

BAYWORK Internship Guidebook

Appendix 1

Utilities

Additional Program Information and Materials

BAYWORK Internship Guidebook

Appendix 1-H

San Francisco Public Utilities Commission

Additional Program Information and Materials

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Catherine Curtis
Email	ccurtis@sfgwater.org
Phone	415-920-4962
Website	n/a
Internship Overview	
Internship Program Name	Wastewater Treatment Pre-Apprenticeship Program (AKA 9910 Program)
Employer of Record	San Francisco Public Utilities Commission, Wastewater Enterprise
Intern Job Classification	9910 - Public Service Aide
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☐ University ☒ Other: 18 or older from 94124 area code
Eligibility Criteria	Must be 18 years old or older Must have current and valid CA Driver's License Must have High School Diploma or GED Must be from 94124 Area Code (Bayview District in San Francisco)
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	750 Phelps Street, San Francisco CA – Wastewater Treatment Can be assigned to Southeast Plant or Oceanside Plant
Number of Interns in Program	7
Internship Detail	
Mission Statement	
What is the program mission statement?	The mission of the 9910 program is to provide residents that live in the 94124 area code or the Bayview District with pre-apprenticeship training and work experience in wastewater treatment that will prepare trainees for the Stationary Engineers Local 39 Apprenticeship Program Examination.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Program participants will learn about the operations, maintenance, lab, and biofuel areas of our treatment process. They are given Learning Skills Assessments of the knowledge, skills, abilities, and safety needs for each station they rotate to. They work at the station for 3-4 months and then are tested on their skills and knowledge at the end of their rotation. The site supervisor fills out an assessment of their performance for the duration of their stay. These scores are calculated and tracked. They also receive academic training for math, English, mechanical and electrical aptitudes, soft skill training such as emotional intelligence, time management, and conflict resolution for example. Most importantly, they receive safety training and safety tailgates each month. Other program elements include guest speakers, tours, and job readiness training. The purpose of the program is to prepare them to pass the Local 39 (Stationary Engineer) Apprenticeship Test given every two years.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	1. Screening with the recruitment. 2. Rotational Schedule 3. Learning Skills Assessment and Testing 4. Cal Maritime Academic Training 5. Safety Training 6. Frequent Meetings 7. Cohort moves through the program together
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Recruitment – screening and interview Job Offer Orientation – This opening session gives an overview of the program, a tour of our facilities, and completes necessary paperwork to get uniforms, parking permits, employee badges, etc. Training Components Academic – Classes are delivered by Cal-Maritime Academy in English, Math, Mechanical Aptitude and Mechanical Aptitude Soft Skills – Workshops are delivered to build leadership, communication, and personal development skills. Safety – Trainings are continuously given throughout the duration of the program to ensure the safest working environment. Monthly safety tailgate sessions are mandatory.

Internship Informational Form (Employer)

	On-the-job –The pre-apprentices receive on-the-job-training from journey-level and supervisory staff in the field. This is the hands on training component. They must complete all safety training before going to the field. MBTI – Myers Briggs Type Inventory is a career assessment tool that is given to all program participants. Other Components Learning Skills Assessment – Knowledge, skills and abilities that will be learned at each rotation or station. Both site supervisor and participant are given a package of materials defined with what is below standards, what meets standards, and what exceeds standards. After the rotation, participants are tested on what they actually learned and a performance report is submitted by the site supervisor. This is tracked. Rotational Schedule – Participants are rotated to the labs, maintenance and operations over the course of the program. Guest Speakers – Former 9910's, subject matter experts, and supervisory staff are invited to talk to the participants about culture, expectations, and journey level and above positions and advancement opportunities.
History/Development of Program	
<i>How did the program come to be?</i>	The Wastewater Treatment Pre-Apprenticeship Program began in 1979 when a training program was developed that would result in residents from the Southeast community becoming employed at the Southeast plant. The training program was timely because the Southeast plant had begun its major expansion from a Treatment Plant I to a Treatment Plant II that included enlargement in staffing as well as the physical plant. In order to receive the Southeast community's approval of the expansion program, the Board of Supervisors passed resolution #551-75 authorizing construction and expansion approval if residents of the surrounding community were afforded employment opportunities both in the construction and in eventual operation of the facilities.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	• Presentations at community based organizations, one stop centers, and the Southeast Community College. • Announcement from PUC HR • Presentation to Southeast Community Commission • Wait list – people are called when announcement goes live • Email to Wastewater Staff • Article in our Currents Newsletter • Partner Contact with Announcement via email
<i>What recruitment strategies worked best?</i>	• Presentations in the community • Calling people on the wait list • Partner contact with announcement via email
Partners	
<i>What other entities partnered with your internship program?</i>	Southeast Commission Southeast Community College Community Based Organizations One Stop Centers Bayview Community Bayview Police Station Community Benefits Division of the SFPUC
<i>Were there any challenges associated with the partnership? (if applicable)</i>	None noted.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	A job announcement for the 9910 Public Service Aide position is reviewed, edited, updated and finalized. The Human Services group posts the announcement on the SF Jobs site and receives applications. The coordinator of the wastewater treatment operator pre-apprenticeship program gives presentations to the Southeast Commission, community based organizations, One Stop Centers, Southeast Campus of City College and the Police Station in the Bayview for outreach to the residents to make citizens aware of the opportunity. Once the announcement closes, Human Resource Services processes the applications. Once they are processed, the program coordinator gets the applications from Human Resources. Testing is then set up for the applicants for TABE – Test for Adult Basic Education, and a mechanical test done on site by the Workforce Reliability group. The testing is scored and the individuals with the highest scores get invited to the interview process. The interview panels are selected based on the panel members own wastewater treatment operator pre-apprenticeship program completion and supervisory roles they currently possess. Since they have been through the program, they know very well what would be required to be successful in the program. The interview panel scores the interviews and individuals with the highest scores are offered the positions.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$17.50 per hour to start. Medical, dental, vision insurance. Benefits such as vacation time, sick time, pension plan.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	40 Hours per week 3 year training program

Internship Informational Form (Employer)

Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	They are hired like other employees and earn a wage and get benefits. They have to go through safety training before they go out into the field as well.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Many encounter personal issues while in the program that doesn't allow them to continue. In my last cohort, one person did not pass the medical exam and was released, another got arrested and dropped from the program. The other challenge is getting them to score high enough on the apprenticeship exam given by the union to be picked up from the list.
<i>How do you measure the success of your program?</i>	The percentage of graduates that get placed. The number of people who started in the 9910 program and have stayed and advanced to supervisory positions. We have a former 9910 in our senior positions, chief positions, and even superintendent position.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	We track them on a spreadsheet over time.
<i>Please share any lessons learned!</i>	1. Make sure both supervisors and participants understand what they are supposed to be learning at each station, then test the learning at the end of the rotation. 2. Rotate to all stations, the lab, and biodiesel so it opens up more placement opportunities at the end. 3. Supply the interns with resource binders that will give them all the information they need to learn. 4. Safety training should be given before boots hit the ground in the field. No exceptions. 5. Screening applicants with TABE and mechanical testing up front will provide highest qualified candidates. The interview will sort for right fit in culture.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	"I enjoy coming to work every day." Shandon Massey, 9910 "Disciplined actions result in multiple rewards." Lorenzo Bell, 9910 "Morale, optimism, and learning are the keys to my motivation and success." Rene Gourdine, 9910 "The 9910 program provided me with a great career opportunity and the experience of a lifetime. I will always be grateful for the chance to serve my community and the citizens of San Francisco. To all 9910's, The starting point to all achievement is desire." Chris Molina, Chief of Maintenance

Internship Informational Form (Employer)

	"This 9910 program is our pipeline to produce qualified workers now and leaders for the future." Catherine Curtis, 9910 Program Coordinator
<i>Please provide any statistics of job placement for former interns, if available.</i>	The percentage of program graduates placed varies by cohort. 100% of the graduates of the two most recent cohorts of pre-apprenticeship interns were placed in jobs. My current group is coming to an end. We have placed five individuals, two did not complete the program, and one did not get chosen to continue with us but is looking for another job in the wastewater or lab field.
<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	Sure, Bernadette Larkin Oliveira. She can be reached at blarkin@sfgwater.org.
Additional Information	
<i>Feel free to provide any additional information.</i>	The 9910 Public Service Aid position which is used for this program is posted every two years on the City and County of San Francisco website at www.jobaps.com/sf

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Edward Kwong (SFPUC); TBD (Department of Public Works, San Francisco), Susan Yee (SFPUC Contact); SFDPW
Email	sfintern@sfdpw.org.
Phone	(415) 554-6920
Website	http://www.sfstudentintern.org/Default.aspx
Internship Overview	
Internship Program Name	Summer Student Intern Program (Engineering Student Internship)
Employer of Record	Department of Public Works, San Francisco
Intern Job Classification	Intern(ship) 5380, 5381, 5382
Internship Level (check all that apply)	☐ Middle School ☒ Community College ☐ High School ☒ University ☐ Other: _____
Eligibility Criteria	At the time of filing, the applicant must be in an accredited Engineering · Architecture · Landscape Architecture · Planning · Computer Science/Information Services Program at a university or a related field at a community college.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Office setting
Number of Interns in Program	40-50 (SFPUC Interns per year)
Internship Detail	
Mission Statement	
What is the program mission statement?	The City and County of San Francisco is seeking student interns for various engineering and architecture disciplines, to provide support to in-house Engineering · Architecture · Landscape Architecture · Planning · Surveying · GIS · IT staff

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	The City Departments that employ interns are the Airport Commission (SFO), Department of Building Inspection (DBI), Municipal Transportation Agency (MTA), Port of San Francisco (Port), San Francisco Public Utilities Commission (SFPUC), Department of Public Works (DPW), and Recreation and Park Department (RPD).
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Interns gain on-the-job experience under the guidance of experienced professional engineers, architects, planners and surveyors. - Interns participate in various activities in the respective City Departments.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Future employees gain on-the-job experience under the guidance of experienced professional engineers and planners by participating in various activities in the respective City Departments
History/Development of Program	
<i>How did the program come to be?</i>	To provide on-site job training for potential city engineers in City & County of San Francisco Departments.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- SFgov job posting Internship Position posted: - City and County of San Francisco Employment Site (Jobaps.com/SF/) - On approximately 60 University websites - Aftercollege.com Participation at various job fairs/conferences for recruitment: - SFPUC has participated at NSBE (National Society of Black Engineers) Conference, SWE (Society of Women Engineers) Conference, SHPE (Society of Hispanic Professional Engineers) Conference, American Indian Science and Engineering Society Conference. -
<i>What recruitment strategies worked best?</i>	- Public posting of position
Partners	
<i>What other entities partnered with your internship program?</i>	Various County & City of San Francisco Departments.
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application process - Conduct interviews - Notification of employment status E.g. First round filing period: 11/13/2014 to 02/13/2015 Second round filing period: 03/16/2015 to 04/30/2015 Selected applicants receive Notification of Interview: 03/13/2015 to 03/20/2015 Managers Conduct Interviews: 03/23/2015 to 04/03/2015 Selected applicants to be contacted with additional hiring instructions 04/06/2015-04/17-2015.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$25.09/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	40 hours/week, summer internship.
Liability	

Internship Informational Form (Employer)

<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form
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Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	
<i>How do you measure the success of your program?</i>	The City offers an engineering progression series that supports promotional opportunities through the professional Engineering levels.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data tracking via spreadsheets
<i>Please share any lessons learned!</i>	
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	52 employed beyond end of summer-position completion.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfstudentintern.org/Default.aspx

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Vonn Bair
Email	VBair@sfgwater.org
Phone	(415) 554-1622
Website	http://www.jobaps.com/SF/specs/classspecdisplay.asp?ClassNumber=9920&LinkSpec=RecruitNum2&R1=&R3=
Internship Overview	
Internship Program Name	Public Service Aide
Employer of Record	San Francisco Public Utilities Commission, City & County of San Francisco
Intern Job Classification	Intern(ship): Assistant to Professionals
Internship Level (check all that apply)	☐ Middle School ☒ Community College ☐ High School ☒ University ☐ Other: _____
Eligibility Criteria	Applicants must be high school graduates who are currently enrolled in an accredited college or university.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Varies, mostly office/non-technical.
Number of Interns in Program	23
Internship Detail	
Mission Statement	
What is the program mission statement?	The positions in the Public Service Aide series are designed to offer various types of trainee or entry level employment opportunities in a variety of settings.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	These positions provide an introduction to career options and role models while allowing incumbents to learn about the work environment.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Development of workplace/professional skills and networking abilities at an entry level employment in a variety of settings.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Under minimum supervision, the 9920 Public Service Aide, Assistant to Professionals assists in the performance of a variety of duties related to the functions of the assigned departmental unit.
History/Development of Program	
<i>How did the program come to be?</i>	To provide various types of trainee or entry level employment opportunities in a variety of settings.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- Public posting SFgov jobs
<i>What recruitment strategies worked best?</i>	- Public awareness of positions.
Partners	
<i>What other entities partnered with your internship program?</i>	- City departments and agencies
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application process - Interview - Notification of employment - Orientation
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$17.53/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	- Temporary exempt, to last no more than 3 years
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Balancing secondary education with internship hours/work.
<i>How do you measure the success of your program?</i>	- Participants learn skills relevant to their fields of study, exposed to public service. - Earn money for their secondary education. - Aides can obtain permanent positions
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data-tracking via spreadsheets
<i>Please share any lessons learned!</i>	Some positions may be allocated for participants in special programs designed to reach disadvantaged youth, those who have encountered difficulty in obtaining employment, or other special populations.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	42 employed beyond completion of summer program.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.jobaps.com/SF/specs/classspecdisplay.asp?ClassNumber=9920&LinkSpec=RecruitNum2&R1=&R3=

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Vonn Bair
Email	VBair@sfgwater.org
Phone	(415) 554-1622
Website	http://www.jobaps.com/SF/specs/classspecdisplay.asp?ClassNumber=9922&LinkSpec=RecruitNum2&R1=&R3=
Internship Overview	
Internship Program Name	Public Service Aide - Associate To Professionals 9922
Employer of Record	San Francisco Public Utilities Commission, City & County of San Francisco
Intern Job Classification	Trainee (temporary position)
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☒ University ☐ Other: _____
Eligibility Criteria	Completion of at least two years of college from an accredited college or university.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Varies, mostly office/non-technical.
Number of Interns in Program	54
Internship Detail	
Mission Statement	
What is the program mission statement?	The positions in the Public Service Aide series are designed to offer various types of trainee or entry level employment opportunities in a variety of settings.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	- Interns carry out complex tasks relative to the performance of management functions and may be responsible for supervising subordinates. - Researches and analyzes data, investigates and advises in legal matters, and prepares legal documents.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Development of workplace/professional skills and networking abilities in a variety of settings.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Under minimum supervision, the 9922 Public Service Aide, Assistant to Professionals assists in the performance of a variety of duties related to the functions of the assigned departmental unit
History/Development of Program	
<i>How did the program come to be?</i>	To provide various types of trainee or entry level employment opportunities in a variety of settings.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- Public posting SFgov jobs
<i>What recruitment strategies worked best?</i>	- Public awareness of positions.
Partners	
<i>What other entities partnered with your internship program?</i>	- City departments and agencies
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application process - Interview - Notification of employment - Orientation
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$19.75/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	- Temporary exempt, to last no more than 3 years
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Balancing secondary education with internship hours/work.
<i>How do you measure the success of your program?</i>	- Participants learn skills relevant to their fields of study, exposed to public service. - Earn money for their secondary education. - Aides can obtain permanent positions
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data-tracking via spreadsheets
<i>Please share any lessons learned!</i>	Some positions may be allocated for participants in special programs designed to reach disadvantaged youth, those who have encountered difficulty in obtaining employment, or other special populations.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	65 employed beyond completion of summer program.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.jobaps.com/SF/specs/classspecdisplay.asp?ClassNumber=9922&LinkSpec=RecruitNum2&R1=&R3=

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Vicente Centeno
Email	Vicente.Centeno@sfgov.org
Phone	(415) 554-7506
Website	http://www.sfcontroller.org/index.aspx?page=30
Internship Overview	
Internship Program Name	1649 Accountant Intern Program
Employer of Record	Office of the Controller, Department of Human Resources, City & County of San Francisco
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☐ University ☒ Other: Baccalaureate degree from accredited university
Eligibility Criteria	- A bachelor's degree from an accredited college or university with eighteen (18) semester units or twenty-four (24) quarter units of coursework in Accounting.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Office building
Number of Interns in Program	2014: 2 in SFPUC
Internship Detail	
Mission Statement	
What is the program mission statement?	Develop professional competence as a journey level accountant while working under the guidance and supervision of fully trained 1652 Accountant II or higher level class.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Interns are trained in an 18-month Program and mentored by higher-level, experienced accountants throughout the City and County. To provide Interns with optimum training and experience citywide, they participate in two 9-month rotations, generally at two different departments.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	During the 18-month internship, Interns are assigned a Mentor and Supervisors during each rotation to guide and train them.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Interns participate in a structured on-the-job and classroom training program and learn to interpret, comply and apply Generally Accepted Accounting Principles, auditing procedures and the City's policies. - Attend classroom-style workshops related to accounting and city-wide functions throughout training program. - Intern presentation and evaluations
History/Development of Program	
<i>How did the program come to be?</i>	The 1649 Accountant Intern Program was established to ensure excellent performance in the City and County of San Francisco's Accountant Series

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	City of San Francisco employment website.
<i>What recruitment strategies worked best?</i>	Public outreach/notification of position
Partners	
<i>What other entities partnered with your internship program?</i>	City departments and agencies
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Submitted applications are reviewed and candidates who demonstrate that they meet the minimum qualifications are invited to participate in the examination process. - Examination process: Written examination with passing score then invited to oral/performance interview. - Steering Committee determines acceptances from oral/performance interviews. - Notification of employment status.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$27.76-\$29.14 Hourly
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	18-month program
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability forms

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	N/A
<i>How do you measure the success of your program?</i>	Successful interns are placed in permanent positions. We have a 95% success rate and launch one to two programs per year (depending on City and County department needs and available funding).
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Upon completion of program, interns can be offered permanent position employment. - 95% success rate.
<i>Please share any lessons learned!</i>	To provide Interns with optimum training and experience citywide, they participate in two 9-month rotations, generally at two different departments.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	We have a 95% success rate in which successful interns are placed in permanent positions.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfcontroller.org/index.aspx?page=30

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Steven Currie (SFPUC-External Affairs); Michael Rocco (City Hall Fellows)
Email	SCurrie@sfwater.org ; apply@cityhallfellows.org
Phone	415.554.3447
Website	http://www.cityhallfellows.org/
Internship Overview	
Internship Program Name	City Hall Fellows
Employer of Record	City Hall Fellows
Intern Job Classification	Fellowship
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☒ University ☒ Other: Senior year of university or recently graduated.
Eligibility Criteria	Recently graduated university or senior-level.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	- Office setting - Off-site visits
Number of Interns in Program	2014: 6
Internship Detail	
Mission Statement	
What is the program mission statement?	Engage diverse, talented young people in the work of cities. Empower them to be effective local change agents. Support their evolution from community-oriented student to local citizen leader.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Our Fellows function as full-time city employees, not as interns, consultants or observers. We engage future leaders at the most pivotal point in their career development: the year after college graduation. By energizing more new young talent to enter the local public sector each year and empowering them to be effective changemakers, we are kickstarting a snowball effect that will change both the culture and the perception of government as well as the caliber of people choosing to work for cities.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Throughout their year-long fellowship, our Fellows experience how their efforts directly impact their local community.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Fellows participate in a structured, year-long, quasi-academic exploration of how their city functions and why it operates that way, complete with intensive pro bono consulting projects through which Fellows practice policy evaluation and policy-making.
History/Development of Program	
<i>How did the program come to be?</i>	Bethany Rubin Henderson founded City Hall Fellows out of her conviction that getting cities' own best and brightest to return home and tackle social problems locally was the best way to tackle our most pressing challenges. Her theory of change: smart leverage – that one talented, passionate, well-trained individual working in the right place inside government can change an agency, and that many working together can change a city.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- Public posting, - Word by mouth
<i>What recruitment strategies worked best?</i>	- Public outreach
Partners	
<i>What other entities partnered with your internship program?</i>	- City and County of San Francisco - City-Parish of Baton Rouge - City of Houston
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Complete application (including essay questions) - Notifications of interview - Notification of employment - Orientation - Placement
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$24/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	1-year long, 40 hours/week
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	The application process for City Hall Fellows is extremely competitive. Each year we've received over 200 applications for 10-15 spots.
<i>How do you measure the success of your program?</i>	Seven cohorts of Fellows so far have devoted over 90,000 hours to public service and received over 300 hours of training each in how to lead our cities. Our corps members have saved taxpayers over \$10 million and have also completed 77 pro bono consulting projects.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data tracking. More than half of Fellows return to work in local government upon completion of fellowship.
<i>Please share any lessons learned!</i>	Where smart young people go, smart young people follow. The efficient, effective local public sector that results will make life better for all Americans.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	Approximately 60% of alumni continue in local public service immediately post-Fellowship. Many others are now returning to city government after graduate school.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.cityhallfellows.org/

