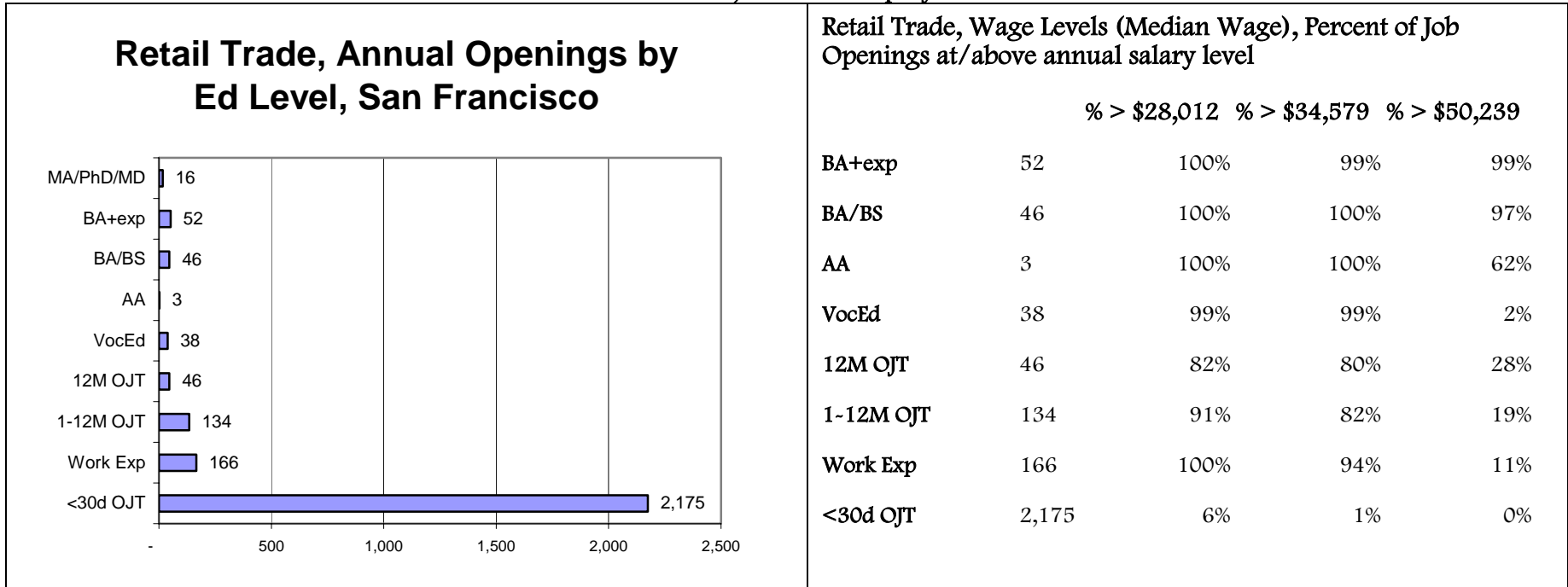


APPENDIX A
Labor Market Information for San Francisco
Source: California State Employment Development Department

1. Annual Job Opening by Education/Experience Level and Wage Levels by Education/Experience Level, by Industry Sector, San Francisco, 2001-2008 projections.
2. Projected Job Openings in the Health Care Sector
3. Projected Job Openings in the Financial Services Sector
4. Commute Time by Industry (Source: US 2000 Census)



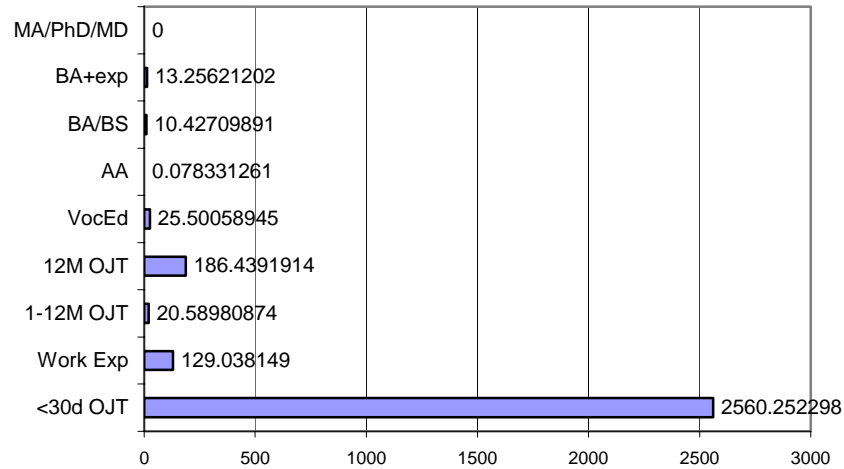
Table A1: Annual Job Opening by Education/Experience Level and Wage Levels by Education/Experience Level, by Industry Sector, San Francisco, 2001-2008 projections.



	% > \$28,012	% > \$34,579	% > \$50,239	
BA+exp	52	100%	99%	99%
BA/BS	46	100%	100%	97%
AA	3	100%	100%	62%
VocEd	38	99%	99%	2%
12M OJT	46	82%	80%	28%
1-12M OJT	134	91%	82%	19%
Work Exp	166	100%	94%	11%
<30d OJT	2,175	6%	1%	0%



Hotels & Dining

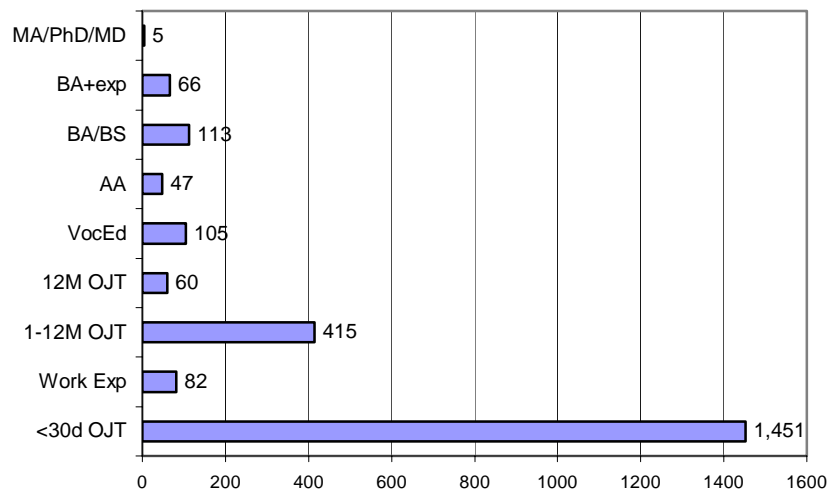


Hotels & Dining, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	13	100%	99%	99%
BA/BS	10	89%	89%	87%
AA	0			
VocEd	26	88%	87%	0%
12M OJT	186	9%	7%	2%
1-12M OJT	21	68%	68%	0%
Work Exp	129	100%	32%	1%
<30d OJT	2,560	4%	0%	0%



Non-prof. Business Services

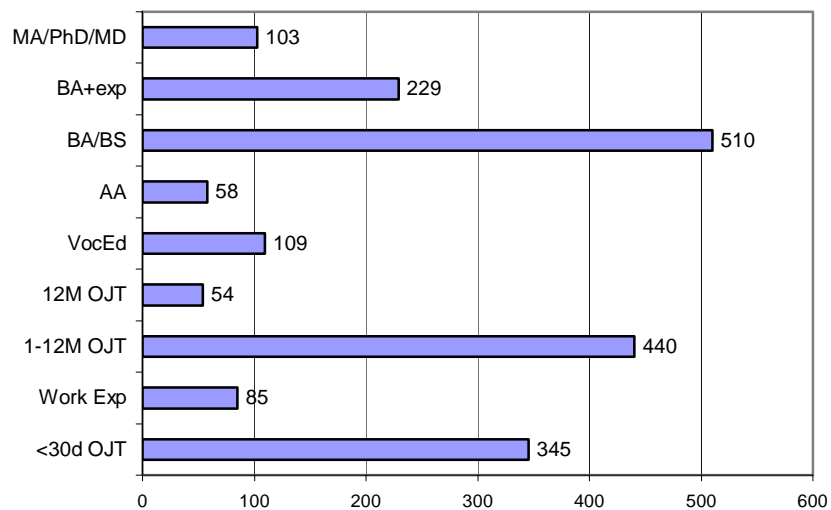


Non-prof. Business Services, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	66	100%	100%	100%
BA/BS	113	100%	97%	93%
AA	47	100%	82%	61%
VocEd	105	99%	41%	17%
12M OJT	60	89%	89%	58%
1-12M OJT	415	64%	55%	3%
Work Exp	82	100%	98%	20%
<30d OJT	1,451	25%	10%	0%



