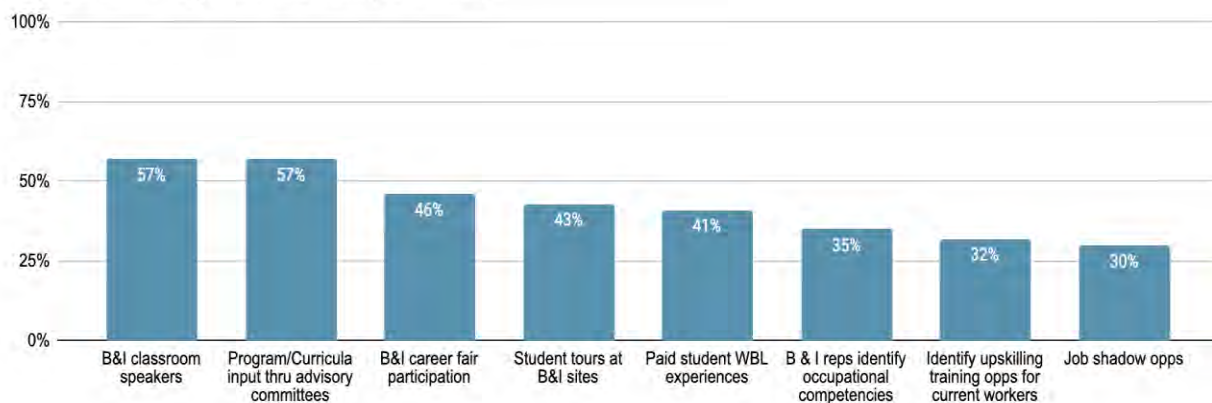
Improving partnerships w/B & I and Career Services
- More internships, work-based learning opps, job shadows, mentorship and industry panels
- Organizational development - hire more faculty/staff and/or release time
- Shared CRM database to leverage contacts and existing partnerships
- Marketing plan for B & I partners

Strategies to Prioritize in New Strong Workforce Plan
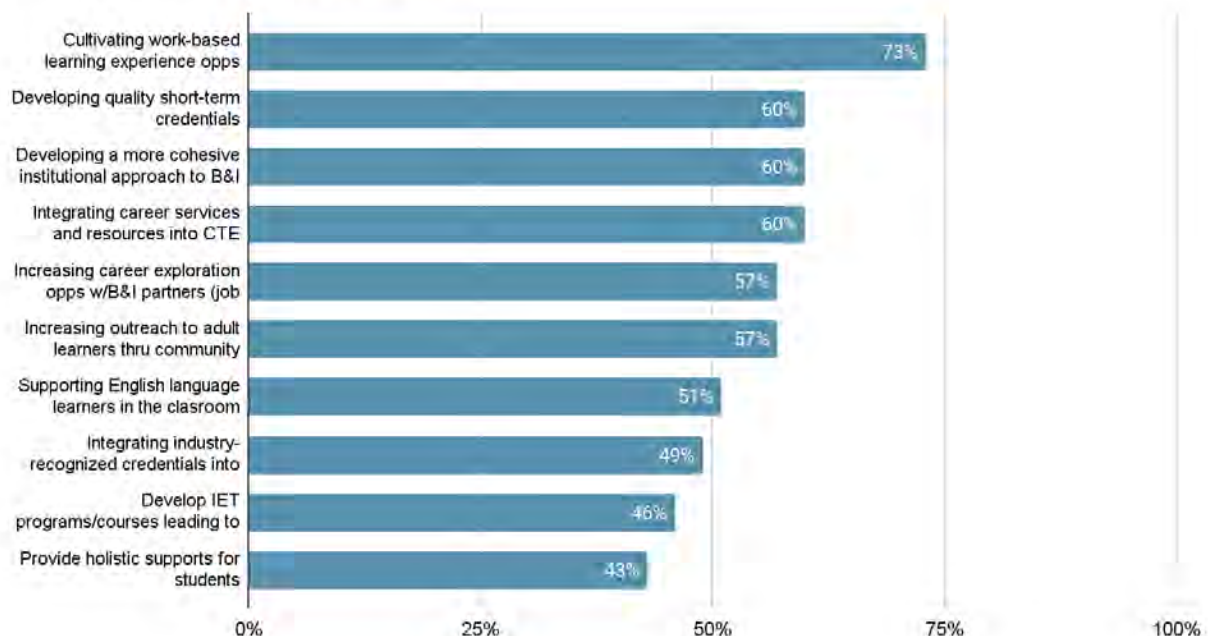
Future SWP strategies - Top 10