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Steven Currie and Jessie Buendia (SFPUC External Affairs); Dion Jay Brookter and Tracey Taper (YCD); Alvin Woo (JCYC)
Email	scurrie@sfgwater.org ; jbuendia@sfgwater.org; ttaper@ycdjobs.org
Phone	(415) 822-3491
Website	http://ycdjobs.org/
Internship Overview	
Internship Program Name	CityWorks (SSIP)
Employer of Record	San Francisco Public Utilities Commission, Young Community Developers (YCD), and Japanese Community Youth Council (JCYC).
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	-Must have current and valid CA Driver's License -Must be between 15-19 years of age. -Must be from Bayview District, Southeast sector of San Francisco.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	-Office setting with private engineering firms -Southeast Treatment Plant and Southeast Community Center.
Number of Interns in Program	Approximately 22 interns on average.
Internship Detail	
Mission Statement	
What is the program mission statement?	The mission of Young Community Developers, Inc. (YCD) CityWorks is to inspire Southeast Sector Residents to engage in employment and educational opportunities. Through comprehensive preparation and training techniques targeted towards enhancing workforce readiness, YCD seeks to assist in the removal of employment and education barriers for our disenfranchised residents. YCD is committed to the preparation, placement, and preservation of our Southeast Sector residents, resulting in each responsibly contributing to their personal and professional development, the development of their families, and

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Internship Informational Form (Employer)

	to the economic development of their neighborhoods.
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Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	-Introduce students to potential career interests in the various fields; -Increase participation of women and under-represented minorities in these various career fields; as well as -Assist high school students and graduates to enter post-secondary programs/internships.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	-Intern alumni develop new professional skills, networking abilities, and career interests. -Intern alumni pursue secondary-education and/or obtain new careers or internships.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Importance of developing work experience, networking skills, and public relations, as well as the importance of secondary education. Internships can last from 2.5-3 years
History/Development of Program	
<i>How did the program come to be?</i>	This unique public/private/community partnership was launched in 2009 by the SFPUC Sewer System Improvement Program (SSIP), Young Community Developers, the Japanese Community Youth Council and since 2012, private sector partners such as Aecom Partners, D&A Communications, Brown and Caldwell with CH2M Hill as well as Black & Veatch, MWH, and URS.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	Focus on high school-level students and recent high school graduates from Bayview district, zip code 94112, with recruitment of women and underrepresented minorities as a goal.
<i>What recruitment strategies worked best?</i>	Community outreach in SE sector of San Francisco, via high schools and Young Community Developers outreach.
Partners	
<i>What other entities partnered with your internship program?</i>	Besides San Francisco Public Utilities Commission, Aecom Partners, D&A Communications, Brown and Caldwell with CH2M Hill as well as Black & Veatch, MWH, and URS.
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	-Online application -Criteria completed -Interviews -Hiring process
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	-\$12.50/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	N/A
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern Liability Forms

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Managing education with internship.
<i>How do you measure the success of your program?</i>	- Completion of projects - Development of new skills and work experience - Importance of STEM field careers
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data tracking via spreadsheets
<i>Please share any lessons learned!</i>	Importance of community interaction in SSIP program.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	"I have learned a lot from working with SSIP. With this program I have a better understanding of my city and how it works. I feel more connected to San Francisco and as a result, I know what needs to be done to make my community a better place." -Duane Smith
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://sfwater.org/Modules/ShowDocument.aspx?documentid=5919 http://sfsummerjobs.org/sf-puc-internship-opportunities/

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Deborah Walter (SFPUC- Infrastructure Division)
Email	dwalter@sflower.org ; feedback@gardenproject.org
Phone	(415) 551-4654; 650-588-8253
Website	http://www.gardenproject.org/#
Internship Overview	
Internship Program Name	Earth Stewards Program
Employer of Record	San Francisco Sheriff's Department, the San Francisco Police Department, the San Francisco Public Utilities Commission, and the Garden Project.
Intern Job Classification	Apprenticeship
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	- San Francisco Resident - 14-18, current SFUSD high school student
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Horticulture/garden setting
Number of Interns in Program	2014: 291
Internship Detail	
Mission Statement	
What is the program mission statement?	Earth Stewards offers participants and society a real alternative – bringing more underrepresented groups into higher education, improving the economic outcomes of poor communities, revitalizing the City through public works projects, and ultimately saving on the costs of policing and incarceration. The work of Earth Stewards provides a stunning model for what city agencies and community organizations can do by pooling resources and needs to affect real change.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Participants work daily during the summer program and on weekends during the school year. The summer hours and flexible school year hours allow participants to complete their high school studies while gaining job skills and peer support in a positive atmosphere. In addition to their work, High School Earth Stewards participate in environmentally based math and science classes, and receive academic mentoring during the school year.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Participants learn discipline, responsibility, communication skills, and leadership. Working on long and short-term projects in a variety of settings, the program challenges participants toward self-growth and provides important life lessons. They gain support for their educational and life goals through the program's positive environment.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	The primary work of the Earth Stewards is the care and maintenance of the natural areas owned and operated by the San Francisco Public Utilities Commission. Orientation: Participants learn organic horticulture and landscaping skills.
History/Development of Program	
<i>How did the program come to be?</i>	In 2004, The Garden Project began The Earth Stewards job-training program for lower income young adults. Before other municipalities realized the need to address this growing problem, the Stewards program sought to address the needs of this specific population by offering intensive job training through community service, combined with life skills and continuing education programming.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- San Francisco Police Department, SF Sheriff's Department outreach - At-risk youth in SFUSD high schools.
<i>What recruitment strategies worked best?</i>	- Public outreach to those at most risk
Partners	
<i>What other entities partnered with your internship program?</i>	San Francisco Sheriff's Department, the San Francisco Public Utilities Commission, the San Francisco Police Department, and more than twenty-five community organizations.
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application - Interview - Hiring Process - Orientation
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$20-\$25
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	- Approximately 80 hours of work per month.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	- Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	N/A
<i>How do you measure the success of your program?</i>	- Assisting at-risk youth in developing leadership, discipline, and pride in work with a desire to complete more.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Continuation program for post-high school participants (18-24).
<i>Please share any lessons learned!</i>	- Participants learn discipline, responsibility, communication skills, and leadership.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	"The garden project is not just a job for me but a keystone in my life that allows me to keep my home life and school life together. I am able to pay for my books and resources to stay in school and achieve my goal to be a lawyer." - Maria A., UC Merced Student, Earth Steward
<i>Please provide any statistics of job placement for former interns, if available.</i>	- Youth pursue secondary-education or career paths upon completion.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	Contact: feedback@gardenproject.org 650-588-8253
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.gardenproject.org/#

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Steven Currie
Email	SCurrie@sfwater.org
Phone	(415) 554-3477
Website	http://sfwater.org/index.aspx?page=230
Internship Overview	
Internship Program Name	"Project Learning Grantees"-Numerous community organizations funded in part by San Francisco Public Utilities Commission
Employer of Record	San Francisco Public Utilities Commission, City & County of San Francisco
Intern Job Classification	N/A
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☐ University ☒ Other: Community organizations throughout San Francisco.
Eligibility Criteria	Projects required to serve high school age youth from economically disadvantaged neighborhoods in San Francisco, such as Bayview Hunters Point, Potrero Hill, Visitacion Valley, Mission, Excelsior, Lakeview/Oceanview-Merced-Ingleside (OMI), Tenderloin, SOMA, or Western Addition
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	-Office building -Community centers -Educational facilities
Number of Interns in Program	2014: 542
Internship Detail	
Mission Statement	
What is the program mission statement?	Grants will be awarded to non-profit community based organizations (CBO's) for projects that provide disadvantaged high school youth from San Francisco with paid service learning/ project-based learning opportunities. These grants will increase the number of San Francisco youth meaningfully engaged by the SFPUC in paid work-based opportunities this summer while leveraging CBO's existing community based youth programming.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Each grantee will administer one or more paid project-based learning or service learning projects to disadvantaged youth who are enrolled in existing community-based youth development programs. SFUC staff, grantees and program participants will report back to the SFPUC Commission at an August Commission meeting.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Hundreds of youth every year are benefited by Community Benefits of the SFPUC, providing opportunities and education to the future of the city.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Eligibility requirements, application bid - Receive funding - Fulfill established requirements E.g. • Request for Proposals Released: Monday, June 3rd, 2013 • Proposals due: Monday, June 10th, 2013 • Anticipated Announcement of Proposed Grant Awards: Monday June 17th, 2013 • Projects begin: Depending on applicant's completion of the contracting process, SFPUC grants will become effective on or around July 1st, 2013.
History/Development of Program	
<i>How did the program come to be?</i>	- Created in 2011, our community benefits program is responsible for implementing the policies and guiding our efforts to be a good neighbor to all whose lives or neighborhoods are directly affected by our water, wastewater, and power operations.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- RFPs were issued for community organizations to bid for funding. - Project Learning Grantees were already established community organizations that provide services to youth. - SFPUC funding provided funding for project programs, expansion of services, and increased involvement/education of youth involved.
<i>What recruitment strategies worked best?</i>	Publication of RFP for community-based organizations (CBOs).
Partners	
<i>What other entities partnered with your internship program?</i>	- SFPUC funded/partnered with 25 CBOs throughout the city, including: 1. A. Philip Randolph Institute SF 2. Bay Area Video Coalition 3. Bay Institute Aquarium Foundation 4. BAYCAT 5. Boys and Girls Clubs of SF 6. Cal Maritime Academy 7. Career Technical Education, SFUSD 8. Chinatown CDC 9. Collective Impact 10. Community Grows 11. Education Outside 12. Friends of the Urban Forest 13. LYRIC 14. Mission Neighborhood Centers 15. Northridge Coop Homes CommUNITY Garden 16. Out of Site Youth Arts Center

Internship Informational Form (Employer)

	17. PODER 18. Seven Tepees Youth Program 19. SOMCAN 20. Success Center 21. United Playaz 22. Urban Ed Academy 23. Urban Sprouts 24. Young Community Developers 25. Youth Leadership Institute
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Request for Proposals (RFPs) Released - Completed proposals due - Notification of Proposed Grant Awards: - Projects begin
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	- PLGs received average grant size of approximately \$10,000 - \$20,000. - Some youth of PLG organizations completed paid work. - Pay rates vary, from minimum wage to \$25.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	- Depended on PLGs - Range from full-time (40 hours/week) to part-time (20 or less).
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	- PLGs provide intern liability forms for participants.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	- With 25 PLGs serving hundreds of youth, SFPUC had to follow-up with each respective organization.
<i>How do you measure the success of your program?</i>	- Youth from all over the city benefit from PLG funding. - Total number of organizations and their youth served continues to increase year after year.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	Data spreadsheets and follow-ups with respective PLGs to track progress and outcomes.
<i>Please share any lessons learned!</i>	- By increasing the number of youth served, the SFPUC increases its presence as a good neighbor.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	
<i>Please provide any statistics of job placement for former interns, if available.</i>	- Over 200 youth employed beyond end of summer completion of programs.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	
Additional Information	
<i>Feel free to provide any additional information.</i>	http://sfwater.org/index.aspx?page=652

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Lisa Miles
Email	LMiles@sfgov.org
Phone	415-934-3996
Website	http://sfgov2.org/index.aspx?page=890
Internship Overview	
Internship Program Name	Project Pull
Employer of Record	City and County of San Francisco through the Department of Public Works (DPW), San Francisco Public Utilities Commission (SFPUC).
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	- Resident of San Francisco or attend school in San Francisco. - Students entering junior, senior year in high school or first year in college. (Age: 15—19) - Students with a 2.75 Grade Point Average from last completed semester.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	- Office setting - Treatment plant - Field work
Number of Interns in Program	
Internship Detail	
Mission Statement	
What is the program mission statement?	Project Pull provides professional mentorship to highly motivated, promising high school students from the diverse communities within San Francisco.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	During the eight-week program, our interns get a chance to explore careers in architecture, business, engineering and science by interning with full-time City employees from various City departments.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Providing youth the opportunity to develop professional and networking skills as well as a sense of responsibility and civic pride.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Placement Interviews - Pre-employment Training - Enrichment activities such as community services and Design Competition.
History/Development of Program	
<i>How did the program come to be?</i>	Project Pull, co-founded in 1996 by Harlan L. Kelly, Jr. and the late Robert Mason, two city employees who felt strongly about the importance of providing positive opportunities for San Francisco's youth. They believed that they could "pull" young people into public service by providing structured mentorship to highly motivated students who demonstrated an interest in the fields of architecture, business, engineering and science. By pairing young people with professional employees in these fields, with the goal of instilling a sense of responsibility and civic pride, Project Pull teaches participants the skills they need to be successful in the future.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- Lisa Miles recruiting at High Schools, Community Based Organizations (CBO), also hearing from former Project Pull Interns.
<i>What recruitment strategies worked best?</i>	-Direct outreach to city high schools, during career fairs, for example.
Partners	
<i>What other entities partnered with your internship program?</i>	Department of Public Works (DPW), San Francisco Public Utilities Commission (SFPUC) and Japanese Community Youth Council (JCYC).
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application process - Interviews - Notification - Orientation
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$12.00/hour
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	20 hours/week. Mid-June – Early August, 8 weeks duration.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Positive challenge: - Increase in number of interns - Trying to make a large group happy - Spending quality time with each and every intern
<i>How do you measure the success of your program?</i>	Increased involvement: - City departments - Number of applicants that apply to program - Interns who reapply for the program - The addition of the private sector (Project Pull Plus) - Passionate team leaders - Continue outreach with local schools, CBOs and private firms - Alumni networking (spreading the word)
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Continuation program for post-high school participants, Project Pull Plus. - Tracking data via spreadsheets
<i>Please share any lessons learned!</i>	What may work for smaller group does not necessarily work for bigger groups (intern mixer games).
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	"The combination of a paying internship, exploration possibilities, professional experience, making connections and making friends is just unmatched by any other sort of summer internship/camp." - Louis-Pierre Guidetti, 2013 "Project Pull was so much more than just a job. It was a learning experience, an opportunity to make new friends and professional acquaintances, and learn more about a particular field of work." - Adrian Peneyra, 2013

Internship Informational Form (Employer)

<i>Please provide any statistics of job placement for former interns, if available.</i>	Interns are in school
<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	- Erika Garcia (Intern & TL) - garcia_2694@yahoo.com - Mark Ifurung (Intern & TL) - mifurung3@gmail.com
Additional Information	
<i>Feel free to provide any additional information.</i>	http://sfgov2.org/index.aspx?page=890

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Laura Page (SFPUC- External Affairs); Sara Draffin
Email	LPage@sfgwater.org ; sdraffin@sparkprogram.org
Phone	(415) 554-3475; (415) 626-5470 x199
Website	http://www.sparkprogram.org/index.php/locations/san_francisco_bay_area
Internship Overview	
Internship Program Name	Spark Mentorship Program
Employer of Record	Spark Mentorship Program, City and County of San Francisco
Intern Job Classification	Apprentice(ship)
Internship Level (check all that apply)	☒ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	- 7 th /8 th grade students through high school
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Varies, office settings, etc. technical and nontechnical.
Number of Interns in Program	TBD
Internship Detail	
Mission Statement	
What is the program mission statement?	Spark addresses the dropout crisis with life-changing apprenticeships for middle school students in underserved communities. The Spark experience creates a powerful sense of relevance for students, while providing the skills and confidence necessary for them to find success in school and in life.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	- Spark matches students with a professional volunteer mentor in a career field based on their skills and interests. - Students also take part in a Leadership Curriculum at school, focused on critical life skills such as financial literacy, networking and resume writing.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Students gain professional and life experiences working alongside their mentor, as well as a tangible appreciation for the value of education.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Communicating with adults - Appropriate workplace Behavior - Meeting new people - Learning new things
History/Development of Program	
<i>How did the program come to be?</i>	Thirty percent of U.S. students drop out of high school, with dropout rates exceeding 50% in poor urban communities. Students who dropout faces a lifetime of limited opportunities and economic struggle. High dropout rates are devastating to regional economies, and saddle government agencies with higher costs. Spark addresses this dropout crisis.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	Spark partners with schools to reach disengaged students at a critical inflection point in their education.
<i>What recruitment strategies worked best?</i>	Spark community outreach via local schools.
Partners	
<i>What other entities partnered with your internship program?</i>	- Local schools - Local business partners - Government agencies
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	Contacting at-risk middle-school students through hands-on, individualized apprenticeships.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	N/A
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	
<i>How do you measure the success of your program?</i>	- Since 2004, more than 3,000 students served nationally. - 90% of Spark students enter high school on-track, compared to an average of 70% of their peers.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	
<i>Please share any lessons learned!</i>	
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sparkprogram.org/index.php/students/student_stories/category/san_francisco_bay_area

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Iyabo Williams; Alma Reyes
Email	IWilliams@sfwater.org ; reyesa@sfusd.edu
Phone	(415) 695-2428
Website	http://www.sfusd.edu/en/programs-and-services/special-education/transition/overview.html
Internship Overview	
Internship Program Name	SFUSD Special Education Services Internships (includes: WorkAbility/ACCESS, TPP/Project Opportunity Works)
Employer of Record	San Francisco Unified School District (SFUSD) with Jewish Vocational Services (JVS).
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☒ Community College ☒ High School ☒ University ☐ Other: _____
Eligibility Criteria	- Individualized Education Program participant - Enrollment in SFUSD high school program
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	- Office setting - Off-site
Number of Interns in Program	2014: SFPUC 4
Internship Detail	
Mission Statement	
What is the program mission statement?	SFUSD Special Education Services provide training programs for special education students ages 14-22 designed to promote career awareness and exploration while students complete their secondary education program.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	SFUSD Special Education Services provides students with opportunities for job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Career exploration - Work experience - Support system in making career decisions
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Interns receive mentoring from employers and SFUSD Special Education Services staff - Work progress is monitored by supervisor and SFUSD staff - Interns gain work experience, basic job skills, and a positive work attitude. - Interns are also evaluated and may be offered employment upon completion of internship.
History/Development of Program	
<i>How did the program come to be?</i>	Special Education Services were created to promote career awareness and exploration for IEP students as they complete their secondary education program.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- IEP students are encouraged to apply by their respective SFUSD high schools.
<i>What recruitment strategies worked best?</i>	- Outreach via SFUSD high schools.
Partners	
<i>What other entities partnered with your internship program?</i>	- SFUSD partners with local businesses to provide internships and work experience for participants.
<i>Were there any challenges associated with the partnership? (if applicable)</i>	Ability to balance educational services with internships.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Eligibility, application process - Work permit issued for youth below age 18 - Placement of interns - Jobsites might request interview before placement
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	- Dependent on partners; job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel. - Paid positions at minimum wage.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	90 hours to be completed during the school year or summer.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	- Intern liability form - Students considered employees of SFUSD, covered for Workers Compensation.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	N/A
<i>How do you measure the success of your program?</i>	- At the end of the internship, the employer may choose to hire the student directly. - Intern alumni interested in finding another job can receive assistance from their job counselor from JVS.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Follow-ups upon completion of internship.
<i>Please share any lessons learned!</i>	Job performance evaluations allow interns to recognize strengths and areas that need improvement. The evaluations help participants improve their job performance.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfusd.edu/en/programs-and-services/special-education/transition/overview.html http://www.sfusd.edu/en/programs-and-services/special-education/transition/transition-partnership-program.html

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Laura Page (school year internship); Catherine Curtis (summer internship); Erik Rice (John O'Connell High School); Justin Brown and Danielle Scheper (JVS)
Email	
Phone	(415) 695-5370 ext. 1113
Website	http://www.sfusd.edu/en/schools/school-information/john-oconnell.html
Internship Overview	
Internship Program Name	TECH21
Employer of Record	San Francisco Unified School District (SFUSD)
Intern Job Classification	Pre-apprenticeship
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	Attend a SFUSD high school
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Varies, mostly educational center/office setting
Number of Interns in Program	2014:13
Internship Detail	
Mission Statement	
<i>What is the program mission statement?</i>	Transforming the future of our city's youth by getting them prepared for the highly skilled trade jobs of the future; as the 21 st century economy demands a prepared workforce, this new program helps with our efforts by providing the training and support our students need to be successful.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	The program encompasses three different independent programs all related to careers in architecture and design, engineering and construction.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Providing 21 st century skills to the future of City's workforce.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	San Francisco youth are enrolled in technical education programs at school and have unprecedented opportunities to participate in pre-apprenticeship programs.
History/Development of Program	
<i>How did the program come to be?</i>	Created in 2011 to provide important trade skills and workplace experience to San Francisco youth.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	Open to SFUSD high school students, public outreach via district.
<i>What recruitment strategies worked best?</i>	SFUSD outreach to high school students.
Partners	
<i>What other entities partnered with your internship program?</i>	Transbay Joint Powers Authority, the Public Utilities Commission and various business partners
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	Students enrolled in SFUSD invited to join Tech21 program.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$600 stipend
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	After school program,
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Balancing schoolwork with program
<i>How do you measure the success of your program?</i>	San Francisco projects will require many new jobs in trade fields, such as plumbers, electricians, etc., all fields that TECH21 helps prepare students for.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	N/A
<i>Please share any lessons learned!</i>	Importance of technical jobs in the 21 st century.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfusd.edu/en/schools/school-information/john-oconnell.html