Professional & Technical Services

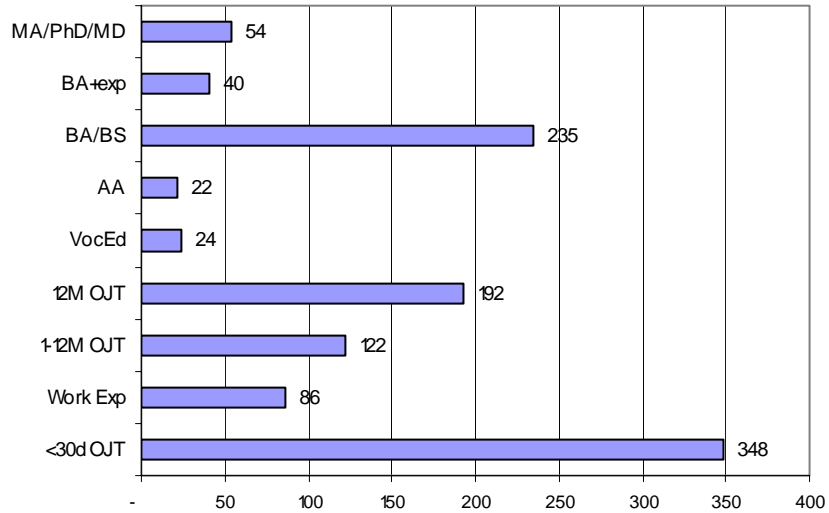


Professional & Tech. Services, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	229	100%	100%	100%
BA/BS	510	100%	99%	96%
AA	58	100%	85%	33%
VocEd	109	99%	97%	81%
12M OJT	54	96%	96%	60%
1-12M OJT	440	79%	78%	15%
Work Exp	85	100%	95%	51%
<30d OJT	345	59%	16%	0%



Public Administration

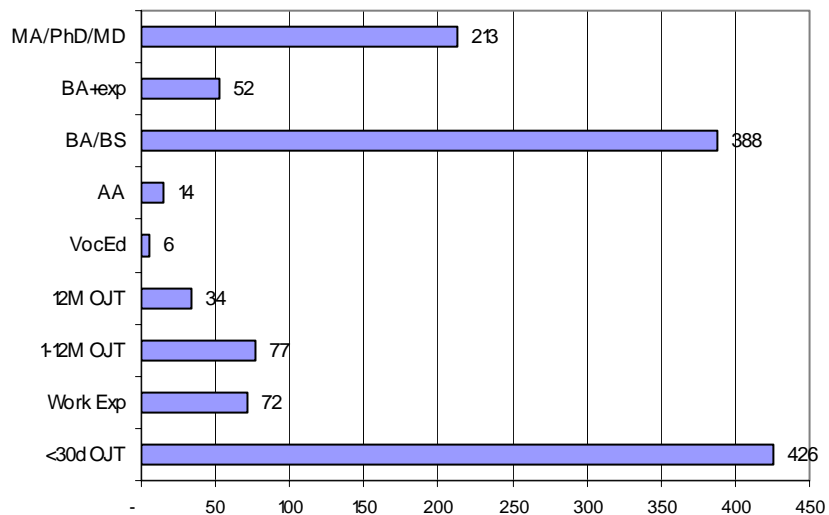


Public Administration, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	40	100%	100%	89%
BA/BS	235	92%	87%	82%
AA	22	100%	84%	55%
VocEd	24	99%	99%	67%
12M OJT	192	100%	98%	58%
1-12M OJT	122	67%	62%	26%
Work Exp	86	97%	96%	68%
<30d OJT	348	67%	48%	0%



Educational Services

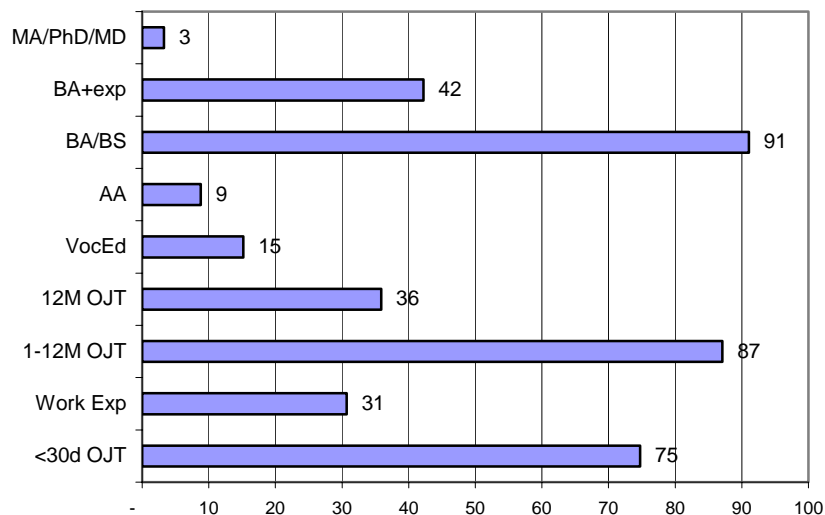


Educational Services, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	52	100%	92%	87%
BA/BS	388	100%	90%	65%
AA	14	100%	43%	38%
VocEd	6	96%	57%	31%
12M OJT	34	87%	65%	37%
1-12M OJT	77	96%	94%	0%
Work Exp	72	100%	72%	16%
<30d OJT	426	49%	7%	0%



Manufacturing, Durable Goods

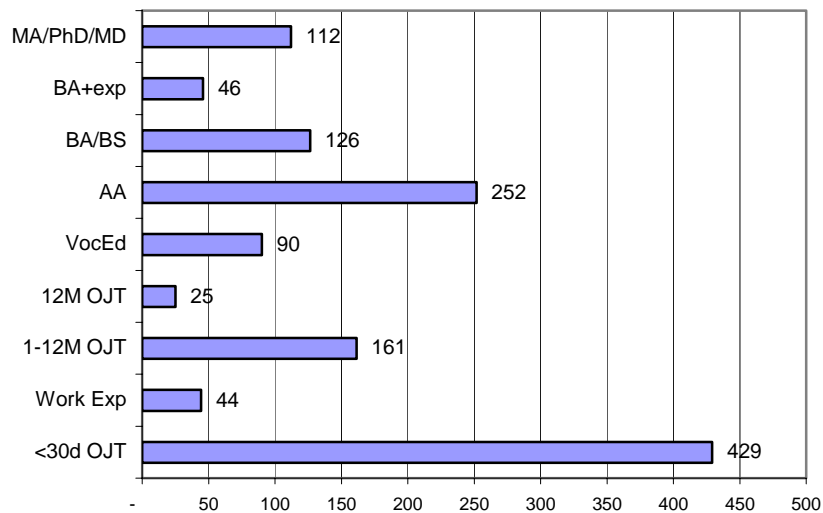


Manufacturing, Durable Goods, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	42	100%	100%	100%
BA/BS	91	100%	100%	100%
AA	9	100%	93%	65%
VocEd	15	100%	100%	15%
12M OJT	36	91%	76%	33%
1-12M OJT	87	68%	58%	19%
Work Exp	31	99%	99%	82%
<30d OJT	75	47%	12%	0%



Health Care

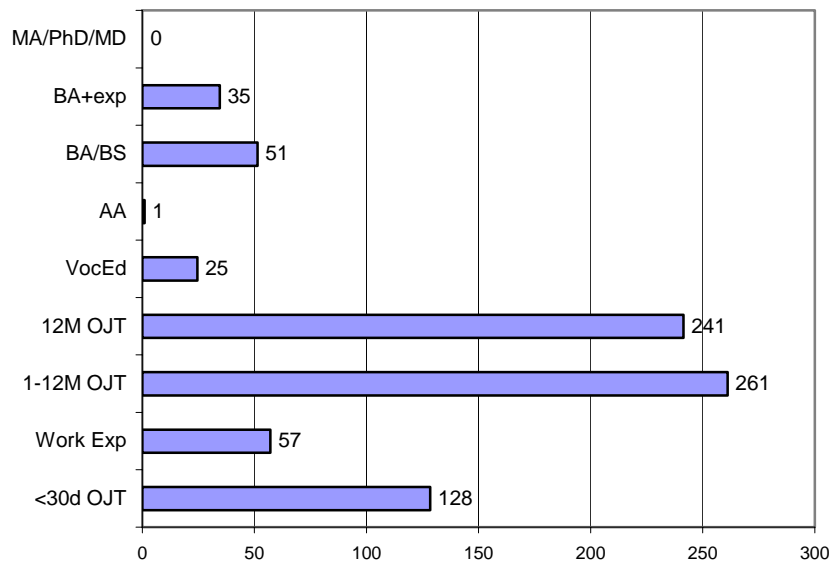


Health Care, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	46	100%	97%	87%
BA/BS	126	94%	71%	56%
AA	252	100%	100%	75%
VocEd	90	70%	70%	42%
12M OJT	25	100%	50%	29%
1-12M OJT	161	75%	44%	0%
Work Exp	44	100%	82%	17%
<30d OJT	429	48%	8%	0%



