Marian Wright Edelman Institute

Year End Report 2015-2016

Submitted by Charlotte Ferretti, RN, Ed.D, Director

Project Coordinators:

Lylia Stebbing
Brian Hickey
Caitlin Ryan
Anna Tobin Wallis
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Leadership, Service and Collaborations 2015-2016

The Institute Director served on several boards and committees at the department and university levels as well as in the community. These include Chair of the SF State University Corporation Board, Chair of the Nursing RTP Committee, a member of the Children’s Campus Advisory Council, and board member on the Regional Jumpstart Advisory Board and WIRED International Board. The Director served as Co-PI with Alison Baroody, Principal Investigator, on the Parent Engagement Texting Study and attended community meetings for the EDvance program funded by the Office of Early Care and Education and the Mimi and Peter Haas Fund.

The Director conducted peer reviews for 6 CAD faculty each semester and provided supervision for coordinators of Jumpstart, EDvance and Metro as well as coordination and meetings with funders in preparation for quarterly and final reports. The Director also provided budget management and strategic planning with the Development Office, and funders through meetings with individuals and the Advisory Committee.

The Institute provided stipends for expert faculty presenting at the annual Jumpstart ECE Academy, honoraria to community speakers at the Edelman Town Hall and provided fiscal support to Kristen Pozzoboni, CAD faculty, for a Graduate Teaching Assistant. The Institute also provided funding to Alison Baroody for the Parent Engagement Texting Study and additional pay for the Jumpstart Senior Site Manager to support coordination of the Early Practicum Pilot, a collaboration between Jumpstart and EDvance.

Associate Director of Research and Evaluation

The Institute, under the leadership of the Associate Director of Research and Evaluation, Carmen Mandic, brought together faculty from multiple disciplines for two Edelman Town Halls. Dr. Mandic also served as a member of the Children’s Campus Research Committee after having previously served as Chair of the Research Committee. Dr. Mandic develops, implements and analyzes survey data for each program in the Institute to improve programs, and for submission of reports to funding agencies. These surveys include the annual Children’s Campus family satisfaction survey, a survey of alumni of the Promoting Achievement in Higher Education (PATH) program, annual pre- and post-program evaluation surveys and mid-semester progress surveys for the PATH and Metro CAD programs, and pre- and post-program surveys of participants in the Early Practicum Pilot project in collaboration with Metro CAD and Jumpstart. In addition, over the 2015-2016 academic year Dr. Mandic spearheaded two research studies including the Parental Consent Survey project (in collaboration with the Children’s Campus Research Committee) and the ECE Alumni Survey Project (in collaboration with faculty from Child and Adolescent Development and Elementary Education). Dr. Mandic also served as a reviewer for the NIH-funded Building Infrastructure Leading to Diversity (BUILD) project at SF State and provided consultation for the Student Learning Objectives Evaluation project for the Institute for Civic & Community Engagement.

Funding: The positions of Director and Associate Research Director are funded through General Fund.
Marian Wright Edelman Program Overview and Budgets

The following provides a brief overview and funding for each program, followed by final detailed 2015-16 reports.

**Jumpstart Funding**

- Funded by Jumpstart National to SF State $20,122 30% of Senior Site Manager Salary
- Funded by Regional Office 3 Assistant Site Managers
- Jumpstart Funding Locally Stipends for students

- Federal Work study $200,000
- MWEI Pilot Funding $7,500
- MWEI Operations Support $4,000
- Academic Affairs $4,105
- Jumpstart Research Support $10,000

**Site Manager: Brian Hickey**

Program Purpose: The Jumpstart program is in its 15th year at SF State. In collaboration with our key partners, we target school readiness by inspiring children to learn, adults to teach and lead in their communities, and family members to get involved. Each year, approximately 100-120 SF State students are recruited, trained, and paid through federal work-study funds for internships to work with preschool children to improve their literacy. Through their participation in Jumpstart, students increase their early childhood knowledge and community awareness. Many Corps members find that their experiences working in local classrooms inspire them to enter the field of education or work in the community. Students receive an educational award at the completion of their 300 hours. Increases in the minimum wage reduces the total number of recruits into the program each year. Therefore, a major change in this year’s program was an increase in the hourly rate for work-study. This has resulted in a reduction of the total number of students we are able to fund.

**Center for Early Education, Professional Development, and Research (Children’s Campus)**

- Revenue from Tuition $1,265,782
- First Five San Francisco $75,122 (Supporting Tuition Reduction)

Director, Anna Tobin Wallis, April 2016 to continuing

Interim Director: Marjorie Weiss, MPA to April 2016

Program Manager: Anna Tobin-Wallis, MA to April 2016

Operations Manager Stephanie Moore, BA, April 2016 to current

Children’s Campus, is a lab school providing early care and education, teaching internships, graduate fellowships and observation opportunities for students from 25 courses in seven disciplines, as well as internships for students from Special Education and Communicative Disorders, Consumer Family Studies/Dietetics and community
college students during the summer. Student and faculty research involving children and families at the Children's Campus is reviewed by a multidisciplinary Research Committee comprised of faculty and staff from the Institute, Developmental Psychology, Special Education and Communicative Disorders, Child and Adolescent Development, Elementary Education, and staff and parents from the Children's Campus. The Research Committee facilitates researcher access to Children’s Campus and provides oversight for faculty and student research with respect to its impact on staff, families, and children. Abstracts of past projects can be found on the website and in the year-end report.