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Iyabo Williams; Alma Reyes
Email	IWilliams@sfgwater.org ; reyesa@sfusd.edu
Phone	(415) 695-2428
Website	http://www.sfusd.edu/en/programs-and-services/special-education/transition/overview.html
Internship Overview	
Internship Program Name	SFUSD Special Education Services Internships (includes: WorkAbility/ACCESS, TPP/Project Opportunity Works)
Employer of Record	San Francisco Unified School District (SFUSD) with Jewish Vocational Services (JVS).
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☒ Community College ☒ High School ☒ University ☐ Other: _____
Eligibility Criteria	- Individualized Education Program participant - Enrollment in SFUSD high school program
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	- Office setting - Off-site
Number of Interns in Program	2014: SFPUC 4
Internship Detail	
Mission Statement	
What is the program mission statement?	SFUSD Special Education Services provide training programs for special education students ages 14-22 designed to promote career awareness and exploration while students complete their secondary education program.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	SFUSD Special Education Services provides students with opportunities for job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Career exploration - Work experience - Support system in making career decisions
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Interns receive mentoring from employers and SFUSD Special Education Services staff - Work progress is monitored by supervisor and SFUSD staff - Interns gain work experience, basic job skills, and a positive work attitude. - Interns are also evaluated and may be offered employment upon completion of internship.
History/Development of Program	
<i>How did the program come to be?</i>	Special Education Services were created to promote career awareness and exploration for IEP students as they complete their secondary education program.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- IEP students are encouraged to apply by their respective SFUSD high schools.
<i>What recruitment strategies worked best?</i>	- Outreach via SFUSD high schools.
Partners	
<i>What other entities partnered with your internship program?</i>	- SFUSD partners with local businesses to provide internships and work experience for participants.
<i>Were there any challenges associated with the partnership? (if applicable)</i>	Ability to balance educational services with internships.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Eligibility, application process - Work permit issued for youth below age 18 - Placement of interns - Jobsites might request interview before placement
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	- Dependent on partners; job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel. - Paid positions at minimum wage.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	90 hours to be completed during the school year or summer.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	- Intern liability form - Students considered employees of SFUSD, covered for Workers Compensation.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	N/A
<i>How do you measure the success of your program?</i>	- At the end of the internship, the employer may choose to hire the student directly. - Intern alumni interested in finding another job can receive assistance from their job counselor from JVS.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Follow-ups upon completion of internship.
<i>Please share any lessons learned!</i>	Job performance evaluations allow interns to recognize strengths and areas that need improvement. The evaluations help participants improve their job performance.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfusd.edu/en/programs-and-services/special-education/transition/overview.html http://www.sfusd.edu/en/programs-and-services/special-education/transition/transition-partnership-program.html

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Lisa Miles (SFPUC- Infrastructure Division); Jerome Anderson (JCYC)
Email	janderson@jcy.org
Phone	415-202-7915
Website	http://sfyouthworks.org/
Internship Overview	
Internship Program Name	San Francisco Youth Works
Employer of Record	Japanese Community Youth Council
Intern Job Classification	Intern(ship)
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	- Be a resident of San Francisco - Attend high school in San Francisco - Be in the Junior, or Senior-year high school - Ability to work a maximum of 10 hours per week during the school year or 20 hours per week during the summer.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	- Office setting - Outdoor (Day Camps) - Customer service
Number of Interns in Program	2014: 97
Internship Detail	
Mission Statement	
What is the program mission statement?	San Francisco YouthWorks (YW) is a unique high school internship program that provides youth with paid work experience to develop their readiness for work and promote interest in public service careers. Since 1997, YW has served over 7,500 youth from every neighborhood in San Francisco.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	San Francisco YouthWorks is a unique high school internship program that teaches young people crucial job skills while sparking their interest in public service careers. Within our program, 11th and 12th-grade students work in paid internships with San Francisco city employees.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	- Provide youth with paid work experience. - Develop their readiness for work and. - Promote interest in public service careers.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	- Application process - Interviews - Notification of hiring - Orientation - Internship - Workshops/follow-ups
History/Development of Program	
<i>How did the program come to be?</i>	Former San Francisco Mayor Willie Brown started San Francisco YouthWorks in 1997 to address the aspirations of San Francisco high school students to gain job skills and explore future careers.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	- Outreach in high school - City department outreach - JCYC and other organization outreach
<i>What recruitment strategies worked best?</i>	- Outreach in local high schools - Public awareness
Partners	
<i>What other entities partnered with your internship program?</i>	Approximately 30 City Departments
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	- Application process - Interviews - Notification of hiring
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	- 2014: \$10.55 - 2015: \$12.25
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	- School session: Maximum of 10 hours/week - Summer session: 20 hours/week
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern Liability Form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	- Scheduling interns during school session - Transportation issues (now corrected)
<i>How do you measure the success of your program?</i>	- Large number of youth employed - Youth learn new skills and interest in public sector
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	- Resources for program alumni, including internship/job postings and useful information.
<i>Please share any lessons learned!</i>	- Importance of balancing schoolwork with internships to promote both education and work. - Providing transportation passes for YouthWorks interns.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	“The experiences and skills which I have been able to gain throughout my participation in YW are things I could not have attained through another job. This program is incredibly unique and is an asset to the youth of San Francisco” — Aoife O’Leary, YW intern “This internship is my first real job experience. Working in the office of a Supervisor has really opened my eyes to the world of politics, and how the city runs. I was able to be a solution to many of the hardships that people face in the community.” — David Go, YW intern

Internship Informational Form (Employer)

<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A
<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://sfyouthworks.org/

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Catherine Curtis
Email	ccurtis@sfgwater.org
Phone	415-920-4962
Website	n/a
Internship Overview	
Internship Program Name	Tech 21
Employer of Record	San Francisco Public Utilities Commission, Wastewater Enterprise
Intern Job Classification	n/a
Internship Level (check all that apply)	☐ Middle School ☒ Community College ☒ High School ☐ University ☐ Other: Youth 16-19
Eligibility Criteria	Must be a junior or senior in high school Must have completed the CTE Credits associated with this program Must have a desire to work in this field.
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Wastewater Treatment Plant
Number of Interns in Program	Varies – first year we had four to pilot the program. Second year – 13 are enrolled. Ideal size – 8
Internship Detail	
Mission Statement	
What is the program mission statement?	Tech 21 high school students develop the academic and industry skills necessary to successfully connect to skilled technical careers in Stationary Engineering and Utility Operations. The purpose of this program is to build a bridge between the high schools and utilities.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	A six week internship program for high school students who are interested in Stationary Engineering and Utility Operations. This is the Environmental Technology sector of the Career Technical Education. They must be enrolled in the CTE curriculum for this career track at high school in order to qualify for the internship. The schools select the candidates who get enrolled into the internship.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Teachers come on site with Students and mentor them. Site-supervisor works with teachers and Workforce Manager to plan curriculum and activities in advance. Objectives, expectations, safety issues, and final project are all reviewed in orientation. Schedule of program is given to participants. Curriculum includes on site hands on activities overseen by Site Supervisor, tours of various facilities, presentations on biosolids and Baywork are given.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Components of this training for SEP site include: • Orientation • Plant Tours – Southeast Plant, Oceanside Plant, North Point Plant, and Treasure Island • Electricity and Electronics with hands on training from instrument control technicians • Overview of DSC/SCADA Computer Systems • Flow Controls, thermals, fluid, gas control and detector session • Interview Instrumentation and Control Technicians and Lab Technicians • Mechanical Systems – pumps and motors hands on demos • Anaerobic digesters and transport systems overview • Biological and Chemical Lab Tour and Overview. Hands on demos. • Value Cards Sort and MBTI Assessment for Career Development • Human Resources Presentation on how to get jobs in the city • Overview of Baywork Website and opportunities Project Presentation at Southeast Plant and O’Connell School.
History/Development of Program	
<i>How did the program come to be?</i>	Email sent to Erik Rice to get this information on July 2, 2014

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	Mark Alvarado – Principal of O’Connell High and Erik Rice – Supervisor of College and Career Readiness @ John O’Connell High School select and screen the candidates. Two teachers from the school come with the students each day and oversee the activity.
<i>What recruitment strategies worked best?</i>	School does recruitment based on classes taken and participation in Tech 21 curriculum.
Partners	
<i>What other entities partnered with your internship program?</i>	Steve Currie – Board Chair Stephanie Allen – Board Member Mark Alvarado – O’Connell High School Principle Erik Rice – O’Connell High School, College and Career Readiness Department Staff from Southeast Plant that work with the kids O’Connell Teachers – Mentor kids
<i>Were there any challenges associated with the partnership? (if applicable)</i>	Scheduling time for planning session – teachers need substitutes to cover them for this time. This needs to be arranged well in advance.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	O'Connell handles recruitment and selection.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	No Salary
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	Six weeks. See Schedule attachment.
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	O'Connell High covers liability issues.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Time for planning. Scheduling different components – tours and transportation for example.
<i>How do you measure the success of your program?</i>	Number of successful completions. Number of participants moving onto vocational training programs for the trades or engineering.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	This has only been in operation for a couple of years. I track outcomes and participants on a spreadsheet.
<i>Please share any lessons learned!</i>	• Reserve rooms well in advance as they go very quick. • Have a couple of planning coordination meetings with all stakeholders and begin at least three months prior to the internship. • Arrange transportation to field trips, site visits at least one month prior to scheduled event. • Include safety training in the orientation so they can have experience in the field. Communicate, communicate, communicate....
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	Email sent to Richard Moore on 7/2/14 to acquire testimonials from last year and this year.
<i>Please provide any statistics of job placement for former interns, if available.</i>	We are in the process of hiring one person from the first group as a 9910 with 1, 040 hours and this person will be eligible to apply for the 9910 training program since he lives in the 94124 area code. This program is designed to give kids an introduction to this field. Most participants will need further education or to be enrolled in an apprenticeship program to be hired.

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	Daniel Flores – dflores@sfgwater.org
Additional Information	
<i>Feel free to provide any additional information.</i>	

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Laura Page (school year internship); Catherine Curtis (summer internship); Erik Rice (John O'Connell High School); Justin Brown and Danielle Scheper (JVS)
Email	
Phone	(415) 695-5370 ext. 1113
Website	http://www.sfusd.edu/en/schools/school-information/john-oconnell.html
Internship Overview	
Internship Program Name	TECH21
Employer of Record	San Francisco Unified School District (SFUSD)
Intern Job Classification	Pre-apprenticeship
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☒ High School ☐ University ☐ Other: _____
Eligibility Criteria	Attend a SFUSD high school
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	Varies, mostly educational center/office setting
Number of Interns in Program	2014:13
Internship Detail	
Mission Statement	
<i>What is the program mission statement?</i>	Transforming the future of our city's youth by getting them prepared for the highly skilled trade jobs of the future; as the 21 st century economy demands a prepared workforce, this new program helps with our efforts by providing the training and support our students need to be successful.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	The program encompasses three different independent programs all related to careers in architecture and design, engineering and construction.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	Providing 21 st century skills to the future of City's workforce.
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	San Francisco youth are enrolled in technical education programs at school and have unprecedented opportunities to participate in pre-apprenticeship programs.
History/Development of Program	
<i>How did the program come to be?</i>	Created in 2011 to provide important trade skills and workplace experience to San Francisco youth.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	Open to SFUSD high school students, public outreach via district.
<i>What recruitment strategies worked best?</i>	SFUSD outreach to high school students.
Partners	
<i>What other entities partnered with your internship program?</i>	Transbay Joint Powers Authority, the Public Utilities Commission and various business partners
<i>Were there any challenges associated with the partnership? (if applicable)</i>	N/A

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	Students enrolled in SFUSD invited to join Tech21 program.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$600 stipend
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	After school program,
Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	Intern liability form

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Balancing schoolwork with program
<i>How do you measure the success of your program?</i>	San Francisco projects will require many new jobs in trade fields, such as plumbers, electricians, etc., all fields that TECH21 helps prepare students for.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	N/A
<i>Please share any lessons learned!</i>	Importance of technical jobs in the 21 st century.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	N/A
<i>Please provide any statistics of job placement for former interns, if available.</i>	N/A

Internship Informational Form (Employer)

<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	N/A
Additional Information	
<i>Feel free to provide any additional information.</i>	http://www.sfusd.edu/en/schools/school-information/john-oconnell.html

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

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Internship Informational Form (Employer)

Contact Information	
Program Contact Name	Catherine Curtis
Email	ccurtis@sfgwater.org
Phone	415-920-4962
Website	n/a
Internship Overview	
Internship Program Name	Wastewater Treatment Pre-Apprenticeship Program (AKA 9910 Program)
Employer of Record	San Francisco Public Utilities Commission, Wastewater Enterprise
Intern Job Classification	9910 - Public Service Aide
Internship Level (check all that apply)	☐ Middle School ☐ Community College ☐ High School ☐ University ☒ Other: 18 or older from 94124 area code
Eligibility Criteria	Must be 18 years old or older Must have current and valid CA Driver's License Must have High School Diploma or GED Must be from 94124 Area Code (Bayview District in San Francisco)
Work Site Classification (Office building, treatment plant, production warehouse, restaurant, etc.)	750 Phelps Street, San Francisco CA – Wastewater Treatment Can be assigned to Southeast Plant or Oceanside Plant
Number of Interns in Program	7
Internship Detail	
Mission Statement	
<i>What is the program mission statement?</i>	The mission of the 9910 program is to provide residents that live in the 94124 area code or the Bayview District with pre-apprenticeship training and work experience in wastewater treatment that will prepare trainees for the Stationary Engineers Local 39 Apprenticeship Program Examination.

Internship Informational Form (Employer)

Program Summary	
<i>Please provide a brief overview of your internship program.</i>	Program participants will learn about the operations, maintenance, lab, and biofuel areas of our treatment process. They are given Learning Skills Assessments of the knowledge, skills, abilities, and safety needs for each station they rotate to. They work at the station for 3-4 months and then are tested on their skills and knowledge at the end of their rotation. The site supervisor fills out an assessment of their performance for the duration of their stay. These scores are calculated and tracked. They also receive academic training for math, English, mechanical and electrical aptitudes, soft skill training such as emotional intelligence, time management, and conflict resolution for example. Most importantly, they receive safety training and safety tailgates each month. Other program elements include guest speakers, tours, and job readiness training. The purpose of the program is to prepare them to pass the Local 39 (Stationary Engineer) Apprenticeship Test given every two years.
<i>Please elaborate on the most successful component(s) of your internship program.</i>	1. Screening with the recruitment. 2. Rotational Schedule 3. Learning Skills Assessment and Testing 4. Cal Maritime Academic Training 5. Safety Training 6. Frequent Meetings 7. Cohort moves through the program together
Program Components	
<i>What were the program components, including orientation?</i> <i>Please attach any example calendars, program overviews, intern performance evaluation templates, etc.</i>	Recruitment – screening and interview Job Offer Orientation – This opening session gives an overview of the program, a tour of our facilities, and completes necessary paperwork to get uniforms, parking permits, employee badges, etc. Training Components Academic – Classes are delivered by Cal-Maritime Academy in English, Math, Mechanical Aptitude and Mechanical Aptitude Soft Skills – Workshops are delivered to build leadership, communication, and personal development skills. Safety – Trainings are continuously given throughout the duration of the program to ensure the safest working environment. Monthly safety tailgate sessions are mandatory.

Internship Informational Form (Employer)

	On-the-job –The pre-apprentices receive on-the-job-training from journey-level and supervisory staff in the field. This is the hands on training component. They must complete all safety training before going to the field. MBTI – Myers Briggs Type Inventory is a career assessment tool that is given to all program participants. Other Components Learning Skills Assessment – Knowledge, skills and abilities that will be learned at each rotation or station. Both site supervisor and participant are given a package of materials defined with what is below standards, what meets standards, and what exceeds standards. After the rotation, participants are tested on what they actually learned and a performance report is submitted by the site supervisor. This is tracked. Rotational Schedule – Participants are rotated to the labs, maintenance and operations over the course of the program. Guest Speakers – Former 9910's, subject matter experts, and supervisory staff are invited to talk to the participants about culture, expectations, and journey level and above positions and advancement opportunities.
History/Development of Program	
<i>How did the program come to be?</i>	The Wastewater Treatment Pre-Apprenticeship Program began in 1979 when a training program was developed that would result in residents from the Southeast community becoming employed at the Southeast plant. The training program was timely because the Southeast plant had begun its major expansion from a Treatment Plant I to a Treatment Plant II that included enlargement in staffing as well as the physical plant. In order to receive the Southeast community's approval of the expansion program, the Board of Supervisors passed resolution #551-75 authorizing construction and expansion approval if residents of the surrounding community were afforded employment opportunities both in the construction and in eventual operation of the facilities.

Internship Informational Form (Employer)

Recruitment Strategy	
<i>What efforts were made to inform intern candidates about internship opportunities?</i> <i>Please attach any example recruitment materials.</i>	• Presentations at community based organizations, one stop centers, and the Southeast Community College. • Announcement from PUC HR • Presentation to Southeast Community Commission • Wait list – people are called when announcement goes live • Email to Wastewater Staff • Article in our Currents Newsletter • Partner Contact with Announcement via email
<i>What recruitment strategies worked best?</i>	• Presentations in the community • Calling people on the wait list • Partner contact with announcement via email
Partners	
<i>What other entities partnered with your internship program?</i>	Southeast Commission Southeast Community College Community Based Organizations One Stop Centers Bayview Community Bayview Police Station Community Benefits Division of the SFPUC
<i>Were there any challenges associated with the partnership? (if applicable)</i>	None noted.

Internship Informational Form (Employer)

Application Process	
<i>What was the application and selection process?</i> <i>Please attach any example application or selection materials.</i>	A job announcement for the 9910 Public Service Aide position is reviewed, edited, updated and finalized. The Human Services group posts the announcement on the SF Jobs site and receives applications. The coordinator of the wastewater treatment operator pre-apprenticeship program gives presentations to the Southeast Commission, community based organizations, One Stop Centers, Southeast Campus of City College and the Police Station in the Bayview for outreach to the residents to make citizens aware of the opportunity. Once the announcement closes, Human Resource Services processes the applications. Once they are processed, the program coordinator gets the applications from Human Resources. Testing is then set up for the applicants for TABE – Test for Adult Basic Education, and a mechanical test done on site by the Workforce Reliability group. The testing is scored and the individuals with the highest scores get invited to the interview process. The interview panels are selected based on the panel members own wastewater treatment operator pre-apprenticeship program completion and supervisory roles they currently possess. Since they have been through the program, they know very well what would be required to be successful in the program. The interview panel scores the interviews and individuals with the highest scores are offered the positions.
Compensation	
<i>What compensation was provided to interns, if any? (e.g., monetary, course credit, other)</i>	\$17.50 per hour to start. Medical, dental, vision insurance. Benefits such as vacation time, sick time, pension plan.
Program Schedule	
<i>Please provide the hours per week worked and duration of the internship.</i>	40 Hours per week 3 year training program

Internship Informational Form (Employer)

Liability	
<i>How did you address liability issues associated with having an intern on-site?</i>	They are hired like other employees and earn a wage and get benefits. They have to go through safety training before they go out into the field as well.

Internship Informational Form (Employer)

Self-Evaluation	
<i>What challenges did you encounter in the internship program?</i>	Many encounter personal issues while in the program that doesn't allow them to continue. In my last cohort, one person did not pass the medical exam and was released, another got arrested and dropped from the program. The other challenge is getting them to score high enough on the apprenticeship exam given by the union to be picked up from the list.
<i>How do you measure the success of your program?</i>	The percentage of graduates that get placed. The number of people who started in the 9910 program and have stayed and advanced to supervisory positions. We have a former 9910 in our senior positions, chief positions, and even superintendent position.
<i>What efforts have been made to track former interns? Have the efforts been successful?</i>	We track them on a spreadsheet over time.
<i>Please share any lessons learned!</i>	1. Make sure both supervisors and participants understand what they are supposed to be learning at each station, then test the learning at the end of the rotation. 2. Rotate to all stations, the lab, and biodiesel so it opens up more placement opportunities at the end. 3. Supply the interns with resource binders that will give them all the information they need to learn. 4. Safety training should be given before boots hit the ground in the field. No exceptions. 5. Screening applicants with TABE and mechanical testing up front will provide highest qualified candidates. The interview will sort for right fit in culture.
Program Outcomes/Statistics	
<i>Please provide any quotes from internship participants, if available.</i>	"I enjoy coming to work every day." Shandon Massey, 9910 "Disciplined actions result in multiple rewards." Lorenzo Bell, 9910 "Morale, optimism, and learning are the keys to my motivation and success." Rene Gourdine, 9910 "The 9910 program provided me with a great career opportunity and the experience of a lifetime. I will always be grateful for the chance to serve my community and the citizens of San Francisco. To all 9910's, The starting point to all achievement is desire." Chris Molina, Chief of Maintenance

Internship Informational Form (Employer)

	"This 9910 program is our pipeline to produce qualified workers now and leaders for the future." Catherine Curtis, 9910 Program Coordinator
<i>Please provide any statistics of job placement for former interns, if available.</i>	The percentage of program graduates placed varies by cohort. 100% of the graduates of the two most recent cohorts of pre-apprenticeship interns were placed in jobs. My current group is coming to an end. We have placed five individuals, two did not complete the program, and one did not get chosen to continue with us but is looking for another job in the wastewater or lab field.
<i>Is there a former intern from this program that we can interview? If so, please provide the contact information.</i>	Sure, Bernadette Larkin Oliveira. She can be reached at blarkin@sfgwater.org.
Additional Information	
<i>Feel free to provide any additional information.</i>	The 9910 Public Service Aid position which is used for this program is posted every two years on the City and County of San Francisco website at www.jobaps.com/sf

Please attach any material or tools used for the internship program. This could include outreach materials, welcome packets, exit-interview surveys, etc. Additionally, we would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses and materials!