Construction

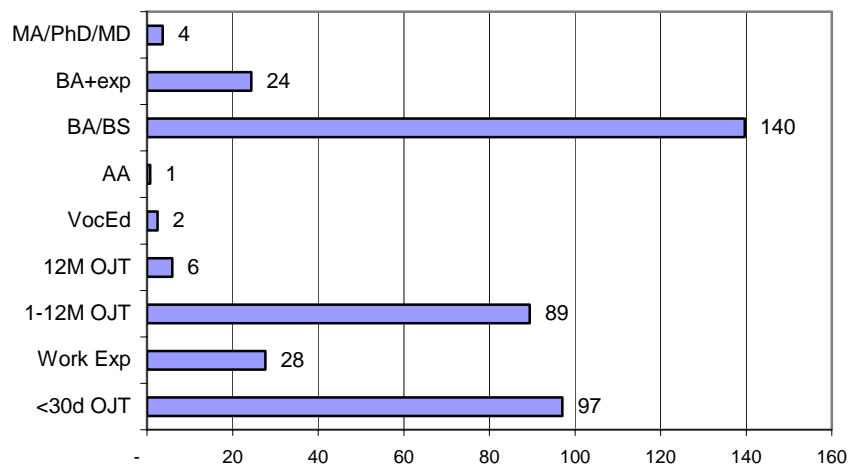


Construction, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	35	100%	100%	100%
BA/BS	51	100%	100%	98%
AA	1	100%	100%	81%
VocEd	25	100%	100%	18%
12M OJT	241	100%	100%	85%
1-12M OJT	261	98%	98%	22%
Work Exp	57	100%	100%	89%
<30d OJT	128	86%	29%	0%



Financial Services



Financial Services, Wage Levels (Median Wage), Percent of Job Openings at/above annual salary level

		% > \$28,012	% > \$34,579	% > \$50,239
BA+exp	24	100%	100%	100%
BA/BS	140	100%	100%	100%
AA	1	100%	100%	20%
VocEd	2	100%	90%	82%
12M OJT	6	100%	100%	99%
1-12M OJT	89	96%	96%	0%
Work Exp	28	100%	72%	26%
<30d OJT	97	27%	3%	0%



**Table A2: Health Care Sector, San Francisco City/County
Number of Projected Annual Job Openings, 2001-2008,
Due to Both Job Growth & Turnover**

SOC Code	Occupation	Education/ Experience (BLS Training Level)	Annual Openings	Entry Salary	Median Salary
29-1111	Registered Nurses	AA Degree (6)	148	\$60,923	\$77,751
31-1012	Nursing Aides, Orderlies, & Attendants	30-days OJT (11)	49	\$22,114	\$30,119
29-9199	Health Professionals & Technicians, All Other	AA Degree (6)	44	\$20,884	\$36,940
35-2021/22 & 35-9099	Food Preparation Workers; Combined Food Preparation & Service Workers; Counter Attendants, Café, Food Concessions & Coffee Shop Workers; All Other Food Preparation & Serving Related Workers	30-days OJT (11)	40	\$16,199	\$19,230
29-2061	Licensed Practical & Licensed Vocational Nurses	Post-sec voc educ (7)	37	\$40,668	\$50,429
43-4171	Receptionists & Information Clerks	30-days OJT (11)	37	\$21,574	\$30,804
31-9092	Medical Assistants	1-12 mos OJT (10)	37	\$25,158	\$34,361
43-9061	Office Clerks, General	30-days OJT (11)	36	\$17,769	\$28,162
37-2012	Maids & Housekeeping Cleaners	30-days OJT (11)	35	\$17,829	\$24,374
31-9091	Dental Assistants	1-12 mos OJT (10)	30	\$24,945	\$26,361



Table A3: Financial Services Sector, San Francisco City/County
Number of Projected Annual Job Openings, 2001-2008,
Due to Both Job Growth & Turnover

SOC Code	Occupation	Education/ Experience (BLS Training Level)	Annual Openings	Entry Salary	Median Salary
43-3071	Tellers	30-days OJT (11)	64	\$ 20,819	\$ 23,632
41-3031	Securities, Commodities, & Financial Service Sales Agents	BA/BS Degree (5)	55	\$ 47,695	\$ 85,385
43-4011	Brokerage Clerks	1-12 mos OJT (10)	40	\$ 31,038	\$ 42,001
41-3021	Insurance Sales Agents	BA/BS Degree (5)	19	\$ 45,522	\$ 100,311
43-9011/ 21/22/ 9199	Computer Operators; Data Entry; Word Processors; and All Other Office Support Workers	1-12 mos OJT (10)	18	\$ 27,390	\$ 39,590
13-1199	Business Operations Specialists, All Other	BA/BS Degree (5)	14	\$ 38,394	\$ 60,942
13-2031/41/51/61	Budget, Credit, Financial Analysts & Examiners	BA/BS Degree (5)	13	\$ 50,261	\$ 73,319
43-1011	First-Line Supervisors and Managers of Office & Admin Support Workers	Work Exper (8)	12	\$ 35,427	\$ 50,102
43-9051/61	Mail & Office Clerks	30-days OJT (11)	10	\$ 20,302	\$ 28,564
43-4021/71	Correspondence & File Clerks	30-days OJT (11)	9	\$ 20,877	\$ 30,219



Table A4: Commute Time by Industry (Source: US 2000 Census)

Travel Time by Industry				
Industry	0-14 min	15-29 min	30-44 min	45 min and longer
Agriculture	35%	0%	65%	0%
Mining	0%	100%	0%	0%
Communications/Utilities	0%	61%	19%	19%
Construction	39%	19%	26%	17%
Manufacturing	22%	22%	32%	23%
Wholesale Trade	19%	31%	28%	22%
Retail Trade	28%	19%	37%	16%
Transportation	29%	30%	18%	23%
FIRE	26%	14%	37%	22%
Prof Services	13%	31%	20%	36%
Business Services	10%	17%	60%	13%
Education	42%	23%	8%	27%
Healthcare	24%	38%	20%	18%
Amus/Entertainmt	57%	0%	19%	24%
Hotel/Dining	30%	20%	27%	24%
Other services	41%	25%	31%	3%
Public Admin	17%	34%	27%	21%



APPENDIX B

Demographic Information, Chinese Residents of San Francisco

Source: 2000 US Census

1. Income of Working Age Chinese Residents Compared to the San Francisco Population
2. Educational Achievement of Chinese Men Compared to Chinese Women
3. Earnings of Chinese Residents in San Francisco Compared to their Educational Achievement
4. Chinese Residents' English Ability Compare to their Length of Time in the US
5. Age of Chinese Residents Compared to the San Francisco Population
6. Marital Status of Chinese Residents Compared to the San Francisco Population
7. Citizenship Status of Chinese Residents in San Francisco
8. Labor Force Participation Rate of Working Age Residents Compared to the San Francisco Population
9. School Enrollment of Chinese Population Age 18-65 Compared to their Employment Status
10. Labor Force Participation of Chinese Men Compared to Chinese Women
11. Commute Time of Chinese Residents Compared to the San Francisco Population
12. Means of Transportation to Work of Chinese Workers
13. Educational Attainment of Chinese Residents Age 25 or Older Compared to the San Francisco Population
14. Means of Transportation to Work of Chinese Men Compared to Chinese Women
15. Place of Work of Chinese Residents Compared to the San Francisco Population
16. English Ability of Chinese Residents in San Francisco
17. English Ability of Chinese Men Compared to Chinese Women
18. English Ability of Chinese Residents Compared to the Age of Chinese Residents
19. Labor Force Participation Rate of Working Age Chinese Residents Compared to their English Ability
20. Occupations by Chinese Population by Gender, San Francisco, 2000 Census
21. Percentage of Chinese Residents' on Public Assistance, Compared to Age
22. Labor Force Participation of Chinese Residents, Compared to Employment Disability
23. Means of Transportation to Work of Chinese Working Age Population, Compared to their Income
24. Earnings of Working Age Chinese Men, Compared to Chinese Women
25. Earnings of Working Age San Francisco Men, Compared to San Francisco Women
26. Year of Arrival of Chinese Residents in San Francisco
27. Citizenship Status of Chinese Population Age 18-65
28. Public v Private Schooling for Chinese Population Age 6-18



Table B1: Income of Working Age Chinese Residents Compared to the San Francisco Population

Earned Income (by person)			
Annual Earnings	Chinese Population Age 18-65		S.F. Population Age 16 & Older (with earnings)
Income < \$10,000	*35,576	35%	16%
\$10,000 to \$19,999	17,029	17%	16%
\$20,000 to \$29,999	16,654	17%	15%
\$30,000 to \$39,999	10,524	10%	14%
\$40,000 to \$74,999	17,123	17%	25%
\$75,000 to \$99,999	2,402	2%	6%
\$100,000 or more	1,610	2%	8%

*Note: this number includes non-working Chinese residents.