Marjorie Weiss, Interim Director, retired in April and Anna Tobin Wallis was selected as Director after a search.

**Family Acceptance Program**

**Private Donors, County and Private Foundations**

**Director: Caitlin Ryan, PhD, ACSW**

The Family Acceptance Project (FAP) is a unique academic-community initiative that embodies SF State's core values of equity and social justice, conducts rigorous research to promote positive social change, and has developed the first evidence-based model of family support to build healthy futures for LGBT children and youth in collaboration with groups and communities in the Bay Area, throughout the state, across the U.S. and in other countries. Dr. Ryan’s research-based family education and intervention videos that teach diverse families, including families who believe that being gay or transgender is wrong, have won 23 awards in film festivals and from community groups across the U.S., and in other countries. Her multilingual research-based family education booklets – that were developed with extensive guidance from ethnically and religiously diverse families and LGBT young people – were designated as the first “Best Practice” resources for suicide prevention for LGBT young people in the federally funded Best Practices Registry for Suicide Prevention. Dr. Ryan and her team have trained more than 80,000 providers, families and religious leaders across the U.S. and other countries on FAP’s family support approach to prevent suicide, substance abuse, HIV, homelessness and placement in foster care - and to promote positive development and well-being among LGBT children, youth and young adults. Her most recent research and empirically grounded family support work is identified in her report.

**METRO Academy**

**Funded by the Mimi and Peter Haas Fund**  
$370,000

**Program Coordinator: Ashley Williams**

Program Purpose: The Metro Child & Adolescent Development (CAD) Academy strives to encourage and support individuals in the field of early care and education to obtain a bachelor's degree in Child and Adolescent Development (CAD); to spark a passion among individuals in underserved communities to pursue a lifetime of work in early care and education; to reduce the educational equity gap for low-income students, students of color and new immigrants; and to increase transfer of students from CCSF to obtain a BA degree in CAD. Funder: The Metro CAD Academy is funded by the Mimi and Peter Haas Fund. University Support: The University provides augmented general education (GE) classes. Information for 2015-16 is in the Year End Metro Report.
Professional Development Contract: EDvance SF (includes PATH, SEED and Foundations)

Funded by the Mayor's Office of Early Care & Education $1,121,842

PATH

Program Director: Lygia Stebbing, Ed.D.

Program Purpose: Promoting Achievement Through Higher Education (PATH) is an initiative aimed at improving the quality of early childhood education in the City of San Francisco by supporting current workforce participants in obtaining their BA degree in Child and Adolescent Development (CAD) at the junior and senior levels. PATH ensures that students' needs are met through cohorted classes at convenient times for working students, providing access to tutors to ensure retention and timely graduation. The staff work closely with faculty in the College of Education. Funders: PATH is funded by the San Francisco Human Services Agency (HSA), San Francisco Department of Children, Youth, and Their Families (DCYF), and San Francisco First Five through the Mayor's Office of Early Care and Education. External funding supports upper division courses in collaboration with Departments of Education and Special Education. University Support: No current university support (i.e. no augments). The Professional Development information is in the 2015-16 yearend report and includes data for all three programs.

SEED

Program Coordinator: Chelsea McNutt, BA

Program Purpose: SF SEED provides a fiscal incentive for early child educators as they advance toward a degree in early child education through coursework at SF State or CCSF. Through skilled counseling, SF SEED strives to inform community college students about transfer requirements to SF State and support them to successfully complete a BA degree. SF SEED requires students to access advising and encourages tutoring to support them in reaching their educational and professional goals. Funder(s): The Human Services Agency of San Francisco, First 5 of San Francisco, and San Francisco's Department of Children, Youth and Their Families (through the Mayor's Office of Early Care and Education). Collaborations: SF State Office of Student Financial Aid, Department of Counseling, Departments of Child and Adolescent Development, and EOP. Off campus: CCSF - Child Development Department and Professional Development Program (PDF) advisors

Student Participation: Over 457 stipends were provided to students in 2015-16 enrolled in unit-bearing courses leading to a degree. Students also receive stipends when they complete an AA or BA degree and when they complete their transfer from community college to SF State.

FOUNDATIONS

Coordinator: Gretchen Ames, MA

The goal of the Early Childhood Education (ECE) Foundations in Basic Skills Program is to increase college readiness and enrollment of early childhood educators in degree attainment programs such as Metro CAD and PATH. Grounded in a case management approach, the strategy is to engage students in workshops to provide individualized, academic support for English and math. The program is funded by The Human Services Agency of San Francisco, First 5 of San Francisco, and San Francisco's Department of Children, Youth and Their Families (through the Mayor's office of Early Care and Education).
EDELMAN TOWN HALLS

Coordinated by

Dr. Carmen Gomez Mandic
Building Healthy Futures for LGBT Children & Youth: 
The Family Acceptance Project—From Research to Practice & Policy

Monday, May 16, 2016, 4:00pm–5:30pm
J. Paul Leonard Library, Room 244
SF State Campus, 1600 Holloway Ave., San Francisco

The Family Acceptance Project (FAP) is the world’s first research, intervention, education and policy initiative that was founded to help ethnically and religiously diverse families to prevent risk and promote their LGBT children’s health and well-being in the context of their families, cultures and faith communities.