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Internship Informational Form (Former Interns)

Internship Overview	
Name of Former Intern (not required)	Brian Henderson
Current Email Contact of Former Intern (not required)	bhenderson@sfgwater.org
Current Phone Number of Former Intern (not required)	415-920-4949
Host Organization Name (not required)	San Francisco Public Utilities Commission
Host Organization Classification (public, private, NGO, etc.)	Public
Host Organization Field/Discipline (engineering, medicine, finance, hospitality, etc.)	Engineering
Intern Job Title	Engineering Trainee
Grade Level During Internship (check one)	☐ Middle School ☐ Community College ☐ High School ☒ [X] University ☒ Other: __ UC Berkeley
Years Since Internship End (approx.)	I was an intern at the SFPUC in 1985, 1986 and 1987. It has been 29 years since my first internship.
Number of Additional Interns in Program	When I began interning with the Clean Water Program in 1985, there were two other interns in program with me: Rizal Villareal and Rico DeWazo. Today, Rizal works for the SFPUC and Rico DeWazo works for the Regional Board, an organization that also does business with the SFPUC. Although it has been nearly 30 years, I still remember our time interning together. My second year, I went through the whole recruitment process again and had three fellow interns, one of which was Karen Kubick (Current SSIP Director at the SFPUC).
Internship Detail	
Program Overview Feedback	

Internship Informational Form (Former Interns)

<i>Please list key lessons that you learned from your internship.</i>	When I first began interning at the SFPUC, the Clean Water Master Plan (put into place by the Clean Water Act of '72) was in the height of construction. There was so much work happening that I would describe my learning process as, "trial by fire." I always had plenty of work to do and would dive into each project, treating it as a learning experience. My first summer as an intern, I worked on a construction site as an inspector for the Southeast Community Facility. The Southeast Community Facility was built by the SFPUC Clean Water Program, to serve the local community when the Southeast Plant (SEP) was expanded. Working on the construction of the Southeast Community Facility was an awesome opportunity. In a sense, I have built my career off of my internship. I consider my current job as an extension of the responsibilities I was given and the projects I started as an intern. Now that I have the perspective of a manager, I have learned that when you give your intern a large responsibility and keep your expectations high, you will get some incredible work from your intern.
<i>Please suggest at least one aspect of the internship program that you would consider a success.</i>	A highlight of my internship was that I always had meaningful work and an experienced team of people around me to learn from and consult with when I had questions.
<i>Please give at least one suggestion for improving the internship program.</i>	At the time, it was hard to get an internship. You had to know of the program in a manner beyond just looking at the want ads for jobs on the internet. Nowadays, I've noticed a trend between the quality of interns and the state of the economy. When the economy is booming, it is really tough to find quality interns. However, when the economy slows down, it is easier to find quality intern candidates because they are going to come and search for you. Therefore, when the economy is strong, it is critical to have a strong recruitment program, to ensure you are finding and drawing-in

Internship Informational Form (Former Interns)

	quality intern candidates. The City and County of San Francisco offers numerous opportunities for internships. Working for the City will not make you a billionaire in your twenties like we see happening at tech start-ups these days but the starting salary is much higher than you will find at most companies.
Recruitment	
<i>How did you find out about the internship position?</i>	A friend's father was a City employee and helped me land the internship. I have been a City employee ever since!
<i>Please list any ideas you have for improving the recruitment efforts, if applicable.</i>	After I had been with the City for a few years, I worked with HR to improve the engineering recruitment efforts. We would go to career fairs at neighboring universities each year, which turned out to be a great way to raise awareness and promote the SFPUC. However, it is important to have dynamic representatives at the career fair who will draw people in with their personality.
Selection Process	
<i>Please briefly describe the application and interview process.</i>	Even though I was not considering taking a job with the City of San Francisco when I first started my job search, I showed real interest and curiosity during the process of recruiting and the people on the recruitment panels drew me in. The recruiters made me interested in the internship and reached out to me saying "Hey, we really want you to come work for us." When I started my full-time job with the City in the mid-80's, the defense industry was booming and most of my friends from school went to work for one of the defense contractors. I had specialized in aerospace as part of my mechanical engineering degree and had originally pictured myself working for a defense contractor as well. Due to the City recruiters reaching out to me, my positive experience as an intern and the higher starting salary, I decided to take a job with the City. At the time, the City job did not seem as glamorous but I liked what I was doing and felt that I was making a difference. Initially, my plan was to get some real engineering experience with the City and then reassess my options in five years. Well, after five

Internship Informational Form (Former Interns)

	years employed by the City, the defense contracting industry had completely evaporated and there were 5,000 talented mechanical searching for jobs. Most of my friends who went to work for the defense contractors went into different industries, outside of mechanical engineering. A few of my friends went into the tech field and became millionaires, which makes me think I made the wrong decision! When the tech boom came, I started wondering “what am I doing working for the City?” However, looking back now, it seems that less than 10% of folks who went into the tech industry were offered a more rewarding career than what I had. Perhaps if I had taken the tech track, I would not have enjoyed my work as much or done as well economically.
<i>Were there any aspects of the selection process that should be continued? Please explain.</i>	The recruitment strategy changes with the state of the economy. When I started, the recruiters went to every college job fair in the area, including fairs at Berkeley, Sanford, SF State, and more. Currently, the economy is on a big upswing, and we are going to have to start recruiting more heavily in order to sell the SFPUC to the high quality intern and entry-level engineering candidates.
<i>Were there any aspects of the selection process that could be improved? Please explain.</i>	(Same answer as above)
Orientation and Training	
<i>Did you receive an orientation?</i> <i>If yes, did you feel appropriately informed after your orientation? Why or why not?</i>	Currently, we have formal orientations for interns but when I started in the ‘80s, I did not receive a formal orientation. However, I don’t think I really needed a formal orientation since the team I worked with was good about giving me the appropriate background information before I worked on an assignment. The manager who hired me also let me work with other managers, so I knew the ins and outs of the Clean Water Program within my first summer. I felt like I had a better understanding of the organization through working with a variety of people than I would have ever received from any type of orientation. As it turns out, I met folks who were instrumental in delivering this incredible Clean Water Program.

Internship Informational Form (Former Interns)

<i>Did you feel qualified to carry out the tasks assigned to you? Why or why not?</i>	Even though I worked with a variety of people, I was always able to deliver what I was asked. I was always working on real projects which were exciting and dynamic. I never felt the work was outside of my skill set and I was always willing and excited to do what I was assigned.
<i>Please list any training you were required to complete prior to your internship.</i>	No, I was not required to complete any additional training. The only prerequisite to the internship was that I be mid-way through a Mechanical Engineering degree.
<i>If you completed training, did you feel appropriately prepared after your training? Why or why not?</i>	The internship did not offer any formal training.
Guidance	
<i>Did you feel challenged in your internship? Why or why not?</i>	Every assignment I was given was new to me so I tackled each task with excitement. Although the internship did not have the glamour of the defense industry, I found the work to be truly exciting. I learned more about the environment in the first couple of years than in any of my following years.
<i>Did you feel that you were given enough guidance or direction to complete your assignments?</i> <i>Please explain how the guidance/direction was provided and how it could have been improved, if applicable.</i>	Oftentimes, I was given an assignment and left alone to do it. The most guidance I got came when I turned the assignment into the supervisor and received feedback. I had to rely on my motivation and education to understand what was expected. I think that by giving an intern general guidelines about a deliverable or assignment, and letting them run with it is a great way to see what the intern is capable of producing. It is also a great way to assess the person's potential compatibility with City employment in the future. If an intern can take a job, get excited and run with it, then we have a place for them here at the SFPUC! If not, and the intern just turns in the minimum, they probably won't be at the SFPUC the following year, and usually it is a mutual separation.

Internship Informational Form (Former Interns)

<i>Did you feel comfortable asking your supervisor or coworkers questions when they arose? Why or why not?</i>	Yes, I asked my supervisor many questions when I was an intern. I like to ask questions because I get answers for what I do not know and get the help I need. Because of the nature of the assignments, I wasn't always working for my direct supervisor, but the folks I was working with were always willing to help me understand what I needed to understand. No matter the employee's level, I would be given time to ask questions and get the answers I needed. But I really had to know what I was talking about, which made people excited to help answer my questions. I encourage all my interns to ask questions.
<i>Did you have a mentor in the internship program? If yes, what effect did your mentor have on your internship experience?</i>	I did not have a single mentor, but essentially everyone I worked for was a mentor. As a mentee, you are also responsible for reaching out to a mentor. If your mentor is not super proactive, you need to reach out and ask for assistance. From my experience, that person you reach out to will respond and be excited to help.
Purpose	
<i>Did you understand how your assignments were connected to the mission of the organization? Why or why not?</i>	By the end of my internship the first year, I felt that I had a good grasp of how my assignments were connected to the mission of the organization. And surely, by the end of my third year as an intern, I was a veteran. In fact, all the other interns were looking up to me and I was giving them guidance. I definitely felt I gained a complete understanding of the mission of the SFPUC at the time.
<i>Did you feel your work was meaningful? Why or why not?</i>	Yes, my work was quite meaningful and it is the reason I'm still here.
Compensation	
<i>What compensation was provided to you, if any? (e.g., monetary, course credit, other)</i>	I had to keep a job so I could pay for my college since I didn't receive money from my parents to help with tuition. For the first two years of college, I had a job washing dishes. However, from the third year on, I paid for my college with my internship compensation.

Internship Informational Form (Former Interns)

<i>Did you feel that the compensation was appropriate for the level of services you provided as an intern? Why or why not?</i>	The city internship paid very well.
Career Path	
<i>What is your current occupation?</i>	Engineering Manager for Wastewater at the SFPUC.
<i>Have you pursued a career in the field of your internship (for any duration)? Please explain.</i>	Yes, my student job was the beginning for my career as an engineer for the City and County of San Francisco.
<i>Did your internship inspire or dissuade you from pursuing a career in that field? Why or why not?</i>	The internship was instrumental in inspiring me to pursue a career in mechanical engineering.
<i>Did you feel that your internship gave you necessary skills for your field? How so?</i>	Yes, the internship helped develop my attitude, "learn something new every day." I've been in this business a long time and I still have much to learn and I'm still excited to continue learning.
Additional Information	
<i>Feel free to provide any additional information.</i>	

Internship Informational Form (Former Interns)

We would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Internship Informational Form (Former Interns)

Internship Overview	
Name of Former Intern (not required)	Harlan L. Kelly, Jr.
Current Email Contact of Former Intern (not required)	HKelly@sfgwater.org
Current Phone Number of Former Intern (not required)	(415) 554-0740
Host Organization Name (not required)	City and County of San Francisco
Host Organization Classification (public, private, NGO, etc.)	Public
Host Organization Field/Discipline (engineering, medicine, finance, hospitality, etc.)	Engineering/Infrastructure
Intern Job Title	Engineering Intern
Grade Level During Internship (check one)	☐ Middle School ☐ Community College ☐ High School ☐ University ☒ Other: University of California, Berkeley
Years Since Internship End (approx.)	Ended in 1986, 29 years ago
Number of Additional Interns in Program	At least half a dozen interns
Internship Detail	
Program Overview Feedback	
<i>Please list key lessons that you learned from your internship.</i>	1. Reinforced fundamentals learned in my field of study (civil engineering), and allowed me to apply these fundamentals to real-life situations; and 2. Taught me how to interact effectively with others in a public sector work context.
<i>Please suggest at least one aspect of the internship program that you would consider a success.</i>	The most successful aspect of the internship program was that I received outstanding, high-quality mentoring.

Internship Informational Form (Former Interns)

<i>Please give at least one suggestion for improving the internship program.</i>	There should be periodic audits to ensure that mentors are providing interns with meaningful and challenging work.
Recruitment	
<i>How did you find out about the internship position?</i>	I learned about the internship program through BESSA, the Black Engineering and Science Student Association, and NSBE, the National Society of Black Engineers.
<i>Please list any ideas you have for improving the recruitment efforts, if applicable.</i>	Career and job fairs, particularly on campuses (public and private); annual conventions of national organizations such as SHPE (Society of Hispanic Professional Engineers) and SWE (Society of Women Engineers) and NSBE (National Society of Black Engineers).
Selection Process	
<i>Please briefly describe the application and interview process.</i>	I submitted an application; was screened and selected; interviewed by hiring managers; and offered an internship shortly afterward.
<i>Were there any aspects of the selection process that should be continued? Please explain.</i>	The selection process was planned and executed well, and very expedient.

Internship Informational Form (Former Interns)

<i>Were there any aspects of the selection process that could be improved? Please explain.</i>	N/A
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Internship Informational Form (Former Interns)

Orientation and Training	
<i>Did you receive an orientation?</i> <i>If yes, did you feel appropriately informed after your orientation? Why or why not?</i>	No, you were expected to “learn the ropes” without an orientation. You were oriented to the work environment by your own initiative; your powers of observation; and being fearless about asking questions.
<i>Did you feel qualified to carry out the tasks assigned to you? Why or why not?</i>	Yes, because at the outset, the tasks I was asked to perform were basic. After you establish a rapport and level of trust with your mentors and supervisors, then you are generally provided with tasks that have more depth.
<i>Please list any training you were required to complete prior to your internship.</i>	I was required to complete a Strength of Materials class, and had to establish myself as a Junior Engineer. I met both of these prerequisites.
<i>If you completed training, did you feel appropriately prepared after your training? Why or why not?</i>	Yes, I felt appropriately prepared after the training.

Internship Informational Form (Former Interns)

Guidance	
<i>Did you feel challenged in your internship? Why or why not?</i>	Yes, when there were deadlines and specific time parameters for completing a task or a project.
<i>Did you feel that you were given enough guidance or direction to complete your assignments?</i> <i>Please explain how the guidance/direction was provided and how it could have been improved, if applicable.</i>	Yes, I was provided with sufficient guidance and direction. Basically, I was tasked with converting paper documents to electronic documents. This was back in 1983, when computers were just entering work environments. I welcomed the assignment, since I was comfortable with computers.
<i>Did you feel comfortable asking your supervisor or coworkers questions when they arose? Why or why not?</i>	Yes, I felt comfortable asking my supervisor and co-workers questions when necessary.
<i>Did you have a mentor in the internship program? If yes, what effect did your mentor have on your internship experience?</i>	Yes, I had a mentor, and he made the experience valuable to me by assigning me with meaningful work. Also, tasks were rotated so that an intern could gain experience in a variety of areas.

Internship Informational Form (Former Interns)

Purpose	
<i>Did you understand how your assignments were connected to the mission of the organization? Why or why not?</i>	Yes, we knew the purpose of what we were doing and why it was needed.
<i>Did you feel your work was meaningful? Why or why not?</i>	An intern being assigned with “busy work” is unavoidable – that will happen in every work environment. But when I was asked to create something like a work product or a process, and the organization utilized that product or process, the work is meaningful. It’s enriching. And that occurred a number of times.
Compensation	
<i>What compensation was provided to you, if any? (e.g., monetary, course credit, other)</i>	Paid hours.
<i>Did you feel that the compensation was appropriate for the level of services you provided as an intern? Why or why not?</i>	Yes, because the compensation for being in the program was more than the compensation for any other job and training opportunity available and offered to me at that time. From talking with your peers, you develop a good sense as to how much others are earning for their intern assignments, and so you’re able to make comparisons.

Internship Informational Form (Former Interns)

Career Path	
<i>What is your current occupation?</i>	I am General Manager of the San Francisco Public Utilities Commission.
<i>Have you pursued a career in the field of your internship (for any duration)? Please explain.</i>	Yes, I pursued a career in Civil Engineering, the area of my internship. I began my intern training in 1983 and graduated from the University of California at Berkeley in 1986. I have been working in an engineering capacity since that time. Even as a Department head, now, I rely consistently on my training and expertise as an Engineer.
<i>Did your internship inspire or dissuade you from pursuing a career in that field? Why or why not?</i>	My internship certainly encouraged me to pursue a career in the same field.
<i>Did you feel that your internship gave your necessary skills for your field? How so?</i>	Yes. At the time they assigned me to all the computer-related work. I became valued and in demand very quickly because I knew how to use the structural analysis program -- everyone wanted me to work with them and train others.
Additional Information	
<i>Feel free to provide any additional information.</i>	At the time of my internship, the lack of diversity among interns was a challenge. My mentor, however, aggressively did everything in his power to diversify. During that time, many engineering interns of color were hired: among them, Emilio Cruz, Kathy How, Fernando Cisneros. All of them advanced to successful engineering and management careers within the City and County of San Francisco.

We would appreciate any supporting photos that can be included in the BAYWORK Internship Guidance Manual. Thank you for your responses!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfgwater.org or Catherine Curtis at CCurtis@sfgwater.org.

Internship Informational Form (Former Interns)

Internship Overview	
Name of Former Intern (not required)	Karen Kubick
Current Email Contact of Former Intern (not required)	kkubick@sfgwater.org
Current Phone Number of Former Intern (not required)	415-934-5735
Host Organization Name (not required)	SFPUC
Host Organization Classification (public, private, NGO, etc.)	Public
Host Organization Field/Discipline (engineering, medicine, finance, hospitality, etc.)	Engineering, Sewer System Improvement Program Director
Intern Job Title	Engineer Intern
Grade Level During Internship (check one)	☐ Middle School ☐ Community College ☐ High School ☒ University (SFSTATE) ☐ Other: _____
Years Since Internship End (approx.)	1986 - 29 Years
Number of Additional Interns in Program	25-30 DPW and Clean Water Program
Internship Detail	
Program Overview Feedback	
<i>Please suggest at least one aspect of the internship program that you would consider a success.</i>	-Orientation to working in an office -Learned about wastewater treatment and collection Technology -Learned office Communication (written, verbal, meetings, notes) -Responsibility for tasks – accountability (having a boss, deliverables and schedule) -Learned specific technical practical info infrastructure design. -One-on-one coaching – pump station design -Lead on design of small pump station then I got to see get built. -Worked on Planning, Design, construction and commissioning tasks -Construction seeing major projects get built -Autonomy to work on a project – design + built – I got to see it through

Internship Informational Form (Former Interns)

<i>Please give at least one suggestion for improving the internship program</i>	-Put in Application months in advance – Not Transparent -Grow Bay Area Kids – Diversity -Have internship longer – should be no limits on hours. -Make it a partnership mentoring – help develop – problem that it's not ongoing
Recruitment	
<i>How did you find out about the internship position?</i>	-A Friend
<i>Please list any ideas you have for improving the recruitment efforts, if applicable</i>	-Go to schools (local) investing in Bay Area
Selection Process	
<i>Please briefly describe the application and interview process</i>	-Submitted Application -Interviewed with Boss -Much more straightforward process -Transparent -Agreement on work ahead of time
<i>Were there any aspects of the selection process that should be continued?</i>	-Transparency -Meeting beforehand with boss to know what is expected – understand interest of intern – develop work plan
<i>Were there any aspects of the selection process that could be improved?</i>	-Have a big tie with what we are doing and understanding what the system is about. -Understanding what interest of intern is and their area of study -People came through together in cohorts even though they were placed at different agencies.

Internship Informational Form (Former Interns)

Orientation and Training	
<i>Did you receive an orientation?</i> <i>If yes, did you feel appropriately informed after your orientation? Why or why not?</i>	-Verbal – Brief -No – I didn't know what it would take to be successful. -Being in a workplace was new to me. Being in a professional environment was new to me.
<i>Did you feel qualified to carry out the tasks assigned to you? Why or why not?</i>	-Yes - had computer skills, basic technical education + communication skills – working closely with high level folks -Cool but a new experience, it was great.
<i>Please list any training you were required to complete prior to your internship.</i>	-Computer skills – Strong -Use Programs -Verbal + Written -No training was required – come from Engineering program in college.
<i>If yes, did you feel appropriately prepared after your training? Why or why not?</i>	-N/A
Guidance	
<i>Did you feel challenged in your internship? Why or why not?</i>	-Yes – Professional people challenges – some people seemed strange to me –Salty old time Wastewater Operations, Maintenance and construction guys - working with lots of people – some couldn't remember my name.
<i>Did you feel that you were given enough guidance or direction to complete your assignments?</i> <i>If yes, please explain how the guidance and direction was provided.</i>	-Oh yes – very good. Great resources. Most all of the people I encountered were willing to teach me. -Daily sit down with mentor walking through expectations – very focused program.

Internship Informational Form (Former Interns)

<i>Did you feel comfortable asking your supervisor or coworkers questions when they arose? Why or why not?</i>	-Oh yes. They were very accessible, interested in teaching, wanted me to grow and learn with the organization. Group I worked in was very close knit.
<i>Did you have a mentor in the internship program? If yes, what effect did your mentor have on your internship experience?</i>	-Yes – Boss – -Mechanical section – assigned a senior engineer to guide me + work with me. -Very positive – learn things thoroughly – got on appropriate lists to be eligible for position. They talked to me about real life stuff – money, retirement – practical information.
Purpose	
<i>Did you understand how your assignments were connected to the mission of the organization? How or how not?</i>	-Absolutely – specific facilities we were designing + repairing.
<i>Did you feel your work was meaningful? Why or why not?</i>	-Yes – 100%
Compensation	
<i>What compensation was provided to you, if any? (e.g., monetary, course credit, other)</i>	- Paid – that was great. 50% higher than my other job – good wage – able to save money for school. No course credit but great practical experience. Invaluable in every way. -Personal Growth was huge -Don't realize it at the time.
<i>Do you feel that the compensation was appropriate for the level of services you provided as an intern?</i>	-Absolutely -Compensation = great. Hours set ahead – work around school schedule. Flexibility – made it seamless. Appreciated that I wanted to work + made me feel valued. I had to work throughout college.