Table B2: Educational Achievement of Chinese Men Compared to Chinese Women

Chinese Population Age 18-65	Educational Attainment			
Gender	Less than HS Degree	H.S. & Some College	Associate's Degree or More	Total
Male	25%	34%	41%	100%
Female	30%	34%	37%	100%
San Francisco Population Age 25 & Older	Less than HS Degree	H.S. & Some College	Associate's Degree or More	Total
Male	17%	31%	52%	100%
Female	21%	31%	49%	100%

Table B3: Earnings of Chinese Residents in San Francisco Compared to their Educational Achievement

Educational Attainment Level	Less than \$20,000/yr	\$20,000-\$70,000/yr	Over \$70,000/yr	Total
Less than High School	78%	21%	1%	100%
H.S. Diploma & Some College	58%	40%	1%	100%
Associate's Degree & More	29%	62%	9%	100%



Table B4: Chinese Residents’ English Ability Compare to their Length of Time in the US

Arrival to the US	English-only	English Very Well/Well	English Not Well or Not at all	Grand Total
Over 30 Years Ago	1%	66%	33%	100%
10-29 Years Ago	4%	60%	36%	100%
Less than 10 Years Ago	4%	46%	50%	100%
Born in US	55%	41%	4%	100%

Table B5: Age of Chinese Residents Compared to the San Francisco Population

Age	Chinese Pop		San Francisco Total Pop
0-3 yrs	5,337	3%	3%
4 yrs	1,713	1%	1%
5-12 yrs	15,062	10%	6%
13-18 yrs	8,375	5%	5%
19-24 yrs	12,501	8%	8%
25-34 yrs	24,336	15%	23%
35-44 yrs	24,363	15%	18%
45-54 yrs	23,877	15%	14%
55-64 yrs	13,728	9%	8%
65 and older	28,625	18%	14%

Table B6: Marital Status of Chinese Residents Compared to the San Francisco Population

Marital Status	Chinese Pop		SF Pop
Now Married, Spouse Present	65,862	50%	34%
Now Married, Spouse Absent	9,437	7%	7%
Widowed	9,397	7%	6%
Divorced	5,245	4%	9%
Separated	1,363	1%	2%
Never Married	41,705	31%	45%



Table B7: Citizenship Status of Chinese Residents in San Francisco

Status	Number	Percent
Born in US	23,408	23%
Born in US Territories	0	0%
Born abroad, parents US Citizens	791	1%
US citizen by naturalization	54,244	54%
Not a Citizen	22,475	22%

Table B8: Labor Force Participation Rate of Working Age Residents Compared to the San Francisco Population

Labor Force Participation Rate	Chinese Pop Age 18-65	SF Population Age 16 & Older
Percent of Population in Labor Force [†]	73%	63%
Percent of Population Not in Labor Force	27%	34%
Percent of Labor Force Unemployed	3%	3%

*includes unemployed, looking for work

Table B9: School Enrollment of Chinese Population Age 18-65 Compared to their Employment Status

SF Chinese Pop Age 18-65	School Enrollment	
	Yes	No
Employment Status		
Employed	17%	83%
Unemployed	27%	73%
Not in labor Force	28%	72%

Table B10: Labor Force Participation of Chinese Men Compared to Chinese Women

Chinese Population Age 18-65	Employed	Unemployed	Not in labor force
Male	73%	2%	25%
Female	68%	3%	29%
San Francisco Population Age 16 & Older			
Male	68%	3%	29%
Female	58%	3%	39%



Table B11 Commute Time of Chinese Residents Compared to the San Francisco Population

Minutes	Chinese Pop Age 18-65	San Francisco Pop (workers over age 16)
Less than 15 minutes	40%	15%
15-44 minutes	43%	62%
45 minutes or more	17%	23%

Table B12: Means of Transportation to Work of Chinese Workers

Population	Private transit (car, truck, van, motorcycle)	Public transit (bus, street car, subway, RR)	Bike, Walk	Other
Chinese Pop 18-65	57%	32%	8%	3%
SF Pop Workers Age 16+	53%	31%	11%	5%

Table B13 Educational Attainment of Chinese Residents Age 25 or Older Compared to the San Francisco Population

Education Level	Chinese Pop Age 25 & Older	San Francisco Pop Age 25 & Older
No Schooling	10%	4%
PreK-8	15%	7%
Grades 9-12, no diploma	12%	8%
H.S. Graduate	15%	14%
Some College, no deg.	14%	17%
Assoc. deg.	6%	6%
Bachelors deg.	21%	29%
Masters/Doc deg.	7%	16%

Table B14: Means of Transportation to Work of Chinese Men Compared to Chinese Women

Gender	Private transit (car, truck, van, motorcycle)	Public transit (bus, street car, subway, RR)	Bike, Walk	Total
Male	68%	24%	8%	100%
Female	50%	42%	8%	100%



Table B15: Place of Work of Chinese Residents Compared to the San Francisco Population

County	Chinese Pop Age 18-65	SF Pop Workers Age 16 and Older
San Francisco	76%	77%
Alameda	6%	
Marin	1%	
San Mateo	11%	
Santa Clara	5%	
Contra Costa	1%	
Outside of SF	24%	

Table B16: English Ability, of Chinese Residents in San Francisco Age 18-65, by Number and Percent

English Only	16,011	16%
Very well	29,292	29%
Well	24,130	24%
Not well	23,420	23%
Not at all	8,065	8%

Table B17: English Ability of Chinese Men Compared to Chinese Women

Chinese Population Age 18-65	English Only	English Well/Very Well	English Not Well or Not At All	Total
Male	16%	57%	28%	100%
Female	16%	50%	34%	100%
Grand Total	16%	53%	31%	100%

Table B18: English Ability of Chinese Residents Compared to the Age of Chinese Residents

Age	English-Only	ESL Very Well/Well	ESL Not Well/Not at All
0-18 yrs	37%	57%	6%
19-44 yrs	18%	60%	22%
45-64 yrs	12%	41%	46%
65 or older	4%	34%	63%

Table B19: Labor Force Participation Rate of Working Age Chinese Residents Compared to their English Ability

Chinese Population Age 18-65	English Ability		
	English-only	ESL Very Well/Well	ESL Not Well/Not at all
Employment Status			
Employed	17%	57%	26%
Unemployed	14%	50%	36%
Not in labor force	13%	43%	44%