- Join us for a panel presentation and open discussion on how this work is changing the way we support and care for LGBT children and youth.
- Hear about the transformational work of the Family Acceptance Project from providers who carry out multiple aspects of this work in health, mental health and social service settings.
- See one of FAP’s award-winning, research-based short documentary films that reflects the lived experiences of diverse LGBT youth and families and demonstrates how families learn to support their LGBT children.

Caitlin Ryan, PhD, ACSW
Director, Family Acceptance Project, SFSU

Lorraine Flores, LMFT
Deputy Director, Bill Wilson Center—Santa Clara

Erica Monasterio, MN, FNP-BC
Clinical Professor and Director, Family Nurse Practitioner Program, Family Health Care Nursing—UCSF

Established at SF State University 15 years ago by Drs. Caitlin Ryan and Rafael Diaz and affiliated with the Marian Wright Edelman Institute, FAP has conducted groundbreaking research that demonstrates the compelling relationship between family rejection and acceptance of LGBT youth with health risks and well-being in young adulthood. Based on this research, Dr. Ryan and her team developed the first evidence-based family support approach to prevent and address major health risks, including suicide, substance abuse, HIV and homelessness and to promote positive development and wellness for LGBT children and youth—even when parents and caregivers believe that being gay or transgender is wrong.

RSVP: Call 415 405 3976 or email ferretti@sfsu.edu
EDvance SF
SPECIAL EVENT

In summer 2015, 10 students and three faculty in the Dept. of Child & Adolescent Development traveled to South Africa to work with local early childhood teachers & young children.

Collaboration with local educators focused on:
♦ Sharing best practices
♦ Enhancing language & literacy programming
♦ Building capacity for program evaluation

Please join us for a special presentation by:

Brittney Rykert
CAD Student, Early Childhood Educator

Kowanda Perkins, BA
CAD Alumnus,
Early Childhood Educator

Daechelle Williams, BA
CAD Alumnus,
Early Childhood Educator

Ashley Williams, BA
Metro CAD Coordinator

Lygia Stebbing, EdD
Director, EDvance SF; Department of Child and Adolescent Development; Marian Wright Edelman Institute

CAD in South Africa
An Early Childhood Educator Honors Program
EDvance SF Community Dialogue
Monday, October 26th, 5:30-6:30pm
Library 242

Come listen to students reflect on their transformative experiences during this service- and learning-focused adventure in South Africa.

Engage in discussion about using cross-cultural experiences to enrich and expand teacher training in the early childhood field.

Students interested in the Spring 2016 program are encouraged to attend.
Program Details for 2015-2016

FAMILY ACCEPTANCE PROJECT
Dr. Caitlin Ryan, Director

FAMILY ACCEPTANCE PROJECT    July 2015-June 30, 2016

The Family Acceptance Project (FAP) is a research, education, intervention and policy project at MWEI that has done the first groundbreaking research and intervention work to help ethnically and religiously diverse families to support their LGBT children – to reduce major health disparities and to promote their well-being – in the context of their families, cultures and faith communities. This includes developing the first evidence-based family support model that FAP has been working to integrate into services and programs locally and in other jurisdictions.

Building Systems of Care to Support Positive Development of LGBT Children and Youth
Dr. Ryan launched the Family Acceptance Project 15 years ago as a the first initiative that combined comprehensive research with family-based services, education and training and informed public policy to help diverse families learn to support their LGBT children. Over the years, more than 20 jurisdictions, including agencies in China, have asked her to implement the Family Acceptance Project’s family support model in their communities. Dr. Ryan developed FAP’s research-based family support model in SF County, then applied it in targeted mental health services in Contra Costa County and has developed a collaborative model to implement services where local jurisdictions raise and provide funding to build capacity across systems of care (e.g., primary care, mental health services, school-based and out-of-home services and pastoral care) to ensure diffusion sustainability. During the past year, Dr. Ryan formalized services to implement FAP’s family support model in Wayne County, MI through the first research-based initiative to prevent removal from the home and homelessness for LGBT youth, to reconnect fractured families, and to promote wellness and permanency. Dr. Ryan has been in discussion with Santa Clara County to implement her model there and has been in discussion with the top kinship care state provider to implement services in their communities. She also serves as a consultant to the Substance Abuse and Mental Health Services Administration to provide technical assistance and training on her family support model to build more effective systems of care in communities across the U.S.