Internship Informational Form (Former Interns)

Career Path	
<i>What is your current occupation?</i>	-Capital Program Director
<i>Have you pursued a career in the field of your internship (for any duration)? Please explain.</i>	-Yes – Was working on tail end of clean water program. This is the next major capital program for wastewater system. Use engineering everyday. -Learned skills from internship.
<i>Did your internship inspire or dissuade you from pursuing a career in the field of your internship?</i>	-Inspired – Enjoyed type of work. Felt good about field – exciting – new things to learn – Still feel that way. Field allows you to grow.
<i>Did you feel that your internship gave your necessary skills for your field? How so?</i>	-Yes – Great training environment – working on specific tools – projects – have exposure to other technical experts, consultants, etc. Gave me first taste of what it's like to work on a field, plus I thought it was very exciting.
<i>Other comments</i>	Never felt that I was treated differently because I was a woman – it was a non-factor in my internship—I was Young + Women – it was 1986 I was one of the first women engineers. However as the job provided a Lot of growth opportunities internally.

Thank you for your responses!

If you have any questions regarding this form or the Internship Guidance Manual, please contact Steve Currie at SCurrie@sfwater.org or Catherine Curtis at CCurtis@sfwater.org.

Maintenance

All Stations

Key Critical Knowledge:

1) Tools

Below:

- Does not recognize tools.
- Cannot assist journeyman properly (cannot gather and provide needed tools).
- Cannot handle or use tools properly.

Meets:

- Can recognize and gather tools required for a specific job to be done
- Assists journeyman in Preventive Maintenance (PM) or repairs (handles tools, observes, and learns how work is to be done)
- Can use tools the proper way (i.e.: uses proper wrench on a nut, not a channel lock)
- Uses the right tool for the right job in the safest manner
- Maintains tools in proper condition (clean tools, re-racks tools correctly)

Exceeds:

- Can replace or change broken or worn out parts (if applicable)
- Suggests better tools for specific jobs (as journeymen often modify tools for specific jobs)
- Identify tools and devices used while performing maintenance tasks.
- Identify and use measurement tools (i.e.: micrometer, calipers, and rulers)

2) Wastewater Process Equipment

Below:

- Does not understand process equipment
- Does not know how the equipment works
- Does not use or know proper terminology related to equipment and parts

Meets:

- Knows the equipment related to the treatment of wastewater
- Understands how the equipment works
- Knows how the different parts are related to the overall functionality of the system
- Uses proper terminology associated with different equipment
- Knows different types of pumps (centrifugal and positive displacement)

Exceeds:

- Can assess, identify parts or equipment operating improperly, and reports to supervisor

3) Equipment Function and Controls

Below:

- Does not understand how the equipment is affecting process
- Cannot perform maintenance properly under process requirement (i.e.: cannot shut down centrifuges when digesters are full)

Meets:

- Understands function of equipment and its important role in the treatment of wastewater
- Understands why and when it is possible to repair or maintain equipment following process requirements and restrictions

Exceeds:

- Knows and learns how to troubleshoot and/or bypass defective equipment in order to repair or to maintain it under process requirements and restrictions
- Identify Instrumentation & Controls (I&C) function on equipment associated with wastewater

Key Critical Job/Duties/Responsibilities:

1) Maintaining Equipment

Below:

- Does not understand Preventive Maintenance (PM) to be effectuated
- Does not understand the importance of PM's for proper operation of equipment

Meets:

- Knows the intent and purposes of PM's
- Can read work orders and understand the work to be done
- Can assist journeyman in PM's work, and learn procedures

Exceeds:

- Understand the concept of PM's can assist journeyman in the completion of PM's
- Can read work orders and understand work to be performed
- Can perform minor PM's and major PM's under the supervision of a journeyman
- Can identify and/or troubleshoot basic problems as they perform minor PM's

2) Troubleshooting, Repairing, Fixing, and Changing Equipment

Below:

- Does not understand the work to be done
- Cannot read work order
- Does not demonstrate interest in repair process
- Does not get involved in repairs
- Does not learn procedures for equipment repairs
- Does not pay attention during briefings and Code of Safe Practice (CSP) discussion

Meets:

- Reads work orders and understands work to be performed
- Helps in the process of repairing or changing equipment parts
- Shows strong interest, observes thoroughly, and asks questions about work to be performed
- Participates in briefing and Code of Safe Practices (CSP) discussion

Exceeds:

- Participates in repairs, is dependable, can be assigned to a specific task, and performs assigned task safely as instructed in CSP discussion
- Participates and has suggestions during briefing and CSP discussion
- Can access policy/procedures for maintenance activities on computer (shared drive, mIToolbox and Currents)

3) Communication

(Communication is critical for co-workers, operators, and everyone's safety)

Below:

- Does not report or keep co-workers or station operators up-to-date with work progress or work to be performed
- Cannot properly explain details of work to be performed when asked
- Has to be constantly reminded to report and inform co-workers and station operators on work status

Meets:

- Reports and informs co-workers and station operators on work status as instructed
- Writes entries in maintenance log books

Exceed:

- Reports and informs co-workers and station operators on work status
- Can explain work and/or any modification performed on equipment
- Can update and explain work performed to co-workers

Key Critical Safety:

1) Tracing Lines, Lock Out Tag Out (LOTO)

Below:

- Has difficulty tracing lines
- Cannot identify equipment (main/local breaker, valves, gates, air lines) related to the LOTO to be applied
- Does not follow proper procedure for LOTO (tag poorly filled out, poor communication with operators, improper locks or lock-out equipment used)

Meets:

- Can trace lines and identify equipment to LOTO with minimum assistance from journeymen
- Uses all proper lock out tag out devices
- Communicates and informs all co-workers and station operators about work to be done and equipment taken out of service
- Can identify equipment related to job to be LOTO (different valves suction/discharge, local/main breaker, air lines, hydraulic lines)
- Follows proper procedures to LOTO equipment (tags, LOTO equipment, LOTO number, notify central control and station operators)

Exceeds:

- Can identify all related equipment to LOTO without journeymen assistance
- Follows and understands all procedures for LOTO as required
- Replenishes LOTO devices cabinets/stock with journeyman oversight

2) Confined Space

Below:

- Does not follow confined space procedure; does not fill out paper work correctly
- Is not paying attention to Code of Safe Practice briefing
- Uses wrong or not up-to-date equipment (gas tech)
- Records readings poorly
- Is distracted and not focused on safety of his co-workers
- Does not understand how confined space rescue equipment is operated and does not set it up properly

Meets:

- Understands the importance of confined space set up and procedures (why we are notifying central control, or why we record gas tech readings, and how gas techs are set up)
- Is really focused and earnest in his duties (attendant, runner, recorder, winch operator, radio communication, or entrant)
- Can help in the setup of different equipment related to confined space and make sure to check equipment before using it
- Understands readings from gas tech (Oxygen (O₂), Lower Explosive Limit (LEL, for methane gas), Carbon Monoxide (CO), and Hydrogen sulfide (H₂S))

- Can identify equipment needed (tripod, quad pod, gas tech, winch, harnesses, fall protection equipment, 2 ways radio)
- Understands, follows, and applies all procedures related to confined space
- Makes sure that all equipment is safe to use and up to date (gas tech calibrated, ladders, winch and tripod/quad-pod inspected and are in good condition)

Exceeds:

- Has a good and concrete knowledge of equipment associated with confined space
- Knows where to get equipment, set up, operate, disassemble and return and store equipment after use
- Can assist in all different duties of confined space (entrant, communication, recorder, runner, winch operator)

3) PPE

(Goggles, safety glasses, face shield, latex gloves, coveralls, and safety boots, etc.)

Below:

- Does not take advantage of all the PPE offered
- Is exposed to preventable risks

Meets:

- Uses PPE required
- Is aware of hazardous exposure, and uses PPE to minimize risks of harm
- Maintains and restocks PPE's cabinet

Exceeds:

- Consistently uses and recommends PPE to avoid risk and identified hazards

4) Safety Training and Tailgates

Below:

- Does not attend all tailgates and training
- Is not up-to-date in tailgates and safety training and does not make them up

Meets:

- Attends all training
- Is up-to-date and applies training on a daily basis

Exceeds:

- Leads a safety tailgate

SEP Watch 6 North Side

Learning Skill Assessment

Note: “Exceeds” includes everything in “meets” in addition to the new items included in “Exceeds” category.

Key critical knowledge:

1) Plant Flow and Process

Below:

- Does not understand the flow through the plant
- Cannot identify equipment associated with the wastewater treatment
- Cannot identify the process of the various stations

Meets:

- Does understand the wastewater flow path through the plant
- Understands the different liquid processing stations of wastewater
- Have basic knowledge about terminology used in the field

Exceeds:

- Understands and can explain the wastewater flow path through the North side (liquids) of the plant
- Can explain the different liquid processes at each station on the North side of the plant
- Uses and understands terminology associated to wastewater treatment

2) Tracing Lines

Below:

- Has difficulties tracing lines
- Cannot identify related equipment (main/local breaker, valves, gates, air lines) to troubleshoot

Meets:

- Can trace lines and identify parts associated to specific equipment, with minimum assistance from journeymen

Exceeds:

- Can perfectly trace lines and identify equipment components without journeyman assistance

Key Critical Job/Duties/Responsibilities:

1) Samplers and Samples

Below:

- Cannot adjust sampler parameters as required
- Does not maintain calibration of samplers
- Does not keep sampler stations clean
- Does not perform line flushing with hypochlorite as scheduled

Meets:

- Has knowledge about sampler programs; and setting of parameters on the controller
- Requires minimum assistance from the journeyman to adjust samplers
- Keeps samplers well calibrated and clean on a daily basis
- Perform line flushing with hypochlorite as scheduled
- Report any problem with samplers to journeyman or supervisor

Exceeds:

- Knows samplers program and can adjust setting as needed to meet sampling criteria independently
- Flush lines with hypochlorite as scheduled
- Replace tubing if needed
- Troubleshoot samplers as required
- Restock cleaning equipment (rags, brushes, ZEP)

2) Process Equipment

Below:

- Does not inspect equipment on a daily basis
- Does not take readings and/or does not report to supervisor
- Does not identify critical equipment parameters (if equipment is not working within parameters set, or cannot identify equipment malfunction)

Meets:

- Tour the plant and checks all equipment on a daily basis
- Checks gauges and instrumentations, and takes readings as required
- Identifies indicators of equipment malfunctions
- Report any problem to journeymen or seniors

Exceeds:

- Identifies critical parameters, troubleshoot dysfunction of equipment, and requests work order for repair
- Reports problem to journeyman or senior when troubleshooting fails

Key critical safety:

1) PPE

(Goggles, safety glasses, face shield, latex gloves, coveralls, and safety boots, etc.)

Below:

- Does not use PPE as required
- Is exposed to preventable risks

Meets:

- Uses PPE required
- Is aware of hazardous exposure, and uses PPE to minimize risks of harm
- Maintains and restocks PPE's cabinet

Exceed:

- Consistently uses and recommends PPE to avoid risk and identified hazards

1) Plant General Safety Equipment

(eye wash, LOTO stations, spill kit cabinet, first aid kit, station PPE cabinets, etc.)

Below:

- Does not check or refill plant safety equipment on regular basis
- Does not perform weekly maintenance required on safety equipment (flush eye washes line to prevent corrosion in piping etc.)

Meets:

- Routinely checks and replaces or refills equipment as needed
- Maintains safety equipment as scheduled

Exceeds:

- Cleans equipment thoroughly after each use
- Reports any missing equipment to senior or journeyman
- Reports safety cabinets not properly refilled to senior or journeyman
- Suggests installation of new safety equipment or cabinet if needed

2) Safety Training and Tailgates

Below:

- Does not attend all tailgates and training
- Is not up-to-date in tailgates and safety training and does not make them up

Meets:

- Attends all training
- Is up-to-date and applies training on a daily basis

Exceeds:

- Leads a Safety Tailgate

LSA Field Evaluation

Supervisor _____

SEP Watch 6 North Side

9910 _____

Key Critical Knowledge:

1) Plant Flow and Process

- Describe the reason or purpose for the North side processes:
 - ☐ Preliminary Treatment
 - ☐ Primary Treatment
 - ☐ Aeration
 - ☐ Secondary Treatment/ Clarification
 - ☐ Disinfection

- Label the wastewater flow through the north side or liquid side of the wastewater plant with the following terms. See diagram.

SEP North Side-Liquid Process Terms

Grit Removal Tanks

Fine Bar Screens

Chlorination

Primary Clarifiers

Coarse Bar Screens

Secondary Clarifiers

Dechlorination

Aeration Basins

2) Plant Solids Removal, Processing, and Disposition

- Explain the solids products
 - o Return Activated Sludge (RAS)
 - o Waste Activated Sludge (WAS)

3) Describe the following and briefly trace their path through the plant:

- Water #3
- Hypochlorite
- Bisulfite

Key Critical Job/Duties/Responsibilities

1) Samplers and Sample – see diagram and instructions for this section.

- Explain or demonstrate how to check and clean a sampler.
- What are the 2 critical operating parameters for a quality sample?
- How do you calibrate or change setting parameters?
- Explain what would indicate that tubing needs to be changed.
- Explain how to replace tubing.

4) Label the Sampler Diagram with the following terms:

Pump Tube	Thermostat	Thermometer	Pump
Suction Tube	Cooling Coil	Pipe Holder	1/4" Elbow
Discharge Tube	Sampler Head	Sample Bottle	Coupler
Refrigerated Compressor		Refrigerated Sample Box	

2) Process Equipment

- Take different readings from a piece of equipment. What type of readings with what equipment did you take? Example: gauge type and location
- Steps in troubleshooting a pump:
 - Suction is plugged
 - Discharge is plugged
 - Packing is leaking

Key Critical Safety

1) PPE and Plant General Safety

- What are the minimum PPE requirements
- Give examples of daily hazards.
- What PPE are needed for these specific hazards?

LSA Field Evaluation

Maintenance SEP/OSP

9910 _____

Date _____

Supervisor _____

Key Critical Knowledge:

1) Tools

- Identify tools in the list below and demonstrate how to properly use the tool.
 - ☐ Combination wrench
 - ☐ Power drill
 - ☐ Impact wrench
 - ☐ Pipe wrench
 - ☐ Screw driver (Phillips screw head or slotted head)
 - ☐ Ratchet and socket wrench
 - ☐ Socket
 - ☐ Bits

2) Wastewater process equipment

- Choose a piece of equipment below:
 - ☐ A pump
 - ☐ Grit classifier
 - ☐ Bar screen
- Explain how it works.

- Can you identify some parts/elements associated with the equipment?
 - **Rotor-** A rotating part of a mechanical device, for example in an electric motor, generator, alternator or pump. Rotor (electric), the non-stationary part of an alternator or electric motor, operating with a stationary element called the stator.
 - **Stator-** The stationary part of a rotary system, found in electric generators, electric motors, sirens, or biological rotors.
 - **Motor-** A device that creates motion. It usually refers to an engine of some kind.
 - **Packing-** Also known as an O-ring or other type of Seal (mechanical), a term for a sealing material. A stationary seal may also be referred to as 'packing'.
 - **Mechanical seal-** A device that helps join systems or mechanisms together by preventing leakage (e.g. in a plumbing system), containing pressure, or excluding contamination. The effectiveness of a seal is dependent on adhesion in the case of sealants and compression in the case of gaskets.[1]
 - **Belts-** Belt (mechanical), a looped strip of material used to link multiple rotating shafts or also Conveyor belt, a device for transporting goods along a fixed track.
 - **Bearings-** A machine element that constrains relative motion between moving parts to only the desired motion. The design of the bearing may, for example, provide for free linear movement of the moving part or for free rotation around a fixed axis; or, it may *prevent* a motion by controlling the vectors of normal forces that bear on the moving parts. Many bearings also *facilitate* the desired motion as much as possible, by minimizing friction. The term "bearing" is derived from the verb "to bear"; a bearing being a machine element that allows one part to bear (i.e., to support) another.
 - **Pulley/ Sheave/Drum-** A wheel on an axle that is designed to support movement of a cable or belt along its circumference.[1] Pulleys are used in a variety of ways to lift loads, apply forces, and to transmit power. A pulley is also called a sheave or drum and may have a groove between two flanges around its circumference. The drive element of a pulley system can be a rope, cable, belt, or chain that runs over the pulley inside the groove.
 - **Shaft- (Drive Shaft)** A mechanical component for transmitting torque and rotation, usually used to connect other components of a drive train that cannot be connected directly because of distance or the need to allow for relative movement between them.
 - **Sprocket-** A profiled wheel with teeth, cogs, or even sprockets that mesh with a chain, track or other perforated or indented material. The name 'sprocket' applies generally to any wheel upon which are radial projections that engage a chain passing over it. It is distinguished from a gear in that sprockets are never meshed together directly, and differs from a pulley in that sprockets have teeth and pulleys are smooth.

3) Equipment and the process

- Choose a piece of process equipment:
 - o Pump (sludge transfer, hypo, sludge feed)
 - o Bar screen
 - o Grit removal (vortex)
 - o Grit screw, classifier
 - o Sedimentation tank
 - o Clarifiers
 - o Odor Control Unit (OCU)
- How does it work?
- What is the function of the equipment in the process of wastewater treatment?

Key Critical Job/Duties/Responsibilities:

- 1) Equipment maintenance - choose a piece of equipment you have worked on from “section 3” above.
 - Explain what work you have done on this piece of equipment?
 - What tools were needed?

- Demonstrate (if possible) what work was done.

2) Complete **LOTO** & **PPE** Learning Skills Assessment

- LOTO Grade_____
- PPE Grade _____

Lockout/Tagout Procedures

& PPE Test KEY

LOTO Procedures: Please put in the correct numerical order from 1-12.

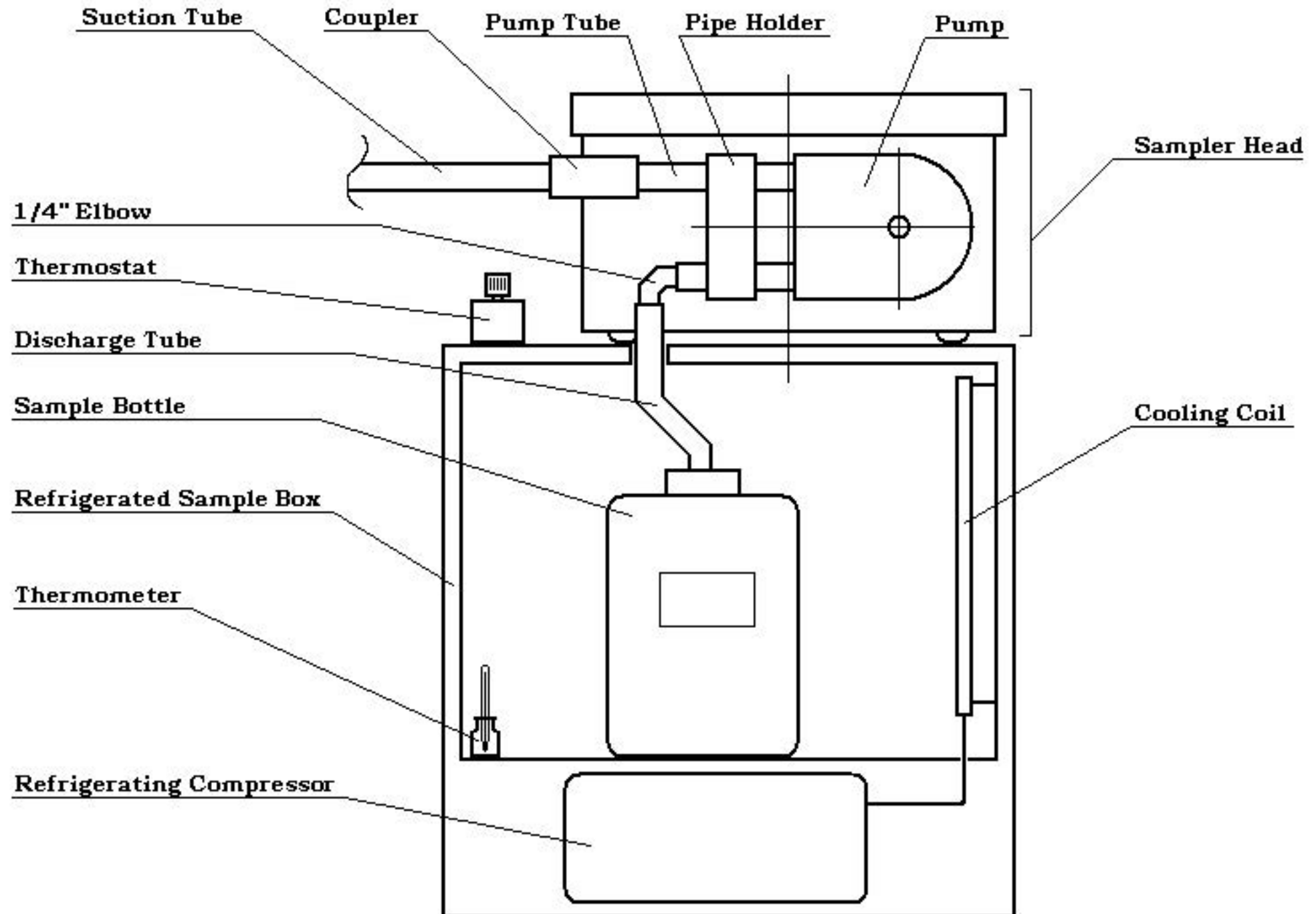
- 5 Test equipment local switch (verifying that equipment is properly de-energize).
- 6 Lock and tag local switch.
- 11 Restore energy source to the equipment.
- 7 Block any parts that can inadvertently move.
- 4 Lock and tag main energy source (main breaker).
- 9 Proceed with repair or maintenance of equipment.
- 8 Lock out and tag out any other part associated to the equipment (valves).
- 10 Removed locks and tags when work is completed.
- 2 Notification: The 3 choices beneath should be lettered A, B, & C in proper order.
 - B Notify station operator
 - C Notify any person who might be affected by the procedure (others working in area).
 - A Notify Chief's office and get LOTO number.
- 3 Turn off equipment, release residual energy.
- 12 Notify Chief's offices, station operator, and any person affected by the procedure, that the work is completed.
- 1 Conduct a survey on the job to determine how and when equipment process can be safely isolated.