Table B20: Occupations by Chinese Population, by Gender

Occupation	Total	Men	Women
Cashiers/ Retail Sales Person	6.1%	3.9%	8.1%
Accountants, Auditors, Finance Specialists	5.9%	4.7%	7.0%
Textile Workers, inc. Sewing Mach. Operators	5.6%	1.1%	9.9%
Office Clerk and other admin support	5.0%	3.1%	6.8%
Cooks, Food Preparation and cafeteria workers	4.9%	7.2%	2.8%
Housekeeping/Janitorial/Maintenance	4.9%	6.7%	3.1%
Computer and Math Occupations	4.1%	5.4%	2.8%
Financial Clerks and Bookkeepers	4.0%	2.8%	5.2%
Other Managers	3.3%	3.1%	3.5%
Information/Record Clerks	3.2%	2.6%	3.8%
Construction Worker	3.2%	6.5%	0.1%
HR/IS & Other Operations Specialties Manager	3.0%	3.1%	3.0%
Waiters/waitresses	2.8%	2.9%	2.6%
Other Production/Mfg Worker	2.6%	2.9%	2.3%
Dispatchers/Couriers/Mail Carriers/Stock Clerks	2.3%	3.3%	1.4%
Material Moving/Transportation Workers	2.3%	2.0%	2.5%
Doctors and Other Practitioners	2.2%	2.8%	3.0%
Other Sales Related Occupations	2.1%	1.4%	1.1%
Healthcare Support Occupations	2.0%	0.2%	3.7%
Secretary / Admin Asst	1.9%	0.3%	3.5%
Restaurant Manager	1.9%	2.3%	1.5%
Retail Manager	1.7%	3.4%	1.7%
Physical, Life or Social Scientist	1.6%	1.7%	1.5%
Other Education occupations	1.5%	1.7%	1.4%
Elementary/Secondary Teachers	1.5%	0.2%	2.7%
Motor Vehicle Operators	1.5%	3.0%	0.0%
Installation, Maintenance and Repair	1.4%	2.5%	0.4%
Food Service Manager/Chef	1.4%	2.5%	0.3%
Entertainment, sports, and media occupations	1.3%	1.3%	1.3%
Assemblers / Fabricators	1.2%	1.0%	1.4%
Protective Service Occupations	1.2%	2.0%	0.4%
Engineers	1.1%	2.1%	0.3%
Barbers/Hairdressers/Makeup/Personal Care	1.1%	0.2%	1.9%
Sales Agent/Rep	1.1%	0.4%	1.6%
Legal Occupations, incl. Lawyer	1.0%	1.2%	0.9%
Child Care/ Home Care Aide	1.0%	0.3%	1.8%
Business Operations Specialist	1.0%	0.6%	1.4%
Top Executives	1.0%	1.7%	0.3%
Food Service helpers	0.9%	1.1%	0.8%
Artists	0.8%	0.9%	0.7%
Architecture or related occupations	0.7%	1.1%	0.4%
Health Technicians, incl. LPNs	0.7%	0.5%	0.9%
Transportation/Lodging Attendants	0.6%	1.2%	0.0%
Community / Social Service Occupations	0.6%	0.7%	0.5%
RNs	0.3%	0.0%	0.5%
Military Specific	0.0%	0.0%	0.1%



Table B 21: Percentage of Chinese Residents' on Public Assistance, Compared to Age

Chinese Population	Under 18 Years Old	18-65 Years Old	Over 65 Years Old	Total
No Public Assistance	3%	76%	20%	100%
Receives Public Assistance	2%	45%	53%	100%

Table B22: Labor Force Participation of Chinese Residents, Compared to Employment Disability

Employment Status	Yes Employment Disability	No Employment Disability	Total
Employed	15%	85%	100%
Unemployed	0%	100%	100%
Not in Labor Force	13%	87%	100%

Table B23: Means of Transportation to Work of Chinese Working Age Population, Compared to their Income

Annual Income	Private transit (car, truck, van, motorcycle)	Public transit (bus, street car, subway, RR)	Bike, Walk	Total
Less than \$20,000, but more than \$0	47%	43%	9%	100%
\$20,000-\$70,000	65%	27%	8%	100%
Over \$70,000	74%	20%	6%	100%

Table B24: Earnings of Working Age Chinese Men, Compared to Chinese Women

Chinese Population Age 18-65	\$0	Less than \$20,000	\$20,000-\$70,000	Over \$70,000	Grand Total
Male	17%	31%	47%	6%	100%
Female	22%	34%	41%	3%	100%

Table B25: Earnings of Working Age San Francisco Men, Compared to San Francisco Women

San Francisco Population Age 16 & Older	Less than \$20,000	\$20,000-\$74,999	Over \$75,000	Grand Total
Male	28%	54%	18%	100%
Female	36%	54%	10%	100%



Table B26: Year of Arrival of Chinese Residents in San Francisco

Year of Arrival to the US	Number of Chinese Residents	Percent of Chinese Residents
1910-1939	1,225	1%
1940-1949	54,187	34%
1950-1959	3,072	2%
1960-1969	8,539	5%
1970-1979	18,310	12%
1980-1989	41,842	26%
1990-2000	30,742	19%
Born in US	52,380	

Table B27: Citizenship Status of Chinese Population Age 18-65

Status	Number	Percent of Total Chinese Residents
Born in US	23,408	23%
Born in US Territories	0	0%
Born abroad, parents US Citizens	791	1%
US citizen by naturalization	54,244	54%
Not a Citizen	22,475	22%

Table 28: Public v Private Schooling for Chinese Population Age 6-18

	Number	Percent of Total Chinese Residents
Not in school	251	1%
In Public School	17,541	80%
In Private School	4,232	19%



Appendix C Resident Focus Groups & Service Mapping

1. Resident Focus Group: Sources of Family Services & Employment Information
2. Industry-Specific Services



Table C1: Resident Focus Group: Sources of Family Services & Employment Information

Focus Group	Family Support Services	Job Training Programs	Jobs
Male FG	Internet Newspaper City College	Friends Flyer at non-profit Radio Internet Newspaper	Non-profit organization Job agency Newspaper Friends Job Fair
Chinatown FG (mostly female)	Street fairs Friends Non-profit org.	EDD Non-profit organization City College Friends Street Fairs	Newspaper (Sing Tao, SF Chronicle) City College Internet Friends Non-profit organization Flyer on street Government agency Radio (1400 & 1450 am)
Non-Chinatown FG (mostly female)	Friends / Classmate Non-profit org. Chinese Radio	EDD Non-profit org. Churches City College Schools (children's) TV	Newspaper (Sing Tao, SF Chronicle) Friends Friends Schools Non-profit organizations Job referral centers in Chinatown Internet EDD Temporary Agency



Table C2: Industry-Specific Services

Industry	Organization	Vocational Training	VESL	Job Placement	Job Retention	Career Counseling
Construction	Asian Neighborhood Design	*X		X	X	X
	Chinese for Affirmative Action			X	X	X
	Chinese Newcomers Service Center			X	X	X
	Mission Hiring Hall		X	X	X	X
Carpentry	Asian Neighborhood Design	*X		X	X	X
	Charity Cultural Services	X	X	X	X	X
Ironwork	Asian Neighborhood Design	*X		X	X	X
Masonry	Asian Neighborhood Design	*X		X	X	X
Hospitality/Hotels	City College of San Francisco-Chinatown/North Beach	X	X			X
	Career Resources Development Center	X	X	X	X	X
	Chinese for Affirmative Action			X	X	X
	International Chinese Affairs	X	X	X	X	X
	San Francisco Labor Council	*X	*X	X	X	X
	Mission Hiring Hall	X	X	X	X	X
Chinese Cooking	Charity Cultural Services	*X	*X	X	X	X
Western Cooking	Charity Cultural Services	X	X	X	X	X
Dining	Charity Cultural Services	X		X	X	X
	International Chinese Affairs	X	X	X	X	X
US Postal Service Worker	International Chinese Affairs	X	X	X	X	X
Entry-Level Legal Services	Jewish Vocational Services	X	X	X	X	X
Job Developer	Jewish Vocational Services	X	X	X	X	X
Security Services	Mission Hiring Hall	X	X	X	X	X
Janitorial	Chinese for Affirmative Action			X	X	X
	Maintrain	*X	*X	X	X	X
	Self-Help for the Elderly	X		X	X	X
Commercial Driving	Chinese for Affirmative Action			X	X	X
	Goodwill Industries of S.F.	X		X	X	X

NOTE: An asterisk (*) means that there is a waitlist to enter this program.



Building Bridges to Help Chinese Families Reach Economic Self-Sufficiency

Industry-Specific Services (continued)						
Industry	Organization	Vocational Training	VESL	Job Placement	Job Retention	Career Counseling
Warehouse	Goodwill Industries of S.F.	*X		X	X	X
Home Health Aide	City College of San Francisco-Chinatown/North Beach	X	X			X
	International Chinese Affairs	X	X	X	X	X
	Jewish Vocational Services	*X	*X	X	X	X
	Self-Help for the Elderly	X	X	X	X	X
Certified Nursing Assistant	Jewish Vocational Services	*X	*X	X	X	X
Medical Assistant	Mission Language & Vocational Training School	X	X	X	X	X
Licensed Vocational Nurse	Jewish Vocational Services	X	X	X	X	X
Registered Nurse	Jewish Vocational Services	X	X	X	X	X
Pre-School Substitute Teacher	Kai Ming Head Start	X				
Pre-School Teacher Training	City College of San Francisco-Chinatown/North Beach	X	X			X
Clerical	Career Resources Development Center	X	X	X	X	X
	City College of San Francisco-Chinatown/North Beach	X	X			X
	Goodwill Industries of S.F.	*X		X	X	X
	Mission Language & Vocational Training School	X	X	X	X	X
General Business Administration	Goodwill Industries of S.F.	*X		X	X	X
	Mission Language & Vocational Training School	X	X	X	X	X
Computerized Accounting	City College of San Francisco-Chinatown/North Beach	X	X			X
	Mission Language & Vocational Training School	X	X	X	X	X
Retail	Goodwill Industries of S.F.	*X		X	X	X
Cashier/Customer Service	Mission Language & Vocational Training School	X	X	X	X	X

NOTE: An asterisk (*) means that there is a waitlist to enter this program.