As the first of its kind, FAP’s family support model is routinely included in systematic reviews of related research and the emerging field of family intervention which Dr. Ryan and her team established for LGBT children and youth. This includes a new review of family intervention strategies for youth at risk and experiencing homelessness conducted by the Urban Institute and Child Trends that was funded by the US Department of Health and Human Services: https://aspe.hhs.gov/pdf-report/family-interventions-youth-experiencing-or-risk-homelessness

And an analysis of the research on family acceptance of LGBT youth conducted by Columbia University Law School (commentary on the summary):
www.slate.com/blogs/outward/2016/01/12/anti_gay_parents_still_love_their_lgbtq_kids.html

Ongoing Media Coverage
Dr. Ryan’s research and family intervention model – which is one of SF State’s most consistently cited series of research findings and programs in the media – bring ongoing positive attention to SF State University. For example, during the fiscal year, Dr. Ryan’s work to apply the Family Acceptance Project’s family support model
in Michigan with Wayne County’s child welfare system and the Ruth Ellis Center was the subject of a 50-minute radio documentary on Michigan Public Radio: [http://stateofopportunity.michiganradio.org/post/your-behavior-has-profound-impact-health-your-lgbtq-child](http://stateofopportunity.michiganradio.org/post/your-behavior-has-profound-impact-health-your-lgbtq-child)

Similarly, Utah Public Radio featured a program on one of FAP’s family education and intervention videos with Dr. Ryan and a devout Mormon parent who shared her family’s journey from struggle to support after they learned that their 13-year-old son was gay. The broadcast was part of Utah State University’s annual research week that features research that has an impact: [http://upr.org/post/family-acceptance-project-thursdays-access-utah](http://upr.org/post/family-acceptance-project-thursdays-access-utah)

**Research-Based Family Intervention Videos**

Dr. Ryan has been producing a series of award-winning short documentary family education films – based on her research and family support work – to help diverse families learn to support their LGBT children and to train health and mental health providers, clergy and others on how family acceptance and rejection affect LGBT children and adolescents. During the fiscal year her video, *Families Are Forever* – which has previously received 20 awards from community and professional groups – was designated a “Best Practice resource for suicide prevention for LGBT young people by the Best Practices Registry for Suicide Prevention. The Registry, which is funded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) maintains a peer-reviewed compendium of guidelines, practice resources and programs that are approved suicide prevention resources for use in agencies, programs and institutions. Reuters published an article on FAP’s latest Best Practice designation: [www.reuters.com/article/us-health-lgbt-suicide-idUSKCN0WY57W](http://www.reuters.com/article/us-health-lgbt-suicide-idUSKCN0WY57W)

In addition to using these videos in her work to help families learn to support their LGBT children, they continue to receive invitations to screen at events and festivals across the U.S. and other countries. Most recently one of the videos screened in Turkey in 18 cities and towns across the country from Istanbul to cities near the Syrian and Georgian borders at the Sürdürülebilir Yaşam Film Festivali, the Sustainable Living Film Festival, that presents films from around the world that offer sustainable solutions to pressing social issues. [www.surdurulebiliryasam.org/aile-gibi-yok-families-are-forever/](http://www.surdurulebiliryasam.org/aile-gibi-yok-families-are-forever/)

**Publishing New Research to Support Positive Development for LGBT Youth**

During the fiscal year, Dr. Ryan and colleagues submitted two new studies for publication. These include the first comparison study of LGBT youth coping and the first study to examine the relationship between efforts to change an LGBT adolescent’s sexual orientation with risk and well-being in young adulthood:


**Campus Activities**

Dr. Ryan lectures on her research and family support work for students in classes. Since she started the Family Acceptance Project, Dr. Ryan has mentored more than 160 students and helped many of them plan their academic and post-graduate careers. During the past year, she also served as the featured speaker at two campus events. These include serving as the inaugural speaker at an event hosted by the College of Health & Social Sciences to launch the annual John De Cecco Lecture Series at SFSU and headlining a Marian Wright Edelman Institute Community Forum panel discussion on the Family Acceptance Project's work to build healthy futures for LGBT children and youth. The event included local providers who use Dr. Ryan’s family support approach in clinical care and in services to help LGBT homeless youth reconnect with their families,
Trainings for Practitioners, Families and Religious Leaders
During the fiscal year, Dr. Ryan provided in-service education, full day trainings and educational sessions for more than 5,200 providers, families and religious leaders on FAP’s family support approach to help ethnically and religiously diverse families to prevent health risks and promote well-being for LGBT children locally, in California and across the U.S. This includes keynotes at the American Association of University and Counseling Center Directors annual conference, the Mormon Mental Health Association conference, Hennepin County Medical Center’s conference on Family Centered Adolescent Care and the American Foundation for Suicide Prevention conferences in Omaha and Baltimore and a plenary session at the National Juvenile Defenders Conference. It also includes a Midwestern regional training for school providers and educators for state and local educational institutions that are supported by the American Psychological Association’s Safe and Supportive Schools Program, county mental health trainings in Stockton and Santa Clara, a parent training institute at the United Methodist Convocation in Texas and practice sessions at North Dakota Supreme Court’s Child Justice Symposium.
During the 2015-2016 program year, Brian Hickey was the Senior Site Manager. With his team of three Associate Site Managers, 116 students were recruited at SF State, and they served in 29 classrooms in San Francisco. These students each completed over 300 hours in service and training, making them eligible to receive the Segal AmeriCorps Education Award. Students provided literacy support for over 500 children in San Francisco.

For their work spent in the classrooms, students receive Federal Work Study funds. They are given pre-service, mid-year, and year-end surveys to assess the impact of the program on students’ educational experience, knowledge of early literacy development, educational goals, and attitudes related to civic and community engagement.