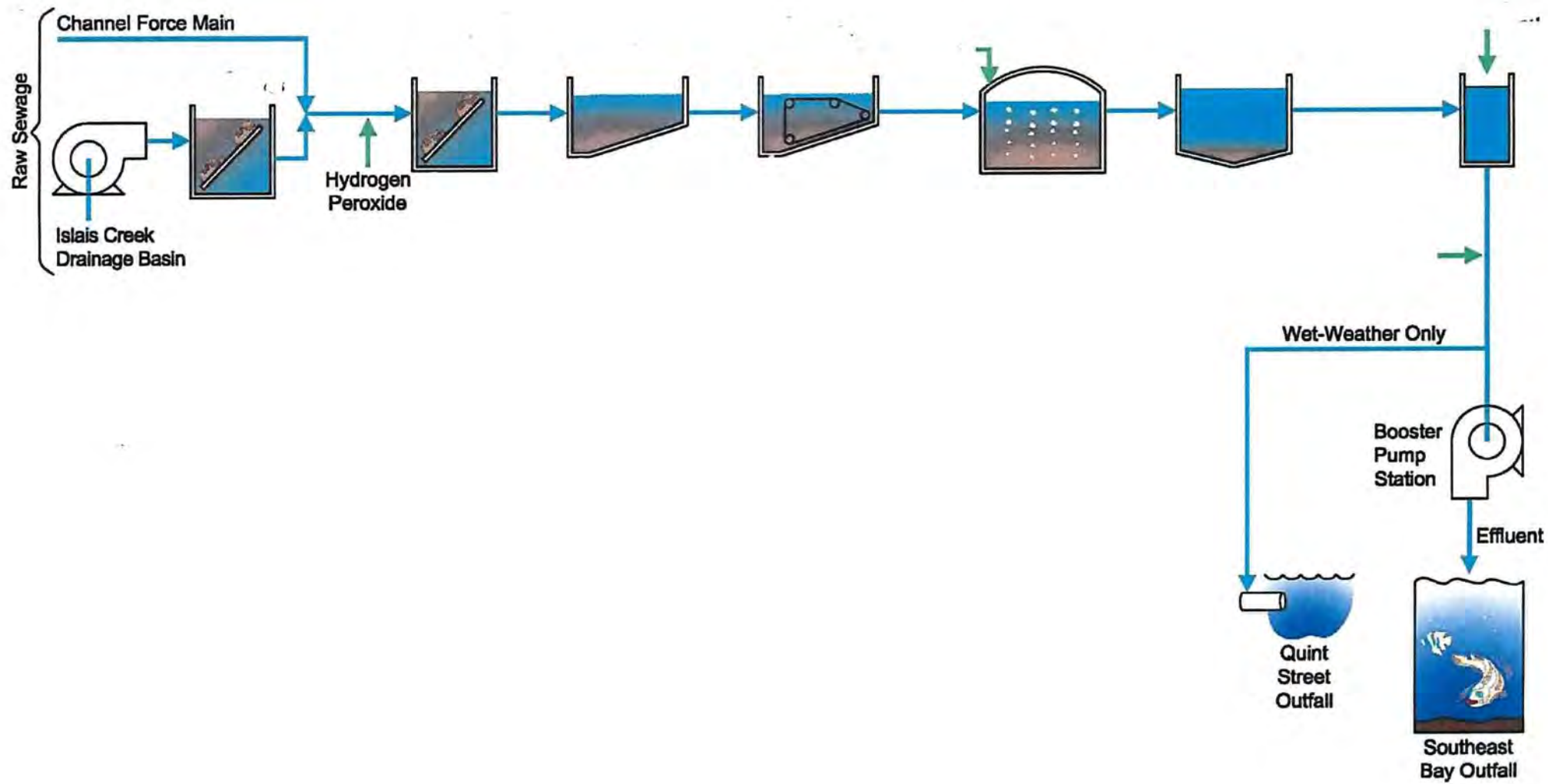
PPE- Please list as many types of PPE as you can:

- 1. Hardhat
- 2. Coveralls or Tyvec suit
- 3. Boots (slip resistant, steel toe and shank)
- 4. Gloves (suede, nitrile or neoprene)
- 5. Ear plugs, canal caps or muffs
- 6. Safety glasses or goggles
- 7. Respirator or dust mask
- 8. Rain jacket and pants
- 9. Rain boots

Typical ISCO Sampler

T. Dukhovny, W6. 01-08-13





Total number of Samplers at North Side SEP

1. 010 Raw Sewage
2. 011 Raw Sewage
3. 012 Raw Sewage
4. 042 Primary Influent
5. 200 Aeration North R.A.S
6. 200 Aeration South R.A.S
7. Pipe Gallery South Effluent Secondary
8. Mix Liquor North
9. Mix Liquor South
10. 521 Final Effluent
11. 521 Final Effluent Toxicity
12. 521 P.D.S Effluent

Sampler Inspection Routine

-Visually inspect exterior of sampler housing for any surrounding trash, debris, or potential hazards.

-Open refrigerator door to check temperature and sampling bottle. The temperature should be about 4-5 degrees C on thermometer; bottle should be positioned with the discharge tubing inside.

-Remove sample head cover visually inspect digital display for normal operation. Should read between 1 and 48 of 48 samples.

- Manually inspect operation by pressing "Manual Sample."

-As manual sampling begins, visually inspect operation of pre-purging, sampling, and post-purging.

- During suctioning of the sample manually, test pump tubing by “Pinching and holding the pump tubing on the discharge end for about 2-3 seconds.”

- After the pinch test, run your gloved finger underneath pump body thus checking for any leaks.

- If a leak is discovered, the pump tubing needs to be replaced.

9910 Learning Skills Assessment

Rotation Period: ____/____/____ to ____/____/____

Name of 9910 _____ Rotational Assignment _____

Supervisor _____

Areas	Comments
<u>Overall Performance</u> ☐ Excellent ☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor	
<u>Attendance/Punctuality</u> ☐ Excellent ☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor	
<u>Attitude</u> ☐ Excellent ☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor	
<u>Areas Needing Improvement</u> <u>Training Recommendations</u>	
<u>Site Supervisor Comments</u>	

9910 Comments:

Learning Skills Assessment Sign Off

 Signature of 9910

____/____/____
 Date

 Signature of Supervisor

____/____/____
 Date

 Signature of 9910 Coordinator

____/____/____
 Date

Wastewater Enterprise
9910 Orientation Checklist- Current Employee

Today's Date 10/1/14 Start Date 10/1/14 Crew SEP LAB

Last Name Flores First Name Daniel

Information Materials	Received / Needs	Date Reviewed/Issued	Action Items /Comments
SFPUC Employee ID Card	Yes / No		
ER Contact Form	Yes / No		
WWE Access Card Modification Send to S Low by email	Yes / No		
WWE Electronic Access Card Form- NPF Access	Yes / No		
Network Access /Modification	Yes / No		
DCS Access Granted/Changed	Yes / No		
WWE Parking Permit	Yes / No		
Copy of CA Driver's License	Yes / No		
Pre-Designation of Physician Form	Yes / No		
SWRCB- OIT Certificate	Yes / No		
CWEA- Mech Tech Certificate	Yes / No		
DSW/ FEMA LMS Access	Yes / No		
9910 Orientation Manual	Yes / No		
Performance Appraisal Report	Yes / No		
Educational Links	Yes / No		
Lockers – Wes Ng	Yes / No		
Coveralls Form– Ruedell Walker	Yes / No		
Keys – George Engel	Yes / No		
Promotional Appointments	HR Confirmed	Date Completed	
Promotion Date	Yes / No	June 9th 2014	
Physical Date Completed	Yes / No		
Respiratory Fit Tested	Yes / No		
Fingerprinting and Signature	Yes / No		
Safety Trainings & Appointments	Safety Confirmed	Date Completed	
LOTO/Confined Space			
First Aid CPR			
Hazwoper			
Driver Safety			
Forklift Safety			
Boots Issued			

Wastewater Enterprise
9910 Orientation Checklist- Current Employee

Other			
-------	--	--	--

This document serves as a receipt of information provided and equipment received.

Signatures Acknowledging receipt

Recommended Safety Equipment	Received	Needed	If No- Date Issued
Hard Hat	Yes	No	
Sweat Band	Yes	No	
Goggles/Eye Protection	Yes	No	
Flashlight	Yes	No	
Batteries "D"	Yes	No	
Leather Gloves	Yes	No	
Nitrile Gloves	Yes	No	
Rain Coat	Yes	No	
Rain Pants	Yes	No	
Rain Boots	Yes	No	
	Yes	No	
Other	Yes	No	
	Yes	No	

This document serves as a receipt of information provided and equipment received.

Signatures Acknowledging receipt

7375 Printed Name	Signature	Date	

9910 Frequently Asked Questions

How many 9910 positions are there? Seven

How long is the program? Two years

At the end of the 2 years, if the candidates didn't score high enough to get into the Local 39 apprenticeship program, what happens? They are terminated

Tell us about your 9910 program.

The 9910 program is a two year training program that prepares participants to pass the Stationary Engineer Test to become an Apprentice Stationary Engineer and be dispatched through the union for an apprenticeship. This is a paid training program, not a permanent job. People in this program get pay and benefits.

Participants receive an orientation upon hire, and participate in academic training, safety training, on-the-job training, soft skill training and job readiness training as part of the program. Participants are rotated to maintenance, operations, lab, and biodiesel stations to learn and perform the duties within the two year term of the appointment.

When's the application due? The 2011 application is due by May 13th. Applicants can submit online applications or paper applications.

The direct link for this training opportunity is

<http://www.jobaps.com/sf/sup/BulPreview.asp?R1=PEX&R2=9910&R3=057600>

Supporting documents and paper applications can be sent to:

SFPUC
1155 Market Street
8th Floor, HRS
Attn: Vonn Bair
San Francisco, CA 94901
557-4800

What are the minimum qualifiers for the position?

1. Must be 18 years or older
2. Must be from 94124 zip code
3. Must have a current and valid California Drivers License and a DMV Printout
4. Must have a High School Diploma or a GED

How do participants become apprentices?

They fill out the application from the local 39 Stationary Engineers Union, get a test date, time and location and show up and take the test. High scores place you higher on the union list. Once you get your results from the test, you are placed on the eligible list and dispatched from the union when employers need stationary engineers. The test happens every two years on even numbered years, typically in July.

What results have happened from this program?

We have graduates from this program who are currently in leadership positions within Wastewater Enterprise: superintendent, chief, seniors and many journey level workers. We also have graduates who work for other agencies such as the sheriff's department, the water enterprise, and information systems.

9910 Public Service Trainee

Three-Year Appointment, Permanent Exempt

Recruitment #PEX-9910-057600

Specialty Wastewater Enterprise

Department Public Utilities Commission

Analyst Vonn Bair

Date Opened 5/5/2012 8:00 AM

Filing Deadline 6/5/2015 5:00 PM

Salary \$18.57 per hour

Job Type Permanent Exempt

Employment Type Full-Time

[Go Back](#) [Click HERE to view benefits](#)

INTRODUCTION

Appointment Type, Duration and Location

This is a permanent exempt appointment. The maximum duration of the appointment to this program is up to three years. Permanent exempt employees are at-will employees who serve at the discretion of the appointing officer. Positions are located in San Francisco.

There are currently 7 positions to be filled under this Public Service Trainee Program, the Wastewater Enterprise (WWE) will provide training and work experience in the various fields of work related to wastewater/sewage treatment. This program is designed to prepare participants to successfully pass the Local 39 Stationary Engineers Apprenticeship Program Examination. Successful passing of the examination may lead to a position as an Apprentice Stationary Engineer with the San Francisco Public Utilities Commission (SFPUC) or another organization in the Local 39 region; however, **completing this program does not guarantee the participant employment.** This position is currently 80 hours per pay period or every two weeks.

Distinguishing Features

Under direct supervision and in the capacity of a Public Service Trainee (PST) applicant learns to perform specialized Stationary Engineer Apprenticeship duties in the maintenance, operations, laboratory and labor divisions of wastewater treatment. The essential functions require the ability to follow instructions in learning and assisting with the operation, maintenance and monitoring of various machinery and processes used in treating wastewater; participating in on-the-job training and assuming responsibilities as assigned while preparing for the Stationary Engineers Local 39 Apprenticeship Program Examination; learning the organization of the San Francisco Public

Utilities Commission (SFPUC), Wastewater Enterprise (WWE); and its relationship to other divisions and the range of services provided; and adhering to all existing SFPUC policies and procedures.

Assignments will be rotational and based at different locations in San Francisco. Training may include learning to perform the following duties:

Examples of Important and Essential Duties

1. Work safely in all of the following aspects of the job listed below, learn and always utilize safe work practices, wear all personal protective equipment (PPE) in the field and comply with all SFPUC safety policies and procedures.
2. Attend safety training and safety tailgate meetings, assist in safety inspections, identify unsafe conditions, report, and correct safety hazards.
3. Assist with the operation and maintenance of pumps, piping, valves, heating, ventilation and air conditioning systems, gas compressors, boilers, and related machinery.
4. Assist in the operation of motor controls, electric motors, generators, air compressors, ventilating fans, and circuit breakers, by use of analog local controls or switches and remote computer controls.
5. Assist in reading and interpreting meters, gauges.
6. Complete written logs, reports, and charts.
7. Assist with lubricating, greasing, and cleaning machinery and equipment while maintaining a safe, clean and orderly work area.
8. Assist with visual/physical inspection and/or manual testing of all plant equipment in an assigned area or pump station to determine proper operation or identify equipment problems or malfunctions.
9. Assist with collecting raw sewage samples on a prescribed schedule at multiple locations. Assist in performing various tests on wastewater, bio-solids, and water samples.
10. Under general supervision, performs a variety of manual labor tasks such as removing debris from construction, maintenance, wrecking, or repair work; loading and unloading materials, supplies, furniture, and equipment; and operating various types of equipment and machinery including pneumatic and hand tools.
11. Operate office equipment, including calculators, photocopying, and scanning machines.
12. Use a computer in a network environment to enter and update data, create documents and use system applications such as Microsoft Office Suite and learn industry specific software such as DCS, Maximo and SharePoint.
13. Attend remedial and/or technical education classes; and instructional, safety, or other training programs as required by coordinator to successfully complete the 9910 Program and prepare for the Local 39 Apprentice Stationary Engineer Exam.
14. Perform related duties and responsibilities as instructed and assigned.

Minimum Qualifications

1. Permanent residence in the 94124 zip code (a digitally scanned proof of residence must be submitted with the application; see the Note below); **AND**
2. At least 18 years of age by the application filing deadline; **AND**
3. High School graduate, G.E.D. Certificate, or California High School Proficiency Certificate (a digitally scanned copy of high school diploma or certificate must be submitted with the application); **AND**
4. Possession of a valid and current California driver's license (digitally scanned copies of license and DMV print out must be submitted with the application).

Note: The following is a list of some of the documents that may be submitted as proof of residence. Please submit copies of these documents. Do not submit original documents. Original documents will not be returned.

1. California driver license or official State of California ID card; **OR**
2. Paycheck stub with address; **OR**
3. Utility Bill in your name; **OR**
4. Entitlement benefit statement or check from the Human Service Agency such as CalWORKs or Food Stamps; **OR**
5. A statement or check stub from Medi-Cal, Social Security Administration or other state or federal agency.

Desirable Qualifications

1. Three (3) years of work experience within the last five years; **AND**
2. Aptitude to learn the methods, tools, and equipment used in the operation, maintenance, and repair of a variety of mechanical and electrical, pumping, heating, ventilating, and related plant machinery, and equipment; **AND**
3. A letter of reference from a community-based organization in the 94124 area. A community-based organization is a non-profit organization providing services to the community. Some examples of community-based organizations are: Young Community Developers, Walden House, Samoan Community Development Center, Real Alternative Program (RAP); **AND**
4. Demonstrated proficiency at the high school level in English and mathematics on a standardized aptitude test; **AND**
5. Demonstrated mechanical aptitude by passing a mechanical ability assessment.

Nature of Position

1. Must be able to work weekends, overtime, holidays, 12-hour shifts and graveyard shifts.
2. Work environment requires handling raw sewage and exposure to a variety of disagreeable conditions and inclement weather.
3. Trainees must comply with all safety regulations including those that require changes in grooming habits.
4. Physical skills include the ability to exert considerable physical effort, lift and carry heavy objects up to 50 pounds such as maintenance equipment, water samples and collection containers, as well as stand for long periods of time, stoop, bend, climb, work in tight and/or confined spaces, and wear a respirator (requires physician approval after successfully completing a respiratory medical examination and any other SFPUC medical requirements for this position).
5. Participant must attend all academic courses and "life skills" workshops as directed by program staff.
6. In addition, each participant must complete and pass all assessment tests for each area of training.

Disaster Service Workers

All City and County of San Francisco Employees are designated Disaster Service Workers through state and local law (California Government Code Section 3100-3109). Employment with the City requires the affirmation of a loyalty oath to this effect. Employees are required to complete all Disaster Service Worker-related training as assigned, and to return to work as ordered in the event of an emergency.

Application Procedure

Please submit your application here clicking on the "Apply" link at the top of this webpage. Faxed applications are not acceptable. Please file immediately, **as this recruitment will close on June 5th, 2015.**

Applicants are advised to keep a copy of their application papers for their own records, as these documents may be requested by hiring departments at a later date. Failure to submit the required documentations will result in disqualification. Applicants will be screened for relevant qualifying experience. Applicants will be screened for relevant qualifying experience. Possession of the minimum qualifications does not guarantee advancement to the next stage of the hiring process. Those applicants most qualified will be offered interviews. Reasonable accommodations under accommodations legislation will be made so that applicants with disabilities may participate in

the application and/or selection process. Applicants requesting accommodations should do so by calling (415) 554-1670; TDD (415) 554-1672.

In compliance with the Immigration and Reform Act of 1986, all persons entering City and County employment will be required to prove their identity and authorization to work in the United States.

Verification: Verification of education and qualifying experience may be required at a later date.

Notes

1. All City and County of San Francisco employees are designated Disaster Service Workers through state and local law (California Government Code Section 3100-3109). Employment with the City requires the affirmation of a loyalty oath to this effect. Employees are required to complete all Disaster Service Worker related training as assigned, and to return to work as ordered in the event of an emergency.

MINORITIES, WOMEN AND PERSONS WITH DISABILITIES

ARE ENCOURAGED TO APPLY

AN EQUAL OPPORTUNITY EMPLOYER

9910/vsb

DISASTER SERVICE WORKERS

All City and County of San Francisco employees are designated Disaster Service Workers through state and local law (California Government Code Section 3100-3109). Employment with the City requires the affirmation of a loyalty oath to this effect. Employees are required to complete all Disaster Service Worker-related training as assigned, and to return to work as ordered in the event of an emergency.

BENEFITS

All employees hired on or after January 10, 2009 will be required (pursuant to San Francisco Charter Section A8.432) to contribute 2% of pre-tax compensation to fund retiree healthcare. In addition, most employees are required to make a member contribution towards retirement, typically a 7.5% of compensation. For more information on these provisions, please contact the personnel office of the hiring agency.