Strategy	Percent
Cultivating work-based learning experience opps	73%
Developing quality short-term credentials	60%
Developing a more cohesive institutional approach to B&I	60%
Integrating career services and resources into CTE	60%
Increasing career exploration opps w/B&I partners (job	57%
Increasing outreach to adult learners thru community	57%
Supporting English language learners in the clasroom	51%
Integrating industry-recognized credentials into	49%
Develop IET programs/courses leading to	46%
Provide holistic supports for students	43%

How to respond to emerging workforce and LMI needs
- CE advisory committees - stronger and more diverse; bring this question to them
- Use labor market info more robustly
- Deeper engagement with employer partners to understand needs; biz roundtables
- Artificial Intelligence (AI)
- Prioritize the following sectors: healthcare, manufacturing, IT, biotech, business and construction

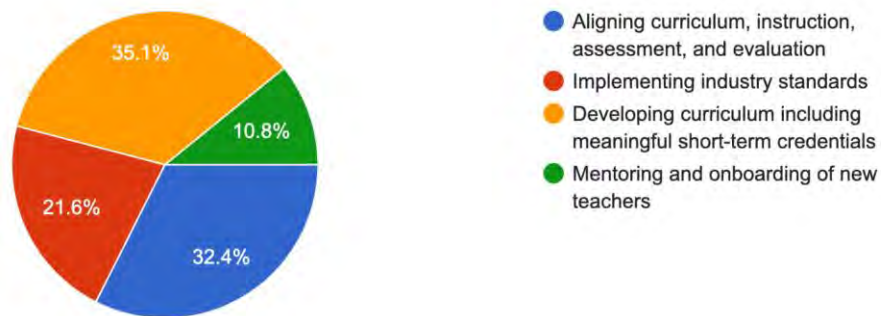How Career Education and Career Services can partner better

- Collaboration on work-based learning - internships, apprenticeships, skills-based learning, job shadowing, mentoring and volunteer opps for students
- Integration of employability skills and Career Services into CE coursework
- Development of B & I contacts and relationships
- CS can provide technical support on advisory committees and CPL development
- Build awareness about Career Services and resources to all CE faculty
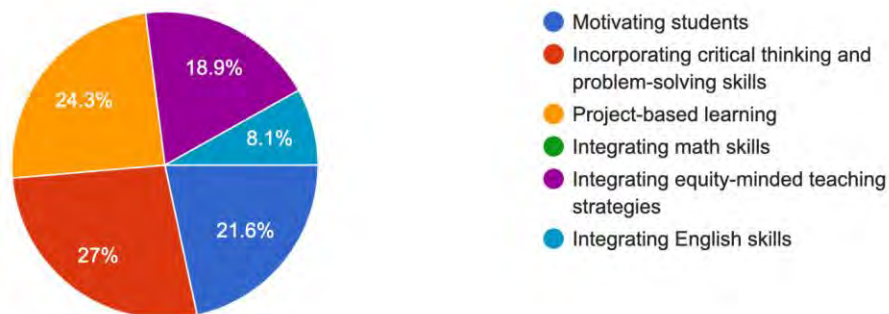
Professional Development

What is your top PD priority within the topic of Planning and Organizing?
37 responses

- Aligning curriculum, instruction, assessment, and evaluation
- Implementing industry standards
- Developing curriculum including meaningful short-term credentials
- Mentoring and onboarding of new teachers

35.1%
10.8%
21.6%
32.4%

What is your top PD priority within the topic of Instructional Skills and Strategies?
37 responses