In February, Jumpstart SF STATE Corps Members came together with programs from UC Berkeley and St. Mary’s College of California in the Cesar Chavez Student Center for a day of learning and connection. Corps members heard from an Alumni Panel, composed of Jumpstart alumni from the three universities, and participated in training workshops led by Bay Area Early Education and Child Development professors. Over 300 students attended.
Over 80 Corps members participated in Jumpstart’s Future Teacher Institute in October 2015. Site Managers led trainings that included on classroom management and positive behavior guidance, as well as the Jumpstart curriculum.

Jumpstart Corps members extended their service to the San Francisco community in a number of ways, including letter-writing campaigns with OneJustice, and by joining Reading Partners for a day of tutoring elementary students for César Chávez Day.

**Collaboration with SF STATE Metro CAD**

During the 2015-2016 year, Jumpstart and METRO CAD worked together to expand the pilot approach to Jumpstart’s preschool literacy programming. After the administration of a survey from the Edelman Institute in 2013, Jumpstart learned that many teachers would like more input into the Jumpstart curriculum in the their classrooms as well as fewer Corps members in their classrooms. With this information in mind, Jumpstart increased the size of the pilot program to serve 12 classrooms. 12 two-person teams of Child and Adolescent Development majors led instruction in the preschool classrooms over the fall and spring semesters. Teachers and students benefitted from taking part in this experience, so much so that students were offered positions at FDC, FACES, and Tule Elk Park for the upcoming school year.
Jumpstart/EDVance Pilot Programming
Jumpstart/EDvance Pilot student, Edith Amaya, introduces the parts of a book and directionality before reading a non-fiction book on the oceans.

Edith demonstrates how to make an “Ocean Bottle” using water, blue food dye, and oil. She then practiced making “waves” with the children by shaking the bottle.
Jumpstart/EDVance pilot student, Alante Chavarin, continues captivating children’s interest through the creation of jellyfish, another sea creature studied on Fridays with the pilot students.

Jumpstart/EDVance pilot student, Fabiola Uribe, uses vocabulary and a puzzle activity to gauge students’ comprehension of some of the sea creatures that have been discussed in Friday small group programming.
Center for Early Education, Professional Development and Research
(Children's Campus)

A Research Service Organization

Year End Report for 2015-2016

Submitted by
Anna Tobin Wallis, MA, Director
Stephanie Moore, BA, Operations Coordinator
Carmen Gomez Mandic, ScD, Associate Director of Research, Edelman Institute
Center for Early Care and Education, Professional Development and Research

Research Service Organization 2015-2016 Annual RSO Report

http://research.sfsu.edu/rso_policy

Purpose and Definition
A Research and Service Organization (RSO) is an academic entity the University has established to provide a supportive infrastructure for activities complementary to the mission and goals of the University and of specific academic units. Functions of an RSO are to facilitate instructional and research collaborations, disseminate the results of research and scholarly and creative activities through conferences, meetings and other activities; strengthen graduate and undergraduate education by providing students with training opportunities and access to facilities; seek extramural support; and carry out university and public service programs related to the RSO's expertise.

Administrative Changes 2015-2016
A search was initiated to fill the position of permanent Director for the Children’s Campus when Marjorie Weiss Interim Director retired in April 2016. After a search, Anna Tobin Wallis, the previous Program Manager, was selected to fill the position. Stephanie Moore, former Operations Coordinator of the Edelman Institute, was selected to fill the position of Operations Manager in April 2016.

For over 22 years San Francisco State has supported the early care and education lab school on campus, the development of which was based on Education Code Sections 89410-89413:

The development of the current Children’s Campus originated as a result of two issues. The former lab school, the Child Study Center, closed during a budget cut and faculty who had used the site for training and research requested that we try to raise funds to build a self-sustaining lab school. Second, a need was identified by Administration in regular discussions with faculty as a benefit that would enhance recruitment and support young families. A campus-wide needs assessment was undertaken to determine interest in a childcare and education program. The current center was opened in January of 2009.

Mission
- Support the University’s academic curriculum through training opportunities for pre-service students focusing on careers in or related to early care and education.
- Expand research opportunities that add to the field of knowledge in early care and education.
- Provide faculty and staff at SF State and the community with a high quality early care and education program, where teachers incorporate evidence-based practice.
- Support current early care and education teachers in the community with professional development opportunities that support improved practice.
Space:
Children’s Campus is 6,700 sq. feet of energy efficient “green” technology modular building located on the SF State campus on North State Drive at Lake Merced Drive. It has two infant, two toddler, and two pre-school classrooms as well as curriculum preparation areas, offices, and staff lounge. For student assignments and research, there are five observation rooms (two for preschool, two for toddler classrooms, and one for infants using closed circuit video and audio). Outside fenced space is available surrounding the building and provides separate space for each age group.

During the 2015-2016 school year, a total of 81 children were enrolled in all six classrooms with six Head Teachers, and over 44 college students employed as paid Teaching Assistants who are able to apply classroom theory to practice. Of the total children served, 30%, were SF State faculty or staff (and 83% of these were faculty children and 17% were staff children) and 70% were community.