APPENDIX D

CFESS Work Plan & Survey Instruments

1. Chinatown Family Economic Self-Sufficiency Collaborative Work Plan
2. Resident Focus Group Survey Instrument
3. Employer Focus Group Survey Instrument
4. Service Provider Survey Instrument



D1. Chinatown Family Economic Self-Sufficiency Collaborative Work Plan

Chinatown Mapping Project – Task Chart	September 2005	
Tasks	Who	Done By
1. Draft Employer Invitation Letter	NEDLC	Week of June 27
2. Develop Employer Focus Group Questions	NEDLC	By June 27
3. Mail Employer Invitation Letter	NEDLC	Week of July 4
4. Conduct Resident Focus Groups	Collaborative	By July 11
5. Transcribe Resident Focus Group materials	Collaborative	By July 15
6. Conduct Employer Focus Groups	Collaborative	By 4th Week of July
7. Transcribe employer focus group material and email to NEDLC August	Collaborative	By 1 st Week of August
8. Complete research of employment and family support service providers in Chinatown and submit to NEDLC	Wu Yee	August 24
9. Complete analysis of findings and draft report for Collaborative review	NEDLC	September 2
10. Integrate findings of family support and employment training providers into final report	NEDLC	September 9

D2. Resident Focus Group Survey Instrument

**Chinatown Family Economic Self-Sufficiency Coalition:
Resident Focus Group Outline & Questions**

I. Welcome and Overview (3 minutes)

“Hello. I would like to welcome you to the focus group. My name is _____, and I am with _____. This focus group session is being led by the Chinatown Economic Self-Sufficiency Coalition, a group of family support service



and job training agencies serving Chinese families in San Francisco. The purpose of this focus group is to get first hand information from local residents such as yourselves about your work experience, your interest in certain industries, and your experience with family and/or employment training services. The information we gather from you will be used to help Chinese families to obtain quality jobs and get the necessary family support services needed to keep those jobs.

II. Logistics and Ground Rules (7 minutes)

“Before we get started, I would first like to go over our agenda and a few logistics, and then have people introduce themselves.” *(The agenda should be posted on a flip chart that everyone can see. Walk through the agenda items.)*

1. Welcome and Overview (3 minutes)
2. Logistics and Ground Rules (7 minutes)
3. Introductions (10 minutes)
4. Background Information (5 minutes)
5. Job Interest and Perceptions (10 minutes)
6. Challenges (20 minutes)
7. Training (15 minutes)
8. Job Search (10 minutes)
9. Family Support Services (25 minutes)
10. Other Issues / Wrap-Up (5 minutes)

“Now let’s go over some logistics.”

- a. “This focus group session will last approximately 2 hours.”
- b. There is child-care available. [Please explain any particulars related to child-care.]
- c. “Please help yourself to any of the refreshments at any time.”
- d. “The bathroom is _____. However, we would like for you to stay in the room as much as possible in order to get fuller participation and discussions.”
- e. “After today’s session we will have a raffle for a \$25 Old Navy gift certificate.”

“These are the ground rules for today’s session.”

- a. “Today’s session is going to be recorded so we can transcribe the notes later, but I want you to know that everything said here is strictly confidential. We will not share your names or comments with others, and ask that you do the same. Please let me know if you object to being recorded.”
- b. “We want everyone to participate in the discussion. We ask that you to be courteous and allow others to share their views and comments.”
- c. “There are no wrong or right answers to the questions we are going to ask you. So feel free to be candid with your responses.”



- d. “My colleague(s) and I are here simply to serve as facilitators and recorders. We do not presume to have the answers to questions raised today.”

III. Introductions & Ice Breaker (10 minutes)

“Now, let's go around the room and have each of you tell us your name and whether you are employed, and what the best job you ever had was and why.” *(Have these things listed on a flipchart.)*

“Now, I want to move on to begin our discussion.”

IV. Background Information (5 minutes)

Purpose: This section is designed to give us an idea of each participant's work history and knowledge of self-sufficiency wages. These questions should also allow the focus group members to become comfortable with the format, the subject matter, and each other.

1. What industries do you have experience working in now or in the past? (As the participants call out industries, the facilitator quickly repeats the industry, writes the industries on a flipchart and puts a check next to each industry, as it is repeated. This is not a discussion it is just building a list.)
2. How long do you or have you traveled each way to get to a job in the last year? Please raise your hand if you travel or have traveled less than 15 minutes, 15 to 34 minutes, 35 minutes to 1 hour, or more than one hour. (Recorder counts the hands as they are raised for each time frame. People may respond more than once.)
3. How much do you think a single adult needs to make an hour in order to pay for all of his/her expenses in San Francisco? How much do you think each of two parents with two children together need to make an hour to pay for all of their expenses, including childcare? What about a single parent with two children?

V. Job Interest & Perceptions (10 minutes)

Purpose: In general, to learn how the participants feel about these jobs. Are there factors, such as wage, skill level, or others, that make certain occupations more or less desirable than others? Are there specific aspects of these jobs that would enhance or diminish interest in training opportunities?



4. What industries most interest you for work? (As the participants call out industries, the facilitator writes the industries on a flipchart and checks off the repeated industries.)
5. For those of you who have worked or are interested in working in Healthcare, what do you like or dislike about this industry? For those of you who have worked or are interested in working in Manufacturing, what do you like or dislike about this industry?
6. Of those of you who are not interested or have not worked in Healthcare or Manufacturing why have you chosen not to pursue this industry?

VI. Challenges (20 minutes)

Purpose: The responses to the following questions are intended to provide information on the range and diversity of issues that might affect the participants' ability to train for or obtain jobs in the target industries. What are the structural issues that may prevent individuals from obtaining a job in these industries? Are there personal or external issues

7. What kinds of things would prevent you from applying for a job or getting a job?
Write these on flipchart, without duplication.
 - a. Any additional things not already listed that prevent you from applying for a job or getting a job in Healthcare?
 - b. What about Manufacturing?
 - c. What about Construction?
 - d. What about Education?
 - e. What about Professional Services? Professional services include research, legal, management, architectural and engineering services.
8. How many people here feel that these things would keep you from applying for or getting a job? *Read off each item listed on flipchart, ask for a show of hands, and note the hand count on the flipchart. Probe participants to find out if these issues are personal or structural; for example, if a participant responds that childcare is a problem, find out what exactly is the issue. It could be that a mother does not feel comfortable leaving her child with strangers, or that daycare is not available at the hours needed.*
9. Is there anything that might encourage you to apply for a job in one of these industries? If so, what is that?



VII. Training (15 minutes)

Purpose: What are the issues that affect the participants' interest in or ability to attend training for jobs in the target industries? Are there structural issues that are common to some participants, and if so, will the program design be able to accommodate them? Are there perceptions of training that can be addressed?

“We talked about how some of you feel that you do not have the skills to get certain kinds of jobs in Healthcare, Manufacturing, Construction, Education, or Professional Services. Now we are going to discuss training for jobs in these industries.”

10. Would you attend training for jobs in any of the industries just mentioned?
11. Is there anything in particular that might prevent you from attending training?
12. How about anything that might encourage you to go?
13. How long would you be willing to attend training?
 - a. Are certain times or days better than others?
14. If training were available outside of your neighborhood, would you be willing to go?
 - a. Why or Why not?
15. Would you be willing to pay for training?
 - a. How much?
 - b.
16. *[If enough time.]* For those who said they have attended training before, what did you like/dislike about it?

VIII. Job Search (10 minutes)

Purpose: How do participants currently look for and find employment and training opportunities? If there are common avenues, these may be a starting point for a targeted training recruitment.

17. How do you usually find out about job openings, or where would you go to find out about job openings? *Probe for specifics, such as the names of local newspapers or the names of service agencies – e.g., newspaper, internet, word of mouth, welfare office, community college, etc.*
18. How did you find your last job?
19. How do you hear about training opportunities, or where would you go to find out about training? *Probe for specifics.*

IX. Family Support Services (25 minutes)



Purpose: To identify the clients' knowledge about the different free family support services, where they can get them, how would they apply for it, and how they found out about it?

“Earlier we talked about things like lack of transportation or childcare that might prevent you from getting a job in specific industries. We are now going to shift gears to discuss different kinds of free family support services that are available to help you get and keep jobs and meet other related needs for your family.”