- Motivating students
- Incorporating critical thinking and problem-solving skills
- Project-based learning
- Integrating math skills
- Integrating equity-minded teaching strategies
- Integrating English skills

18.9%
8.1%
24.3%
21.6%
27%

Strong Workforce Program

What is your top PD priority within the topic of Technical Skills and Strategies?
37 responses

- Improving business/industry engagement
- Staying current on technical skills
- Transitioning students to the next level in the pathway or to career
- Better understanding industry trends to be responsive to emerging workplace…
- Offering and preparing students for in…
- Implementing Credit for Prior Learning…
- Exploring competency-based educatio…
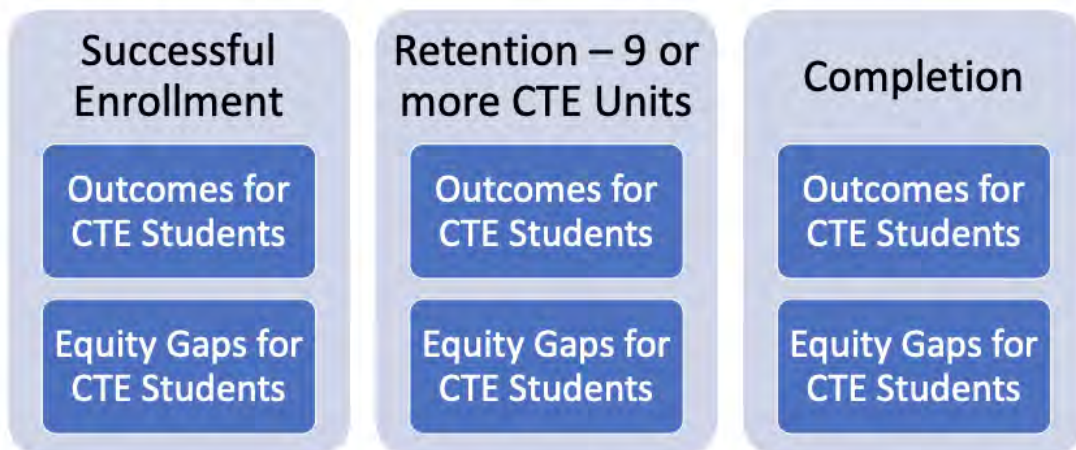
Appendix F

Student Equity Data Crosswalk Presentation - CCSF ORP

Student Equity/Strong Workforce Crosswalk

Successful Enrollment
- Outcomes for CTE Students
- Equity Gaps for CTE Students

Retention – 9 or more CTE Units
- Outcomes for CTE Students
- Equity Gaps for CTE Students

Completion
- Outcomes for CTE Students
- Equity Gaps for CTE Students

Credit CTE Students 2022-23

Attempted at least one CTE Course
- <1%
- 28.0%
- 7.2%
- 4.5%
- 26.0%
- 5.4%
- <1%
- 5.5%
- 18.8%