Children’s Campus Staff:

Program Administration
Anna Tobin Wallis: Director, 4/1/16 to current
Marjorie Weiss: Operations Manager 7/1/15-4/30/16
Stephanie Moore: Operations Manager 4/30/16 to current

Head Teachers:

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<tr>
<td>Isis Maniago-Torres</td>
<td>Robin Room</td>
</tr>
<tr>
<td>Kristina Langer</td>
<td>Chickadee Room</td>
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<tr>
<td>Jennie Kong</td>
<td>Hummingbird Room</td>
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<tr>
<td>Eszter Ward</td>
<td>Sparrow Room</td>
</tr>
<tr>
<td>Natalie Burton</td>
<td>Owl Room</td>
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<tr>
<td>Jamie Zicko</td>
<td>Hawk Room</td>
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Teaching Assistants
A total of 45 students were hired as Teaching Assistants between August 2015 and June 2016. These students were from multiple disciplines such as Child and Adolescent Development, Psychology, Nursing, Consumer Family Studies, Elementary Education and Kinesiology. Students are oriented to the program and guided by the Head Teachers throughout the semesters. Students identify their learning needs and meet with Head Teachers during each week.

Center-wide Events:
Family Open House
Individual Family Intake Meetings with Teachers
Meet and Greet Potluck
Mid and End of Year Individual Family Conferences with Teachers Preschool Graduation and End of the Year Celebration
Parent Education Events: Kindergarten Readiness
Student Intern Professional Development 2015-2016

Internships that are academic requirements are arranged directly with the Program Coordinator at the Children’s Campus. Currently, students from the CAD, CFS/Dietetics, and Special Education and Communicative Disorder departments complete internships at the Children’s Campus for 150 hours per student each semester. This year teachers supervised 14 interns in the fall and 24 interns in the spring.

Student Observers and Participants

Children’s Campus provides opportunities for SF State students and faculty to observe children at the center as part of their class assignments. Observers are placed in one of our five dedicated observation rooms or directly in the classroom if their coursework requires participation along with observation. Faculty intending to send their students to the Children's Campus must initially contact the Program Coordinator. Once registered in the system, faculty can register course/s each semester through the Observation System using their SF State ID and password. Students are not allowed to sign up for an observation until a faculty member has registered their course and students. Once students have completed the assignments, the faculty can pull a report from the system.

Fall and Spring 2015-2016

Total number of observers/participants in classrooms: 483
Total number of hours: 1,876

Academic Classes that used Children’s Campus for student Observers/Participants: Children’s Campus supports online access for professors to enter their enrolled students and identify assignments. Once entered, students have online access to sign up for a specific age group and time to observe.

25 Courses Used Children’s Campus for Academic Assignments

FALL 2015

CAD 210: Intro to Child Development
CAD 215: Foundation in Early Childhood
PSY 330: Child Development
ECE 602: Advanced Curriculum Study in ECE
EED 603: Promoting Children’s Social and Emotional Development
EED 610: Classroom Assessment and Evaluation for Young Children
EED 611: Advanced Issues in Infant-Toddler Education and Care
EED 707: Cognitive Development in Early Childhood Education Sociocultural Context
EED 709: Curriculum Development in Pluralistic Society
KIN 487: Motor Development
PSY 737: Observation of Children
SPRING 2016

EED 619: Children’s Play: Theory and Practice
CAD 210: Intro to Child Development
EED 700: Social, Emotional, and Physical Development in Early Childhood Education Sociocultural Contexts
EED 801: Seminar in Development and Administration of Early Childhood
KIN 487: Motor Development
CAD 215: Foundations of Early Childhood Education
EED 614: Science, Math, and Technology Curricula in ECE
DFM 451: Nutrition Assessment in the Community
ECE 602: Advanced Curriculum Study in ECE
EED 607: Leadership and Administration
EED 610: Classroom Assessment and Evaluation for Young Children
EED 611: Advanced Issues in Infant-Toddler Education and Care
PT 112: Human Growth and Development Across the Life Span

SUMMER 2016

PSY 431: Developmental Psychology

Committees

Children’s Campus has two committees that work with administration and support the mission of the center: the Advisory Council and the Research Committee.

The Advisory Council meets each month and supports the mission of the Children’s Campus and has the following roles:

- Review and make recommendations on policies and guidelines presented by the Children’s Campus Director related to the operation of the Children’s Campus.
- Review and provide input into the Children’s Campus budget, enrollment fees, and other related issues.
- Review and make recommendations regarding applications for scholarships when funds are available.
- Offer leadership in grant writing and fundraising; participate in writing grants to support Children’s Campus.
- Review Annual Reports
- Review reports on professional development activities geared to improve practice for current teachers.

The Advisory Council has two Parent Representatives, one that represents faculty/staff families and the other that represents community families. They serve for a maximum of two years as long as they have children at the center and have the following roles:
Responsibilities include:
- Attend Advisory Council meetings every month.
- Serve as the contact person for any issues related to the families at Children’s Campus.
- Report family-related issues to the Advisory Council and suggest program improvements.
- Disseminate information from the Advisory Council to the families.