20. Can you tell us what are the different types of family support services that are available to help you and your family? (for the different languages – you may have to explain what *family support services* are) *Record on the flip chart, without duplicating.*
21. Do you know where to go to get these (point to the flip chart of the various family support services the group has been able to identified) family support services?
22. How did you find out or hear about these services?
23. Raise your hand if you have used these services. (Recorder counts the total of those who have used versus not used these services.)

Purpose: This section is to identify what are the challenges or successes the clients faced in accessing family support services. Are those challenges or successes associated with:

1) cost; 2) knowledge; 3) geographical accessibility; or 4) culturally and linguistically friendly.

24. For those of you who have used family support services, when you apply for these services, what has been your experience (positive or negative), and why? *Go through the four or five most commonly used services.* (The why follow-up is to identify if it is associated with cost, clients knowledge, accessibility, cultural or linguistic issues.)
25. For those of you who encountered difficulties in getting these services, what did you do?

Purpose: This section is to prioritize needed services and identify what would make them want to use it. Those factors identified that would get the focus group participants to use the services should be clustered as: a) cost; b) knowledge; c) accessibility; and d) culturally and linguistically friendly.

Please give each focus group participant five color-coded dots and the one-page handout listing various employment and family support services.



26. What employment and family support services would be the most important for you? What would most help you and your family to help you overcome the things that prevent you from getting or keeping a job that will support your family?

“Please listen as I read through the list of services that you have in front of you.” *Read through the list.* “Does anyone have any questions about any of these services?” *Try to answer any questions.* “I will be giving each of you five colored dots. Please prioritize the five services most important to you by placing the colored dots next to the service on your handout, in the following order: 5 – Most important – Red; 4 - Dark blue; 3 – Light blue; 2 – Green; 1 – Yellow.”

EMPLOYMENT AND FAMILY SUPPORT SERVICES

1. *Employment Related:*

- Information & referral to other services
- Job readiness (such as resume writing, filling applications, interview skills, etc.)
- Job Search and Job Placement services
- Childcare Information & Referral Services
- Transportation Assistance
- Computer Classes
- Job Training (hard skills training for specific industries)
- Vocational education, such as an associates degree
- English as a second language
- Job retention services (such as advanced training in your industry)
- Career Counseling

2. *Other Support Services:*

- Translation assistance
- Public Benefits advocacy and assistance
- Drop-in childcare and/or emergency (respite) care
- Medical and dental health services and referral information
- Mental health services
- Emergency support/referral services – clothing, food, housing
- Substance abuse & addictive behavior counseling/support
- Family counseling and case management (keeping family together)
- Immigration and legal services
- Credit Counseling
- Financial Education
- Tax Preparation Services (including Earned Income Tax Credit preparation)
- Individual Development Accounts (savings accounts for education, job training, micro-enterprise development or home purchases)
- Homebuyer's counseling
- Small business start-up assistance and/or loans
- Other _____



27. Based on the 5 priority services (*facilitator add up the color dots – those with the most are the priority*), what do we need to put in place for you to use it?

OTHER ISSUES / WRAP-UP (5 minutes)

Purpose: To make sure we haven't missed anything that would be relevant to the research.

28. Is there anything about family support services or about finding or keeping a job that anyone would like to add before we end?

“Thank you all very much for participating. The information you shared with us today is very valuable and will help shape the direction of family support and job training programs in the future.

D3. Employer Focus Group Survey Instrument

Chinatown Family Economic Self-Sufficiency Coalition
Financial Services Employer Focus Group Outline and Questions

I. WELCOME AND OVERVIEW (5 minutes)

- *Introduce yourself and your team (co-facilitator, recorder and others, if any) and welcome everyone to the focus group session. Take just a couple of minutes to explain who you are and your roles.*
- *Give them a little background about the Chinatown collaboration and the purpose of the focus group. Something like this:*

This focus group session is part of a project to prepare Chinatown residents for jobs in the financial services that is being spearheaded by the Chinatown Family Economic Self-Sufficiency Coalition. The Chinatown Family Economic Self-Sufficiency Coalition is a group of family support service and job training agencies serving Chinese families in San Francisco. The goals of the project are to connect Chinese-speaking residents of San Francisco with family support services, job training and career opportunities in the financial services industry and other industries.

This focus group will help us to understand the hiring practices and career ladders of the financial services industry in relation to Chinatown residents. The Chinatown FESS will use your input to guide the development of a job training and family support program for Chinese families that best meets the personnel and training needs of San Francisco employers in the financial services industry.

Today we want to get first hand information from you about the trends in your industry that may impact your company's ability to hire, train, or retain employees. Specifically, we ask you to help us:

- 1) Verify the accuracy of our labor market data and correct - to the extent possible - any inaccuracies;
 - 2) Get a sense of your outreach, recruitment, screening and selection processes;
 - 3) Develop a general picture of the work environment for specific jobs; and
 - 4) Understand the opportunities or challenges your company faces in meeting its workforce needs.
- *Post the agenda on a flip chart where everyone can see it and walk them*



through the agenda items:

- I. Welcome and Overview (5 minutes)
- II. Logistics and Ground Rules (5 minutes)
- III. Introductions (10 minutes)
- IV. Occupations in Demand (20 minutes)
- V. Outreach and Recruitment (35 minutes)
- VI. Screening and Selection (20 minutes)
- VII. Work environment (20 minutes)
- VIII. Other issues / Wrap-Up / Drawing (5 minutes)

II. LOGISTICS AND GROUND RULES (5 minutes)

- *Inform the group that you will cover a few logistics before we begin.*
 - “The focus group session will last approximately 2 hours.”
 - “Refreshments are provided and you can help yourself at anytime.”
 - *Point out where the restrooms are located.*
 - *Ask everyone to stay to the end of the session when there will be a drawing for dinner for two (choose a nice restaurant beforehand). Have people turn in their business cards at the beginning for the drawing.*
- *Go over the ground rules for the session.*
 - “Because we want to get full participation and capture each and everyone’s perspectives, we ask that you give us your undivided attention this morning/afternoon.”
 - “Please turn off your cell phones and pagers.”
 - “We ask that you to be courteous and allow others to share their views and comments.”
 - “The session is going to be recorded so that we can transcribe the notes later, but everything said here is strictly confidential. We will not share your names or comments with others, and ask that you do the same.”
 - “The focus group results will be shared in aggregated form only.”
 - “There are no wrong or right answers to these questions, so feel free to be candid. Everyone has the right to agree to disagree.”
 - “My colleagues and I are here simply to serve as facilitators and recorders; we don’t presume to have the answers to these questions.”

III. INTRODUCTIONS (10 minutes)

- *Go around the room and have each of the participants share the following: (Have these things listed on a flipchart.)*
 - *Name*
 - *Company name and type of company*
 - *Title and brief description of position*
 - *Location of company*
 - *Approximate size of company (i.e., number of employees)*



- *The area that you represent (i.e., headquarters, branch, regional office, etc.)*

IV. OCCUPATIONS IN DEMAND (20 minutes)

Purpose: To verify whether the quantitative data we have collected on projected job growth, skills sets and wages reflect the actual experience of local employers in the target industry.

Pass out handout listing projected growth occupations, their wage levels, and skills and education requirements.

1. According to occupational employment projections for San Francisco County, these are the occupations showing the largest number of openings in your industry. In your own branch or company, are these occupations in high demand?
 1. Are there other occupations in high demand that are not on this list? (*Write on flipchart.*)
 2. If so, what are the wages and training requirements for each of these occupations? (*Add the wages and training requirements next to each new occupation listed.*)
2. Are the skills and education requirements described for these occupations (on the handout) the same for your firm? If no, how are they different?
3. Are the entry-level and average wages associated with these occupations (on the handout) the same for your firm? If no, are they higher or lower?
4. Of those occupations you have identified as in demand:
 - a. How much is the growth of new jobs?
 - b. How much is the replacement of existing workers (e.g., retirement)?
5. Which occupations are the hardest to fill?
 3. Why do you think that these occupations are difficult to fill?
 4. What is the interview to hire ratio?
6. From time to time, the business environment prompts trimming of the workforce or layoffs. Which of these occupations, if any, have been subject to layoffs?
 - a. Are these permanent layoffs, or do they reflect predictable cyclical hiring within the industry?
7. Are there any trends in the financial services field that will impact the projected demand for certain occupations?
 - a. New regulations?
 - b. Any changes in job classifications?
 - c. Any increase in demand for a certain occupation?
 - d. Functions or jobs that will be outsourced?
 - e. Changes in certification or training requirements for certain occupations



V. OUTREACH AND RECRUITMENT (35 minutes)

Purpose: To learn about how employers conduct outreach and recruit job applicants to apply for open positions, and to find out which strategies work best for employers.