N = 15,300

Completed 9+ CTE Units
- <1%
- 34.5%
- 5.8%
- 5.2%
- 24.9%
- 4.6%
- <1%
- 3.1%

N = 3,067

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Latino/a/x
- Native Hawaiian or Other Pacific Islander
- Two or more races
- Unknown/Not reported
- White
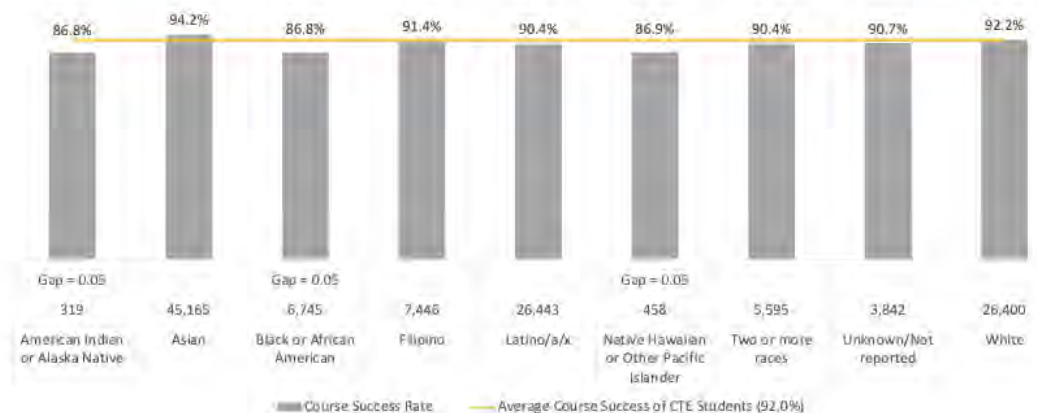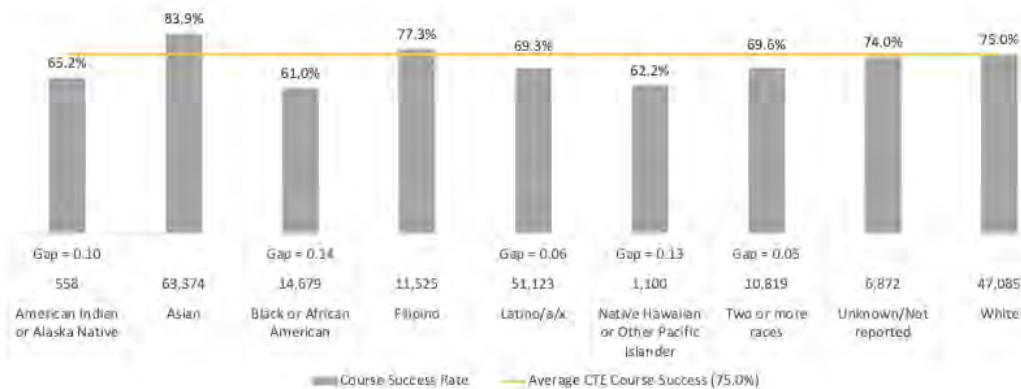
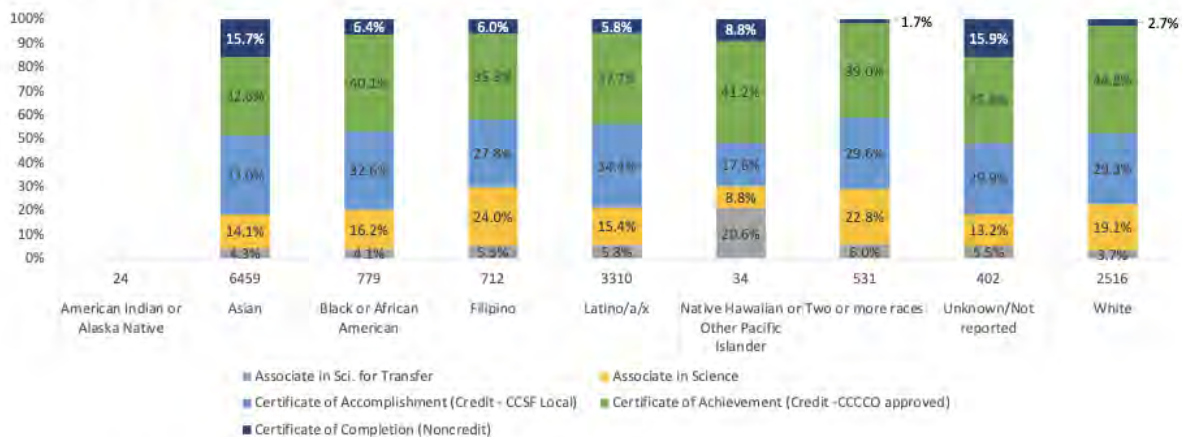## Credit CTE Students (9+ CTE Units) Retention Fall to Spring 2022-23

Credit CTE Students (9 + CTE Units) – Course Success 2018-19 to 2022-23

Credit CTE Courses – Course Success 2018-19 to 2022-23

CTE Awards by Race/Ethnicity 2018-19 to 2022-23