Advisory Council Members 2015-2016:
http://childrenscampus.sfsu.edu/council.html

Patti Solomon-Rice, Council Chair and Assistant Professor, Department of Special Education and Communicative Disorders
David Anderson, Professor of Kinesiology
Marjorie Weiss, Children’s Campus Operations Manager
Anna Tobin-Wallis, Children’s Campus Director
Charlotte Ferretti, Professor and Director, Marian Wright Edelman Institute
Mina Kim, Associate Professor, Elementary Education
Nichole Gangitano, Parent
Elizabeth Post-Musgrove, Parent
Soyeon Park, Associate Professor, Child and Adolescent Development (on leave)
Carmen Gomez Mandic, Edelman Institute, Associate Director of Research and Evaluation
Alison Baroody, Assistant Professor, Child and Adolescent Development

Research Committee

The Research Committee at Children’s Campus supports the research mission of the Children’s Campus by providing a venue for research to advance the early childhood education field. The primary function of the Research Committee is to ensure that the research conducted at Children’s Campus does not negatively impact the ability of staff to provide a high-quality ECE environment for all children. The primary activities of the Research Committee include the review of proposals to conduct research at the Children’s Campus, assessment of the impact of proposed research on center operations, recommendations to the Program Director/Coordinator on whether to allow the research, and identification of changes that may be needed in the research plan in order to be conducted at the center.

The membership of the Research Committee includes the Children’s Campus Director or Program Coordinator, two parent representatives, and a minimum of three faculty members who represent diverse areas of substantive and methodological expertise relevant to research in child development/ECE.

Research Committee Members 2015-2016
Alison Baroody, Committee Chair, Assistant Professor, Child and Adolescent Development
Luna Abdallah, Children’s Campus Parent, SF State Staff
Jeff Cookston, Professor, Psychology
Mina Kim, Associate Professor, Elementary Education
Nate Hinerman, Children’s Campus Parent, Community
Carmen Gomez Mandic, Associate Director of Research and Evaluation, Edelman Institute
Anna Tobin-Wallis, Director, Children’s Campus
Betty Yu, Associate Professor, Special Education and Communicative Disorders
Surveys and Evaluations

- Family Survey Completed in May for program improvement
- ITERS & ECERS Environmental Rating System
- Preschool For All Evaluation

Mission

- Provide support and training for pre-service early childhood education students.
- Provide SF State faculty and staff and the community with a high-quality early care and education program based on evidence-based practice for infants, toddlers, and preschool children.
- Expand research opportunities that add to the field of knowledge in early care and education.
- Support current early care and education teachers with professional development opportunities that promote improved practice.

Research Studies in 2015-2016

Research at Children’s Campus is conducted by current SF State faculty as well as visiting scholars and graduate students under the supervision of faculty advisers.

- The Cognitive and Social Development of Preschool-aged Children
  Jeff Cookston, PhD (Chair and Professor, Psychology)
- Influences on Parental Consent for Children’s Participation in Research in Early Childhood Settings
  Alison Baroody, PhD (Assistant Professor, Child & Adolescent Development) &
  Jeff Cookston (Chair and Professor, Psychology)

Presentations in 2015-2016


Teacher Inquiry in 2015-2016


Student Involvement in 2015-2016

Children’s Campus hosts student internship programs as well as faculty/student observations each semester.

- Student interns from 8 departments including; Child and Adolescent Development (CAD), Psychology, Consumer and Family Studies, Elementary Education, and Communicative Disorders.
- CAD and CFS students complete a minimum of 150 internship hours a semester. There were 38 interns are connected to Children’s Campus this year.
• Faculty and student observations utilizing the five dedicated observation rooms or in direct contact with children. Faculty and students came from 25 courses from eight departments: Child and Adolescent Development (CAD), Psychology, Consumer and Family Studies, Dietetics and Food Management, Elementary Education, Kinesiology, Physical Therapy and Communicative Disorders

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**Campus Community Involvement in 2015-2016**

Children’s Campus holds two committees, Advisory Council and Research Committee, made up of various representatives from the university community.

• The Advisory Council supports the mission of Children’s Campus. This committee consists of representatives from the Marian Wright Edelman Institute, Kinesiology, Psychology, Nursing, Elementary Education, Child and Adolescent Development, Special Education and Communicative Disorders, Office of Research and Sponsored programs, as well as staff members and parents from Children’s Campus.

• The Research Committee facilitates access to research opportunities at Children’s Campus for faculty, graduate, and undergraduate students. This committee holds representatives from the Marian Wright Edelman Institute, Elementary Education, Child and Adolescent Development, Psychology, Special Education and Communicative Disorders, Children’s Campus staff, and two parents.
Year Seven Quarter 4 Report
April 1- June 30, 2016

To
Mimi and Peter Haas Fund
For
Metro Academy ECE

Marian Wright Edelman Institute
Department of Child and Adolescent Development, SFSU

Submitted by
Lygia Stebbing, Project Director
Ashley Williams, Metro CAD Coordinator
Rene Dahl, Chair, CAD (SFSU)
Charlotte Ferretti, Director, Edelman Institute
Carmen Gomez Mandic, Research & Evaluation, Edelman Institute
I. Facilitate Faculty Learning Communities (FLCs) with General Education and Child Development Faculty

Faculty Learning Communities

Fall 2015:
- 7 PATH FLC’s
- 3 Metro FLC’s
- 3 Monthly Metro CAD Site Based Meetings

Spring 2016:
- 2 PATH FLC’s
- 4 Metro FLC’s
- 3 Monthly Metro CAD Site Based Meetings
- PATH CA ECE competency mapping

Summer 2016:
- One-on-one consultations with writing in disciplines consultant
- Inquiry framework work group for using the peer based coaching model and video reflection.