Wastewater Treatment Operators in the Water/Wastewater Industry

Catherine Curtis

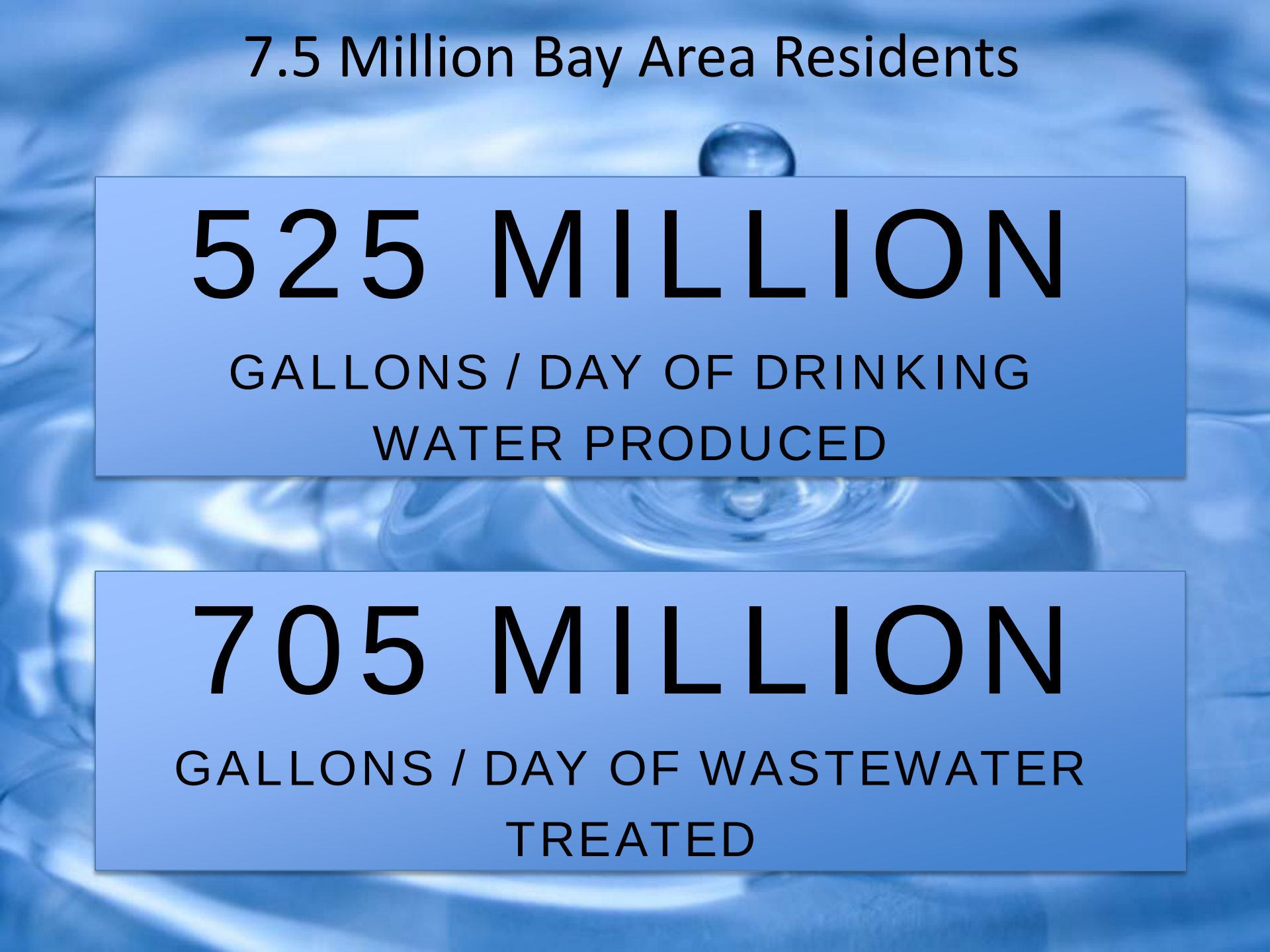
Workforce Reliability Manager
SFPUC, Wastewater Enterprise

April – May 2015



The water /wastewater industry wants to make sure we continue to have qualified wastewater treatment operators

I am here to speak about wastewater treatment operator(s) in the water/wastewater industry and want to give you an idea of what the work is like



7.5 Million Bay Area Residents

525 MILLION

GALLONS / DAY OF DRINKING
WATER PRODUCED

705 MILLION

GALLONS / DAY OF WASTEWATER
TREATED

Wastewater treatment operators are critical

In 2011, BAYWORK, a collaborative of water and wastewater utilities focused on workforce reliability, identified the following job categories as critical to getting their work done:

- Engineer
- Mechanic/Machinist
- Water Treatment Operator
- Electronic Maintenance Technician/Instrument Technician
- Electrician
- Water Distribution Operator
- ***Wastewater Treatment Operator***

Average monthly salary range for Wastewater treatment operators



Wastewater Treatment Operator	Apprentice Level	Journey Level	Supervisory
Monthly Salary Range	\$4,200 - \$5,300	\$5,500 - \$6,700	\$6,500 - \$8,400

The job description and salary range provided vary from utility to utility. The job description is an example for a larger utility and is based on San Francisco Public Utilities Commission (SFPUC) and East Bay Municipal Utility District (EBMUD).

The salary information is from the 'Centers of Excellence Water and Wastewater Occupations' publication for the Bay region, November 2009.

What does a wastewater treatment operator do?

Under general supervision, operates, inspects, and maintains a variety of plant equipment in connection with the continuous operation of a large metropolitan wastewater treatment plant; directs lower level operators; and performs related work as required

Operate



Inspect



Maintain



Knowledge, skills, and abilities of a wastewater treatment operator

Knowledge of wastewater treatment principles, practices, sampling and routine process control tests

Ability to recognize unusual, inefficient, or dangerous operating conditions and take appropriate action and to interpret plant, piping, and distribution diagrams

Ability to operate wastewater treatment plant equipment, including automatic control devices performing routine maintenance and making operating adjustments to wastewater treatment equipment

Oral and written communication skills to express ideas, information, and instructions clearly and concisely

Wastewater
Treatment Operator
Video Link

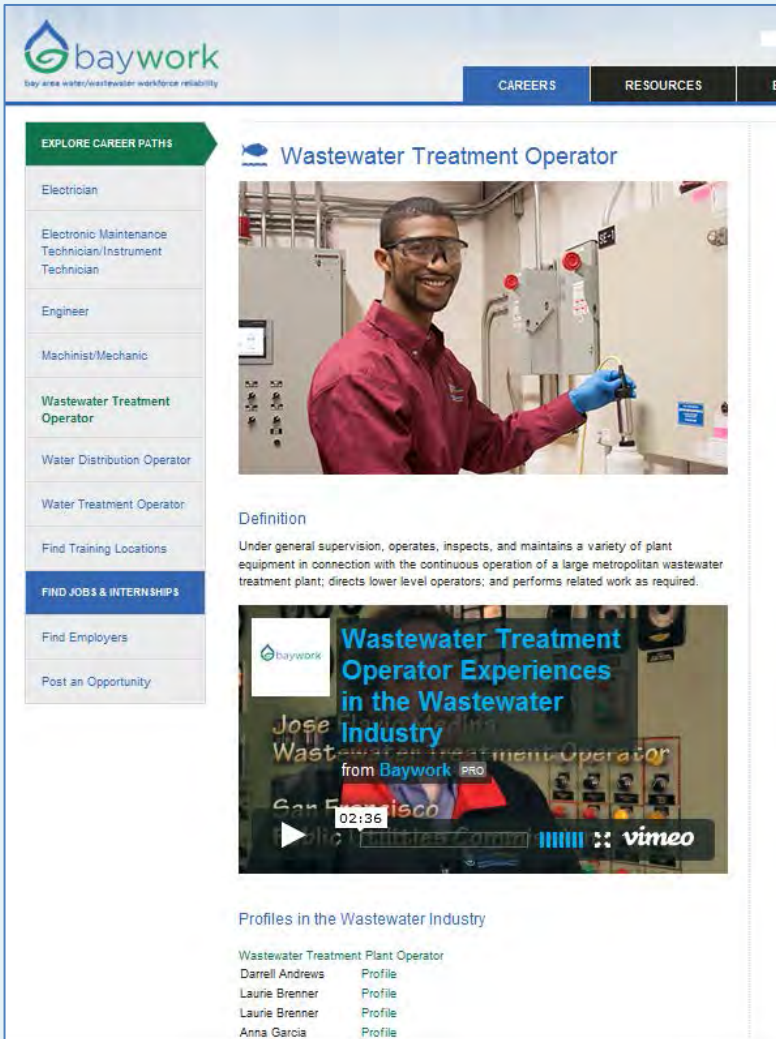


baywork.org



For more information about BAYWORK or to contact someone from BAYWORK with questions, see the “About Us” page on the baywork.org website.

[Link to BAYWORK Wastewater Treatment Operator Page with Career Profiles](#)



The screenshot shows the BAYWORK website interface. At the top is the baywork logo with the tagline "bay area water/wastewater workforce reliability". Below the logo are navigation tabs for "CAREERS" and "RESOURCES". On the left is a sidebar titled "EXPLORE CAREER PATHS" with a list of roles: Electrician, Electronic Maintenance Technician/Instrument Technician, Engineer, Machinist/Mechanic, **Wastewater Treatment Operator** (highlighted in green), Water Distribution Operator, Water Treatment Operator, Find Training Locations, FIND JOBS & INTERNSHIPS, Find Employers, and Post an Opportunity. The main content area is titled "Wastewater Treatment Operator" and features a photo of a smiling man in a red shirt and safety glasses working with equipment. Below the photo is a "Definition" section stating: "Under general supervision, operates, inspects, and maintains a variety of plant equipment in connection with the continuous operation of a large metropolitan wastewater treatment plant; directs lower level operators; and performs related work as required." Below the definition is a video player showing a video titled "Wastewater Treatment Operator Experiences in the Wastewater Industry" with a duration of 02:36. At the bottom, there is a section titled "Profiles in the Wastewater Industry" with a list of names and links to their profiles: Darrell Andrews, Laurie Brenner, Laurie Brenner, and Anna Garcia.

Wastewater Treatment Operator

Definition

Under general supervision, operates, inspects, and maintains a variety of plant equipment in connection with the continuous operation of a large metropolitan wastewater treatment plant; directs lower level operators; and performs related work as required.

Wastewater Treatment Operator Experiences in the Wastewater Industry

02:36

Profiles in the Wastewater Industry

Wastewater Treatment Plant Operator	Profile
Darrell Andrews	Profile
Laurie Brenner	Profile
Laurie Brenner	Profile
Anna Garcia	Profile



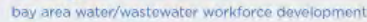
Alex Rodriguez



Lolita Wilkins



**Jose
Flavio
Medina**



ABOUT US

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 College



ABOUT US

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CA Employment Development

Logos



Career Path to Wastewater Treatment Operator

- 9910 Internship Program Completion – SFPUC specific
- Union – Local 39 – Test every two years – Regional Approach
- Community College Certificate: Solano and Santa Rosa
- Utility In-house training programs – SFPUC has 9910 program

Catherine Curtis
Workforce Reliability Manager

San Francisco Public Utilities
Commission, Wastewater Enterprise

9910 Program: Community Benefit Internship Program Designed to Develop Wastewater Treatment Operators



Services of the San Francisco Public Utilities Commission

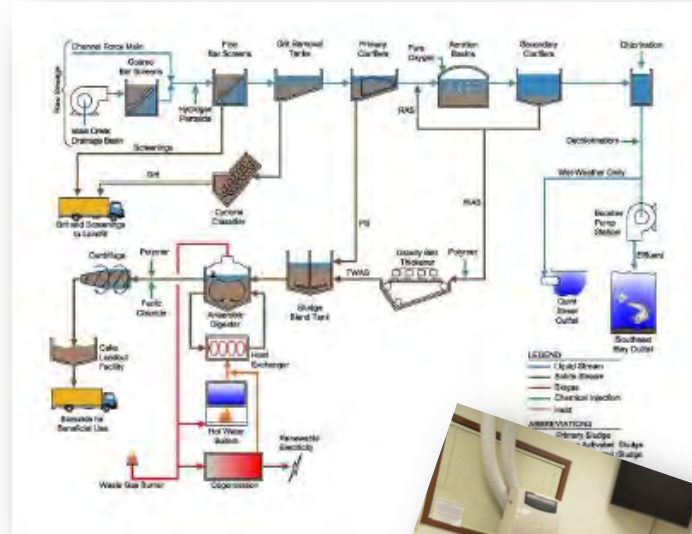
Background

- Internship training program began in 1979 targeting Bayview residents resulting in employment at the Southeast Wastewater Treatment Plant.
- Mitigation to community for an expansion of the treatment plant.
- Board of Supervisors passed resolution #551-75 authorizing construction and expansion approval if residents of the surrounding community are afforded employment opportunities.
- 9916 Public Works Aide category (now 9910) is used for the people selected for the internship training program.



Components of Model

- Recruitment and Job Offers
- Rotational Schedule
- Training
 - Academic
 - Soft Skills
 - Safety
 - On-The-Job
- Learning Skills Assessment and Field Testing
- Apprenticeship Application and Testing for Local 39
- Job Readiness
- Job Offers



Partnerships

- Internal Partners
 - Site Supervisors
 - Workforce Team
 - Safety Trainers
 - Community Benefits Team
- External Partners
 - Southeast Commission
 - Cal-Maritime
 - Work Hands
 - Bayview Community



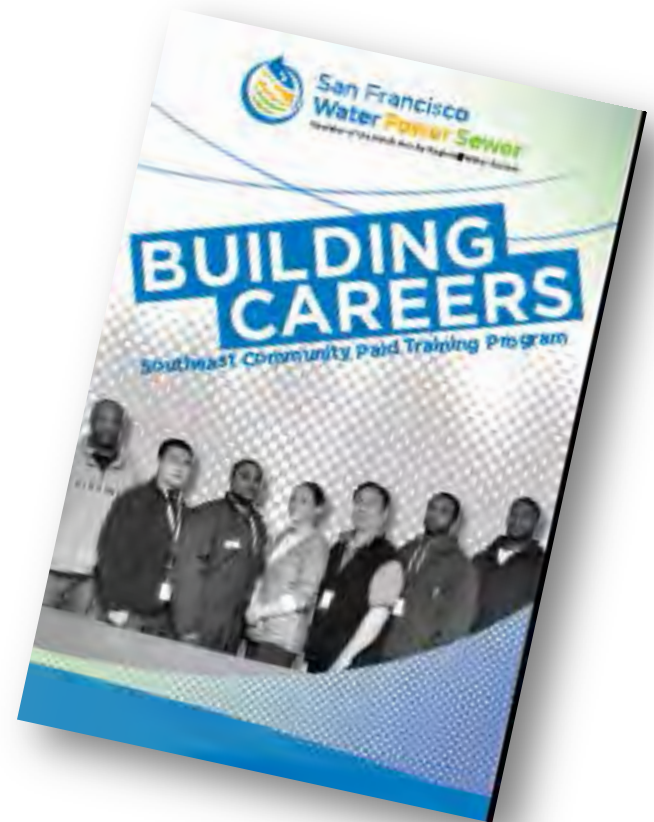
Keys to Success

- Communicate, communicate, communicate!!
- Recruitment Pre-screening (TABE, Pipe Test)
- Orientation and Program Agreements
- Learning Skills Assessment Tools
- Field Tests
- Resource Binder
- Training Components
- Rotational Schedule
- Bi-weekly meetings – communication
- Log Books
- One point person for staff to contact with questions



Accomplishments/Success

- Learning Skills Assessments
- Brochure available for community
- Ladder of Success – We have superintendents, chiefs, seniors, journeyman, and apprentices that all came from this program.
- We have people in other organizations such as the Sheriff's Department, and other enterprises within SFPUC such as the Water Enterprise, Laboratory Workers, and Information Technology that started out in this program.



QUESTIONS/COMMENTS?

Catherine Curtis
415-920-4962
ccurtis@sfwater.org



San Francisco
Water
Power
Sewer

Services of the San Francisco Public Utilities Commission

9910 Rotational Assignments 2014

	Rotational Assignment		Watch 6			Maintenance			Lab		Biofuel Program
<i>Crew & Chief</i>	Rotation Starts	Rotation Ends	OSP Gerry Segarra	SEP N Wes Ng	SEP S Wes Ng	SEP South Gerry Murphy	SEP North Steve Kohmann	OSP Jimmy Ma	SEP Dolson Kwan	OSP Linda Candelaria	Bldg. 800 Chris Molina
<i>Module 4</i>	<i>SENIORS</i>	<i>3 Months</i>	<i>Beverly Shepard</i>	<i>Howard Conroy</i>	<i>Johnny Johnson</i>	<i>Ciro Garcia</i>	<i>M Brosas</i>	<i>Nick Anderson</i>	<i>Dolson Kwan</i>	<i>Linda Candelaria</i>	<i>J Cravens /Don Arnold</i>
	<i>Nov 12 2013</i>	<i>Feb 14 2014</i>	<i>Open</i>	<i>Lorenzo Bell</i>	<i>Open</i>	<i>Open</i>	<i>Raymond Hui</i>	<i>Open</i>	<i>James Coleman</i>	<i>S Fung & S Massey</i>	<i>Rene Gourdine</i>
	<i>Feb 18 2014</i>	<i>June20 2014</i>	<i>Open</i>	<i>Raymond Hui</i>	<i>Lorenzo Bell*</i>	<i>Open</i>	<i>Open</i>	<i>Open</i>	<i>S Massey & S Fung*</i>	<i>R Gourdine & J Coleman</i>	<i>Open</i>
	<i>June 23 2014</i>	<i>Oct 24 2014</i>	<i>Open</i>	<i>Open</i>	<i>Open</i>	<i>Open</i>	<i>Open</i>	<i>Open</i>	<i>S Massey</i>	<i>R Gourdine & R Hui</i>	<i>Open</i>

Beginning Monday, June 23' 2014, the following people will report to the following Seniors/station.

Name	New Assignment	Crew Code	Seniors	Phone X	Cell Phone #s	Chiefs/ Managers
S Massey	SEP Lab	C 5002	Dolson Kwan	6-4957	920-4957	Dolson Kwan
R Gourdine / R Hui	OSP Lab	C 5001	Linda Candelaria	6-2204	242-2204	Linda Candelaria
Open	SEP Watch 6 N	C 6060	Howard Conroy	6-4757	740-5166	Wes Ng
Open	SEP Watch 6 S	C 6080	Johnny Johnson	6-4605	716-6761	Wes Ng
Open	SEP Maintenance North	C 0402	Marlon Brosas	6-4704	850-7588	Steve Kohmann
Open	SEP Maintenance North	C 0403	Donald Stover (Don)	6-4985	716-7226	Steve Kohmann
Open	Biofuel Program	C 0415	Don Arnold	6-4691	725-1458	Chris Molina
Open	SEP Maintenance South	C 0404	Ciro Garcia (Tony)	6-4860	725-1583	Gerry Murphy
Open	OSP Maintenance	C 0409	Nick Anderson	6-2246	716-7825	Jimmy Ma

LADDER OF SUCCESS

Southeast Community
9910 Pre-Apprenticeship
Program Success Stories

MARK HARRIS, SUPERINTENDENT



CHRIS MOLINA, CHIEF



NATE BANKS, SENIOR



CHERYL KIRKSEY, JOURNEYMAN



BRUCE HY, APPRENTICE





San Francisco

Water Power Sewer

Services of the San Francisco Public Utilities Commission

"The 9910 program provided me with a great career opportunity and the experience of a lifetime. I will always be grateful for the chance to serve my community and the citizens of San Francisco. To all 9910s, "The starting point to all achievement is desire"."

Chris Molina, Chief of Maintenance

"This 9910 program is our pipeline to produce qualified workers now and leaders for the future."

Catherine Curtis, Program Coordinator

"I enjoy coming to work everyday."

Shandon Massey, 9910

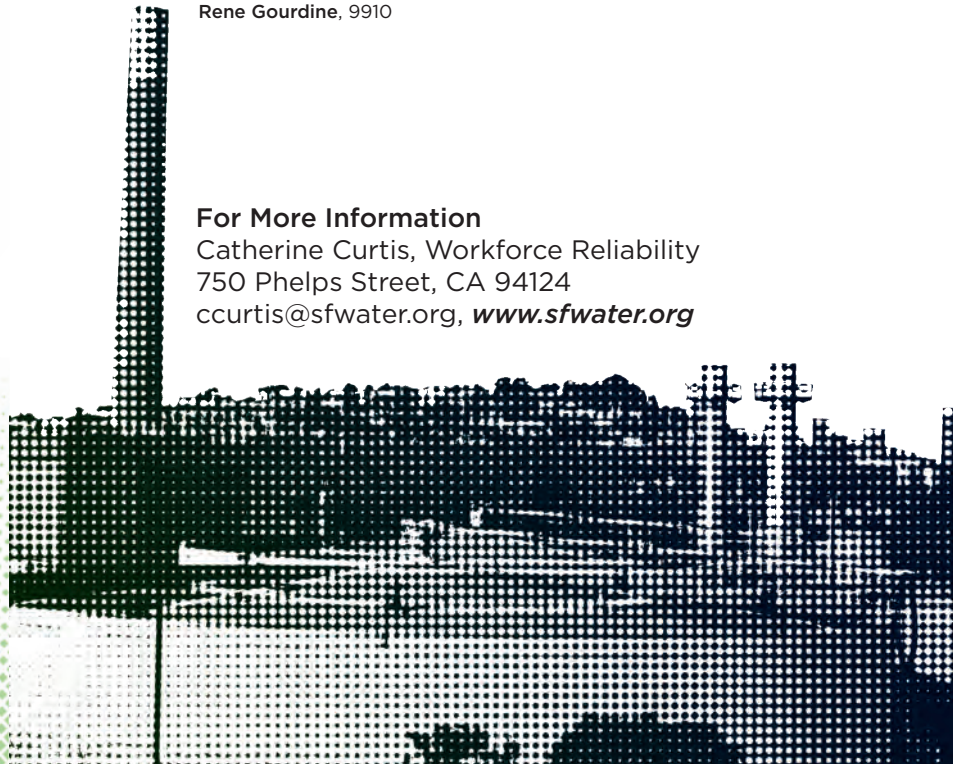
"Disciplined actions result in multiple rewards."

Lorenzo Bell, 9910

"Morale, optimism, and learning are the keys to my motivation and success"

Rene Gourdine, 9910

For More Information
Catherine Curtis, Workforce Reliability
750 Phelps Street, CA 94124
ccurtis@sfwater.org, www.sfwater.org





San Francisco

Water Power Sewer

Operator of the Hetch Hetchy Regional Water System

BUILDING CAREERS
Southeast Community Paid Training Program



WHAT IS THE PAID PRE-APPRENTICESHIP TRAINING PROGRAM?

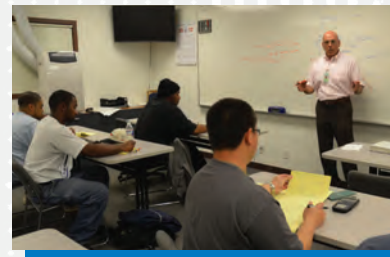
The 9910 Training Program is designed to provide residents that live in the San Francisco Bayview District with pre-apprenticeship training. Under this two year Trainee Program, the Wastewater Enterprise will provide training and work experience in the various fields of work related to sewage treatment, and will prepare trainees for the Stationary Engineers Local 39 Apprenticeship Program Examination.