Keep the same flipchart used above visible.

8. Who is responsible for outreach and recruitment in your office or company?
9. How do you advertise for job openings? (*Probe for specifics such as names of newspapers and organizations – e.g., newspapers, word of mouth, union hiring halls, internal job posting, public agencies, private staffing agencies, the Internet, job fairs, colleges and universities, employee referral program*)
 - a. Do you use One Stop Centers to advertise job openings? Do you use employment and training agencies? (*If they do not use one stops or employment training agencies, ask why not?*)
 - b. Do you use temporary staffing agencies?
 - c. Do you have a temporary employment pool?
 - d. What sources for job advertisements are most helpful to you?
 - e. From the time you receive a qualified application, how long does it take to schedule the candidate for an interview?
 - f. Do you have an online application process?
 - g. After a positive interview, how long until the job offer is made?
10. Do you lose job candidates during your hiring process, and if so, what proportion of applicants are lost?
 5. What causes this drop-off?
11. What is the cost of recruiting?
12. Do you use hiring incentives for certain occupations?
 - a. If yes, which occupations and what types of incentives (e.g., signing bonuses, vacation days)?
13. What area do most of your employees come from and why (e.g., San Francisco, East Bay, particular areas of SF)? (*Prompt: Ask if employers know how far most of their employees commute to work.*)
14. How many limited English speaking employees do you have?
15. Are there occupations that require or could use Chinese speaking, reading and writing skills?
 - a. If so, which occupations?
16. How many, if any, Chinese employees do you have?
17. Are there any occupations within the financial services industry that do not require English proficiency?
 - a. If so, which occupations?
18. Do you recruit any differently for the positions that do not require English proficiency or actually require other language skills?
 2. If so, how do you recruit for those positions?



VI. SCREENING AND SELECTION PROCESS (20 minutes)

Purpose: To learn about how employers screen and decide whether or not to hire job applicants, and to find out what skills and characteristics are most important to employers.

19. In your own office, what are the most common soft skills or life skills you look for when screening an application? (*Write the responses on a flip-chart.*)
20. Does your office administer written and/or physical exams?
21. Does your office conduct background investigations or drug testing?
22. What are the most common things you look for when you interview a candidate? (e.g., their education, work experience, work history, availability to work shifts and weekends, something else?)
23. What is the most common reason for eliminating an applicant?
24. Who does the actual hiring – HR, supervisors, etc.? Does the regional office or each branch do it?

VII. WORK ENVIRONMENT (20 minutes)

Purpose: To find out what the internal environment is like for employees at workplaces in the target industry.

25. What benefits does your company offer to its employees (e.g., medical, vision, dental, life insurance, sick leave, vacation time, childcare, pension, retirement)?
26. When are employees eligible for those benefits?
27. What kinds of training for potential or new employees do you provide/pay for?
28. Do you encourage employees to participate in training and career development?
 - a. If yes, do you provide assistance such as stipends, tuition reimbursements, release time, on-the-job training or other things?
29. Would you be interested in working with a community-based organization to help design a job training program specific to your occupational or industry needs?
 - a. If yes, in what way would you be interested in helping out? (*Probe to find out if they would be interested in helping to design a program, teach a portion of the program, offer internships or in-kind support/donations and/or willing to hire from program graduates, etc.*)
30. Is employee turnover and retention a problem?
 - a. If yes, which positions have the highest turnover rates? What are those rates?



31. What are the main causes for employee turnover? (*Probe to find out if the high turnover is caused by individual attributes of specific employees or structural issues—such as the jobs are low-paid, difficult and undesirable*)
32. What percentage of the workforce at your company is unionized?
 - a. Which are the major unions?
33. Would you say your company generally promotes internally? Why or why not?
 - a. Do employees take advantage of those opportunities?

VIII. OTHER ISSUES / WRAP-UP / DRAWING (5 minutes)

Purpose: To make sure we haven't missed anything that would be relevant to the sector research and to let the participating employers know that there will be ongoing opportunities for them to help shape the direction of this project.

34. Are there any other workforce issues that you face that we have not discussed?
 - *Conclude the session with some words about next steps:*
 - After we are done here today, we will develop a write-up of today's focus group and distribute it to you for comment within three weeks. This will help us ensure the accuracy of our notes. Should we move forward and target your industry, we would also like to schedule a follow-up session for those of you interested in becoming more involved in the Chinatown Family Economic Self-Sufficiency Project. Regardless of your level of involvement, we will share the results of this focus group with you and keep you informed.
 - *Thank everyone for participating and hold the drawing*

D4. Service Provider Survey Instrument

Chinatown Families Economic Self-Sufficiency Coalition

Employment Mapping Survey

Organization:

Tel:

Website:

Executive Director:

Tel:

E-mail:

Person Interviewed:

Tel:

E-mail:

Date Interviewed:

Interviewer:

For Profit__

Non-Profit __

Government__

Notes:



Summary of Services—Agency name: _____

A. Employment Related Services	Yes	No
Career Counseling		
Job Placement		
Job Retention		
Computer Class		
Employment Readiness Class		
ESL Class (General)		
ESL Class (Vocational)		
GED Class		
Individual Development Account		
Small Business Start-Up Service		
Transportation Assistance		
Vocational Training		

B. Family Support Services	Yes	No
Case Management Service		
Counseling Service		
Childcare Referral		
Childcare Service		
Childcare Subsidies		
Elderly Care Service		
Emergency Assistance		
Financial Literacy Class		
Health Care Referral		
Health Education		
Housing Service		
Legal Referral		
Parent Education Class		
Support Group		
Translation Service		

C. Other Services:



A. Employment Related Services

Career Counseling	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Job Placement Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Job Retention Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Computer Class	
Description	
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Class	



(# of weeks per class)	
Language(s) of Training	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

Employment Readiness Training	
Description	
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Training (# of weeks per training)	
Language(s) of Training	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

ESL Class (General)	
Description	
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Class (# of weeks per class)	



Language(s) of Class	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

ESL Class (Vocational)	
Description	
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Class (# of weeks per class)	
Language(s) of Class	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

GED Class	
Description	
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Class (# of weeks per training)	
Language(s) of Class	



Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

Individual Development Account	
Description	
Languages of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Small Business Start Up Service	
Description	
Languages of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Transportation Assistance	
Description	
Languages of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	



Vocational Training	
Skills/Occupations Trained	
Part of Career Path Program	___ Yes ___ No
Capacity (how many students the program serves)	
Frequency (how often classes are held)	
Duration of Training (# of weeks per training)	
Language(s) of Training	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

B. Family Support Services

Case Management Service	
Description	
Languages of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Counseling Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	



Collaborating Agency	
Funding Source	

Childcare Referral	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Childcare Service (including after school care)	
Description	
Language(s) of Service	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

Childcare Subsidies	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Waiting List	
Collaborating Agency	
Funding Source	



Elderly Care Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

Emergency Assistance (e.g. food, clothing, shelter)	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Financial Literacy Class	
Description	
Capacity (how many students the program serves)	
Frequency (how often are classes held)	
Duration of Class (# of weeks per class)	
Language(s) of Class	
Eligibility (criteria)	
Enrollment Procedure	
Waiting List	
Collaborating Agency	
Funding Source	



Health Care Referral	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Places Where Clients are Referred.	
Collaborating Agency	
Funding Source	

Health Education Class	
Description	
Capacity (how many students the program serves)	
Frequency (how often are classes held)	
Duration of Class (# of weeks per class)	
Language(s) of Class	
Eligibility (criteria)	
Enrollment Procedure	
Waiting List	
Collaborating Agency	
Funding Source	

Housing Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	



Collaborating Agency	
Funding Source	

Legal Referral	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Places Where Clients are Referred.	
Collaborating Agency	
Funding Source	

Parent Education Class	
Description	
Capacity (how many students the program serves)	
Frequency (how often are classes held)	
Duration of Class (# of weeks per class)	
Language(s) of Class	
Eligibility (criteria)	
Enrollment Procedure (how to apply)	
Waiting List	
Collaborating Agency	
Funding Source	

Support Group	
Description	
Language(s) of Program	
Eligibility (criteria)	



Enrollment Procedure	
Collaborating Agency	
Funding Source	

Translation Service	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

C. Other Services

Name:	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

Name:	
Description	
Language(s) of Service	
Eligibility (criteria)	
How to Access Service	
Collaborating Agency	
Funding Source	