The announcement for the 9910 Public Service Aid position is posted every two years on the City and County of San Francisco website at www.jobaps.com/sf/



CRITERIA TO ENTER THE 9910 PROGRAM

- Must be 18 years or older
- Must live in the 94124 Zip Code
- Must have a High School Diploma or a GED
- Must have a valid and current California Driver's License



COMPONENTS OF THE 9910 PRE-APPRENTICESHIP PROGRAM

RECRUITMENT

The recruitment process includes outreach to community, announcement posted by PUC Human Resources, position testing, interviews, and selection of candidates.

JOB OFFERS

Job offers are made to those who scored highest on all components of the application process.

TRAINING COMPONENTS

Academic

Classes are delivered by Cal-Maritime Academy to prepare 9910's for the Local 39 Stationary Apprenticeship Exam.

Softskills

Workshops are delivered to build leadership, communication and personal development skills.

Safety

Trainings are continuously given throughout the duration of the program to ensure the safest working environment.

On-The-Job

9910's get on-the-job training from journey-level workers and supervisory staff in the field.

JOB READINESS

The 9910 program coordinator provides assistance with resume, interview, and job search skills.

Field Evaluation

Watch 6 OSP

Key Critical Knowledge:

1) Plant flow and process

- Draw a picture of the waste water flow through the OSP plant.
- Draw a picture of the solids processing and transportation through the plant.
- Explain different liquid process (headwork/bar screen, primary sedimentation, aeration, and secondary clarifiers).
- Explain why it is not required to disinfect final effluent at OSP.
- **Navigate through the Distribution Control System (DCS) as directed.**
 - **Understand readings (what do they represent).**

2) Plant solids removal, processing, and disposition.

- Explain the solids processing (i.e.: primary sludge, WAS, RAS, TWAS, digested sludge, cake)
 - Where is it coming from?
 - How it is processed? (Exceed)

Key Critical job/duties/responsibilities:

1) Samplers and sample

- Demonstrate how to calibrate sampler.
- What are the 2 critical parameters checked on a daily basis (temperature between 0 and 4°C, and quantity of sample).
- Explain how to determine if tubing needs to be changed.
- Explain how tubing is changed. (Exceed)
- Explain or demonstrate how to change sampler program. (Exceed)

2) Process Equipment

- Take digester reading.
 - What do the readings represent?
 - Is there any action that needs to be taken?
- Explain the weekly test run for emergency compressor and generator.
 - What parts and component are checked during inspection? (Exceed)
 - What readings are taken, and what do they represent? (Exceed)
 - How to connect emergency compressor to the OSP plant air supply? (Exceed)

- Heat exchanger.
 - Where are the different temperature and pressure gauge reading?
 - What does readings represents?
 - Describe briefly what action will you take if one of the readings (in/out digested sludge, in/out water temperature bath, or pressure) was to be out of range?

Key Critical Safety:

1) PPE's, tracing lines, and LOTO

- Scenario example #1: (meet)
 - Locate influent gate #1, 2, or 3.
 - What is the LOTO procedure for this equipment?
- Scenario example #2: (meet)
 - Locate heat exchanger #1, 2, 3, or 4.
 - Trace the different lines (hot water in/out, sludge in/out)
 - What are the components that have to be LOTO if there was a repair to be effectuated on that heat exchanger?
- Scenario example #3: (exceed)
 - Locate #3 water hypo-chlorine feed (where is the injection point?).
 - Trace the line to locate different equipment to be LOTO if work were to be done on the injection point.

Equipment Troubleshooting

Heat exchanger assessment:

- Check for leaks
- Check different parameters (gauges):
 - Sludge temperature IN 98°F to 105°F
 - Sludge temperature OUT 108°F to 112°F
 - Water bath temperature 140°F to 155°F
 - Heat exchanger internal pressure 12 to 25 Pounds per Square Inch (PSI)

Pumps assessment:

- Check general condition of the pump
- Check for leaks
- Check coupling or belt (whichever applies)
 - Coupling: check appearance, is it lined up, any shavings under coupling
 - Belt: check for any cracks, and general appearance (dry, worn out, or shavings/belt dust)
- Check seal and packing (is it leaking a lot)
- Check for any unusual noises
- Check suction and discharge pressure gauges and flow meter

Lockout/Tagout Procedures & PPE Test

LOTO Procedures: Please put in the correct numerical order from 1-12

- ___ Test equipment local switch (verifying that equipment is properly de-energize).
- ___ Lock and tag local switch.
- ___ Restore energy source to the equipment.
- ___ Block any parts that can inadvertently move.
- ___ Lock and tag main energy source (main breaker)
- ___ Proceed with repair or maintenance of equipment.
- ___ Lock out and tag out any other part associated to the equipment (valves).
- ___ Removed locks and tags when work is completed.
- ___ Notification: (The 3 choices beneath should be lettered A, B, & C in proper order.
 - ___ Notify station operator
 - ___ Notify any person who might be affected by the procedure.(others working in area)
 - ___ Notify Chief's office and get LOTO number.
- ___ Turn off equipment, release residual energy
- ___ Notify Chief's offices, station operator, and any person affected by the procedure, that the work is completed.
- ___ Conduct a survey on the job to determine how and when equipment process can be safely isolated.

PPE- Please list as many types of PPE as you can:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

LSA Field Evaluation

Senior _____

Maintenance SEP Northside

9910 _____

Key Critical Knowledge:

1) Tools

- Identify tools such as (but not limited to):
 - Combination wrench
 - Power drill
 - Impact wrench
 - Pipe wrench
 - Screw driver (Phillips screw head or slotted head)
 - Ratchet and socket wrench
 - Socket
 - Bits
- Demonstrate how to properly use the tool

2) Wastewater process equipment

- Choose a piece of equipment such as (but not limited to):
 - A pump
 - Grit classifier
 - Bar screen
- Explain how it works
- Can identify some parts/elements associated with the equipment such as (but not limited to):
 - Rotor
 - Packing
 - Mechanical seal
 - Belts
 - Drums
 - Bearings
 - Pulleys
 - Shaft
 - Motor

3) Equipment and the process

- Choose a piece of process equipment such as (but not limited to):
 - o Pump (sludge transfer, hypo, sludge feed)
 - o Bar screen
 - o Grit removal (vortex)
 - o Grit screw, classifier
 - o Sedimentation tank
 - o Clarifiers
 - o Odor Control Unit (OCU)
- How does it work?
- What is the function of the equipment in the process of wastewater treatment?

Key Critical Job/Duties/Responsibilities:

1) Equipment maintenance

- Read a Preventive Maintenance document
 - *Refer to WAS Pump PM
- Explain what work is to be done?
- What tools might be needed?
- Demonstrate (if possible) how work is to be done.

2) Complete LOTO & PPE Learning Skills Assessment

- LOTO Grade_____
- PPE Grade _____

FLOCCULATION (flock-yoo-LAY-shun)

The gathering together of fine particles after coagulation to form larger particles by a process of gentle mixing. This clumping together makes it easier to separate the solids from the water by settling, skimming, draining, or filtering.

CONDENSATE

A substance resulting from condensation, especially a liquid from a vapor.

DEAERATOR

TRAPS

RESTRICTION

PETCOCK GLAND

	Rotational Assignment		Watch VI OSP (Gerry Segarra)	Watch VI SE (Wes Ng)	Maintenance South (Gerry Murphy)	Maintenance North (Steve Kohmann)	Lab SEP (Dolson Kwan Lab OSP (Tony Rattonetti))		Maintenance OSP (Gerry Segarra)	Biofuel Program (Kerri Ving Bldg. 800)
Module 1	Rotation Starts	Rotation Ends	3 Months	3 Months	3 Months	3 Months	6 Months		3 Months	3 Months
	10-Feb-2012	13-May-2012	Shandon Massey	Samuel Anderson	Stanley Fung	Lorenzo Bell	Kiana Moore	Wai Man Hui	Yolando Gourdine	open
	16-May-2012	19-Aug-2012	open	James Coleman	Kiana Moore	Yolando Gourdine	Wai Man Hui	Stanley Fung	Lorenzo Bell	Shandon Massey
Module 2	14-Nov-2012	18-Feb-2013								
	13-May-2013	19-Aug-2013								
	11-Nov-2013	17-Feb-2014								

Beginning Thursday, February 10, 2012, the following people will report to the following stations:

Name	Next Rotation	Report To
Shandon Massey	Watch 6 OSP	Gerry Segarra
Samuel Anderson	Watch 6 SEP	Wes Ng
Stanley Fung	Maintenance South	Gerry Murphy
Lorenzo Bell	Maintenance North	Steve Kohmann
Kianna Moore	Lab SEP	Dolson Kwan
Wai Man Hui	Lab OSP	Tony Rattonetti
Yolando Gourdine	Maintenance OSP	Gerry Segarra
n/a	Biofuel Program	Kerri Ving

Catherine Curtis
Workforce Development
Wastewater Enterprise
750 Phelps Street, San Francisco 94124
415-920-4962

Terminology

(SEP South side)

Primary sludge: Sludge collected from the primary sedimentation tanks.

Primary scum: Scum collected from the primary sedimentation tanks.

Secondary sludge: Sludge collected from the secondary clarifiers. The secondary sludge is separated into two products: the wasted activated sludge (WAS) and the returned activated sludge (RAS)

Waste Activated Sludge (WAS): The WAS will be wasted from the system and treated at the gravity belt.

Return Activated Sludge (RAS): The RAS will be returned to the system and used as seed sludge to

Combined Primary Activated Sludge (CPAS): the CPAS is the combination of the primary sludge and the wasted activated sludge.

Digested Sludge: Sludge digestion is a biological process in which organic solids are decomposed into stable substances. Digestion reduces the total mass of solids, destroys pathogens, and makes it easier to dewater or dry the sludge. Digested sludge is inoffensive, having the appearance and characteristics of a rich potting soil.

Cake: solids coming from the digested sludge. Digested sludge is processed by the centrifuges (coagulation of the solids and removal of liquids from products) until a dryer product is reached called “cake” because of its consistency and texture.

Centrate: liquid leaving the centrifuges after most of the solids have been removed.

Equipment: the articles, implements, etc., used or needed for a specific purpose or activity:

Gravity belt (GBT): treats the “waste” activated sludge (WAS) by adding polymer for solids coagulation, and liquid removal from the WAS by gravity through the pores of the belt.

Anaerobic Digesters: anaerobic is the condition in which atmospheric or dissolved oxygen is not present in the aquatic environment. The anaerobic digester is a tank where the sludge will be placed to allow decomposition by microorganisms.

Centrifuge: a device that separates liquid and solids by centrifugal or rotational forces.

Sludge Blend Tank – a tank that mixes the solid components before they are moved to the aerobic digesters. Mixing the components helps release the gases as well as blend the different solid elements evenly.

Heat Exchanger- A piece of equipment built for efficient [heat transfer](#). Our heat exchangers are used to transfer heat from hot water to sludge so that our digesters maintain the optimal temperature.

Hot Water Boilers- A unit for heating the water used in the ventilation, heating and hot-water supply systems of buildings and other types of structures.

Waste Gas- Methane gas is a byproduct of sludge digestion. Gas that is not used is wasted by way of a gas flare which burns the excess gas according to air quality regulations.

Cogeneration/ Engine Generator- the use of a heat engine or a power station to simultaneously generate both electricity and useful heat. Cogeneration is a thermodynamically efficient use of fuel. In separate production of electricity, some energy must be rejected as waste heat, but in cogeneration this thermal energy is put to good use.

The purpose of the cogeneration facility is to produce electrical power using the digester gas as a primary fuel and natural gas as an auxiliary fuel. The spark plug ignites the natural gas in the prechamber and the resulting explosion ignites the digester gas. The cogeneration gas engine will use approximately 39,000 CFH of digester gas and it will have the potential to produce 7 million BTUH of process heating hot water as a byproduct.

Cake Loadout Facility- A loadout facility is a location, other than the field of application, used for the loading, unloading, handling, of sludge cake otherwise known as Biosolids and used for the rinsing or washing of delivery or application equipment, which is designed, constructed, and maintained to hold or confine a release of a liquid. Such a facility needs to be designed and constructed to contain contaminated material spilled or deposited during mixing, loading, unloading, draining, rinsing, and washing.

Dewatering/Thickening- When a liquid sludge is produced, further treatment may be required to make it suitable for final disposal. Typically, sludges are thickened (dewatered) to reduce the volumes transported off-site for disposal. There is no process which completely eliminates the need to dispose of biosolids. Some sewage treatment plants have dewatering facilities that use large centrifuges along with the addition of chemicals such as polymer to further remove liquid from the sludge. The removed fluid, called "centrate," is typically reintroduced into the wastewater process. The product which is left is called "cake," or "Biosolids."

Polymer- A chemical used during sludge thickening to coagulate or bind the sludge particles and allow liquid or "centrate" to be removed. It is also used to bind non-settleable sludge particles together so they will settle out and form a sludge blanket in the secondary treatment process.

Ferric- A chemical used to prevent mineral deposits in the sludge.

Gauges – Suction/ Discharge- A gauge is an instrument to show pressure or temperature. A suction gauge is in front of a pump the discharge gauge is on the exiting side of the pump

Ring Valves- A packing-ring used on the back of a valve under pressure, so as to prevent such pressure from gaining access to the entire area of the valve and forcing it to its seat so that it will be hard to move. The ring slides upon a finished surface, and is held there to by springs.

Struvite- A deposit or precipitate of magnesium ammonium phosphate hexahydrate found on the rotating components of centrifuges and centrate discharge lines. Struvite can be formed when anaerobic sludge comes in contact with spinning centrifuge components rich in oxygen and microbial activity. Struvite can form when the pH level is between 5 and 9.

Vulcanize- To harden rubber by combining it with sulfur or other substances in the presence of heat and pressure. Vulcanization gives rubber strength, resistance, and elasticity.

9910 RECRUITMENT

SAN FRANCISCO PUBLIC UTILITIES COMMISSION
WASTEWATER ENTERPRISE



MUTIPLE 9910 POSITIONS
AVAILABLE @ \$18.60 PER HOUR

YOU MUST:
BE 18 YEARS OR OLDER
BE A RESIDENT IN THE 94124 AREA CODE
HIGH SCHOOL DIPLOMA OR POSSES A GED
MUST POSSESS A CA CLASS C DRIVERS LICENSE

OPEN RECRUITMENT FROM
MAY 6TH TO MAY 20TH

TO LEARN MORE, A PRESENTATION IS SCHEDULED FOR:

DATE : _____

TIME : _____

PLACE : _____

RESENER : CATHERINE CURTIS, WORKFORCE RELIABILITY MANAGER

BAYWORK Internship Inventory Project-- A SAMPLE COMPLETED AGENCY INTERNSHIP INVENTORY FORM (SFPUC)

rev.SC.1.28.15

AGENCY NAME:	Completed by	Phone	email							
SFPUC	Steven Currie	415.554.3477	scurrie@sfwater.org							
Name of Internship Program	Avg. Annual # (or # served last year)	Target Group (e.g. youth, college students, adults, etc.)	Technical (specify) or non-technical	Employer of record	Partners	Duration of internship	Notes	Contact person	phone	email
Project Pull	155	HS students	varies, mostly office/ non-technical	community nonprofit	nonprofit, City Depts.	Summer		Lisa Miles		
YouthWorks –Summer interns	97	HS students	varies, mostly office/ non-technical	community nonprofit	community nonprofit	Summer		Lisa Miles		
CityWorks-SSIP Internship Program	22	HS students	communications, policy, accounting, some	community nonprofit	nonprofit, private engineering firms	Summer		Steven Currie		
The Garden Project --Earth Stewards Program	300	HS students	non-technical, hands on urban ag	community nonprofit	community nonprofit	Summer		TBD		
Project Learning Grants	542	HS students	varies, mostly non-technical	community nonprofits	community nonprofits	Summer	(various community organizations)	Steven Currie		
Tech21 Environmental Tech summer program	13	HS students	mixed technical and nontechnical	school district	school district	Summer		Steven Currie		
CTE Summer Interns	5	HS students	varies, mostly office/ non-technical	school district	school district	Summer		Steven Currie		
YouthWorks –Academic Year interns	82	HS students	varies, mostly office/ non-technical	community nonprofit	community nonprofit	School year		Lisa Miles		
SFUSD Workability & Access Programs	4	HS students	varies, mostly office/ non-technical	school district	school district	Summer		Steven Currie		
SPARK Mentorship Program	tbd	middle school students	varies, mostly office/ non-technical	community nonprofit	community nonprofit	School year	(a FY14-15 pilot program, middle school interns)	Laura Page		
City Hall Fellows	6	college grads	varies, mostly office/ non-technical	nonprofit	nonprofit	1 year	(San Francisco City Hall Fellows Program)	Steven Currie		
The Garden Project	45	HS students	non-technical, hands on urban ag	community nonprofit	community nonprofit	year round		TBD		
Public Service Trainees (9920’s)	23	college students	varies, mostly office/ non-technical	SFPUC		year round		TBD		
Public Service Trainees (9922’s)	54	college students/ adults	varies, mostly office/ non-technical	SFPUC		year round		TBD		
Student Engineers/ Interns (5300 classification series)	44	college students	engineering and related fields	SFPUC	other City Depts.	summer/ year round		TBD		
Accounting interns	2	college students	accounting	SFPUC		summer/ year round		TBD		
Stationary Engineer Pre-apprenticeship (aka “9910 Program”)	7	adults	technical (stationary engineer)	SFPUC		3 years		Catherine Curtis		
Graduate student interns (9910 classification)	4	graduate students	varies, mostly office/ non-technical	SFPUC		summer/ year round		TBD		

Career Exploration & Readiness @ SFPUC
John O'Connell High School –2014 Summer Program

Monday 6/9	Tuesday 6/10	Wednesday 6/11	Thursday 6/12	Friday 6/13
			Wastewater QREP Training Room ▪ Welcome ▪ Review Handouts ▪ Safety ▪ Break ▪ Overview of Wastewater Treatment ▪ Tour SEP ▪ Lead– Catherine Curtis	
Monday 6/16	Tuesday 6/17	Wednesday 6/18	Thursday 6/19	Friday 6/20
	Wastewater 940 Conference Room ▪ Electricity/electronics – classroom ▪ DSC/SCADA ▪ Instrumental Control/Steve Ardrey ▪ Hands-on demos –24volts control devices ▪ Control center tour ▪ Debrief ▪ Lead – Steve Ardrey		Wastewater 940 Conference Room ▪ Wireless –SCADA ▪ Tools, software, equipment, components ▪ Flow control, thermals, fluid, gas control & detector/Steve ▪ Hands-on demos – digital control devices ▪ Interview I & C staff ▪ Video clips for presentations - Teachers ▪ Debrief ▪ Lead - Steve Ardrey	

Career Exploration & Readiness @ SFPUC
John O'Connell High School –2014 Summer Program

Monday 6/23	Tuesday 6/24	Wednesday 6/25	Thursday 6/26	Friday 6/27
	Wastewater 940 Conference Room ▪ Mechanical systems/Maintenance department ▪ Pumps, motors ▪ Transport systems: sludge pumping, debris conveyer ▪ hp vs. torque ▪ Anaerobic digesters ▪ Hands-on demos disassemble/assemble pump or motor ▪ Bonnie Jones talk on yellow grease/digestion (11 a.m.) ▪ Lead - Gerald Murphy		Wastewater ▪ Treasure Island Plant and NorthPoint visit hosted by PUC/Gerald Murphy ▪ Alternatives: Pumps activity, disassemble pump, overflow & discharge, backup systems ▪ Lead- Gerald Murphy ▪ Transportation -Mark Harris ▪ *Liability – Erik Rice and Steve Currie	
Monday 6/30	Tuesday 7/1	Wednesday 7/2	Thursday 7/3	Friday 7/4
	Wastewater 940 Conf/ Lab ▪ Erin Toohey HRS 9-10 ▪ Biological & Chemical testing lab ▪ Lab safety ▪ Tour of the chemical lab ▪ Interview with lab technicians ▪ Hands-on demos, testing treated water before discharge / Building 521 ▪ Digesters & Methane ▪ Lead – Dolsan Kwan & Catherine Curtis		Wastewater 930 Conference Room ▪ Baywork Website ▪ Values Card Sort ▪ Myer's Briggs ▪ HR day, certifications, prospects, salary & benefits ▪ Career exploration / choice project – Catherine Curtis ▪ Project planning session ▪ Lead- Catherine Curtis	

Career Exploration & Readiness @ SFPUC
John O'Connell High School –2014 Summer Program

Monday 7/7	Tuesday 7/8	Wednesday 7/9	Thursday 7/10	Friday 7/11
	Wastewater QREP ▪ Intern Presentations		O'Connell ▪ Final Exhibition ▪ Completion Certificates	
Monday 7/14	Tuesday 7/15	Wednesday 7/16	Thursday 7/17	Friday 7/18

Tech 21 Orientation Agenda Thursday, June 12, 2014 QREP Training Room	
Welcome Meet and Greet	9:00 - 9:30
Review Packet	9:30 - 10:00
Break	10:00 - 10:15
Safety Orientation	10:15 - 10:45
Hard Hat Distribution Tour of Southeast Plant	10:45 - 11:00 - Get Hardhats and PPE 11:00 - 1:00 Tour

Handouts:

1. Agenda
2. Summer Calendar
3. Expectations and Ground Rules
4. Instrumentation Technician Announcement
5. Wastewater Enterprise Mission
6. Water Cycle Map
7. Sewer System Overview
8. Southeast Plant Overview
9. Oceanside Plant Overview
10. Safety Orientation