Meta Metro Faculty Learning Community Spring Programming

During the fourth quarter of 2016, Metro had several meetings that included a workshop on integrating quantitative reasoning; critical thinking, oral communication and group work in the classroom for the FLC. Hal Huntsman, math faculty at CCSF, led the workshop at CCSF on April 8th, which was attended by approximately 15 faculty from SF State and CCSF Metro.

The Metro Academy also piloted First Year Experience (FYE) teaching team meetings in which some Metro Academy coordinators were selected to lead monthly meetings to support integration of Metro Student Learning Outcomes (SLOs), alignment and scaffolding of the Second Year Experience (SYE) course, and developing best practices within the FYE course. Metro CAD Coordinator, Ashley Williams, was among one of the coordinators who was selected to plan and facilitate monthly meetings for a FYE subgroup of the FLC that consisted of 3 Metro Coordinators from the Engineering, Science, and Liberal and Creative Arts Academies. Results of feedback collected from this effort will determine if the model will continue in the fall semester.

The Metro FLC, staff members, and families of sophomores came together on May 3rd for a Continuation Ceremony to celebrate the completion of 4 semesters in the Metro Program. Metro CAD student, Dayra Banales did a presentation about social justice and education during the ceremony.

To conclude the program year, Metro offered its annual Summer Institute for FLC. The Summer Institute is a 3 day event in which Metro coordinators and new and returning faculty are invited to: share best practices on student engagement and support, access new material to incorporate into their courses, and begin planning with faculty in their Academies for the upcoming semester. The summer institute was held at CCSF on June 6-8th.

Ashley continued to hold monthly site based and/or one-on-one meetings and ongoing communication with Metro CAD faculty to ensure students were on-track with assignments, attendance and connected to necessary services throughout the semester.
EDvance Faculty Meetings
Faculty and lecturers from the EDvance SF pathway met throughout the academic year and summer to vertically and horizontally sequence coursework. Faculty had an opportunity to work with a writing in the disciplines consultant to ensure course assignments supported and scaffolded student writing. The faculty also came together to support the implementation of the peer based coaching model adapted from the University of Washington. Over this summer, faculty are working to develop an inquiry framework to use with the video reflection that is now embedded in all EDvance SF coursework. In addition, all of the coursework from the PATH program was mapped and entered into the CA ECE competency tool.

Attendees included:

- Lygia Stebbing, EDvance Director/PATH instructor
- Ashley Williams, EDvance Associate Director/Metro CAD Instructor
- Victoria Quijano, Writing in the Discipline consultant
- Todd Wannerman, Elementary Education Instructor
- Laura Miles Banta, Elementary Education Instructor
- Lisa Wadors, Special Education Instructor
- Heather Jones, Child and Adolescent Development Instructor
- Gretchen Ames, Child and Adolescent Development Instructor
- Christine Navarrez, PATH student
- Licette Montenejo, PATH alumni

II. Enroll a minimum of 70 students annually in lower division courses work

11 lower division courses were provided for 98 Metro CAD students for FY 15/16:

**Fall 2015:**

<table>
<thead>
<tr>
<th>Course</th>
<th>*Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAD 120: Child Development, Social Justice, and Academic Success</td>
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<td>SFSU Augment</td>
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<td>3. Math 70: Algebra II</td>
<td>SFSU Augment</td>
</tr>
<tr>
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<td>Grant Support/staff</td>
</tr>
<tr>
<td>5. ENG 214: Second Year Written Composition: English</td>
<td>Jumpstart staff</td>
</tr>
<tr>
<td>6. CAD 326: Jumpstart: Developing Literacy Skills in Young Children*</td>
<td></td>
</tr>
</tbody>
</table>
Spring 2016:

<table>
<thead>
<tr>
<th>Course</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. CAD 210: Introduction to Applied Child and Adolescent Development</td>
<td>Grant Support/staff</td>
</tr>
<tr>
<td>8. COMM 150: Fundamentals of Oral Communication</td>
<td>SFSU Augment</td>
</tr>
<tr>
<td>9. HED 241: Health and Social Movements in the United States in the 20th Century</td>
<td>SFSU Augment</td>
</tr>
<tr>
<td>10. ISED 160: Data Analysis in Education</td>
<td>SFSU Augment</td>
</tr>
<tr>
<td>11. CAD 215: Foundations in Early Childhood *Early Teaching Practicum Course</td>
<td>Grant Support/staff</td>
</tr>
</tbody>
</table>

Narrative:
The lower division sequence was revised and to integrate the early practicum Pilot to facilitate students receiving the CA child development core four by the completion of their sophomore year. *The revised lower division pathway is attached to this document.*

**Metro CAD 2016 Passage Rates For Spring for Cohort 5**

<table>
<thead>
<tr>
<th>Metro CAD Course Offering</th>
<th>Enrolled</th>
<th>Passage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 210</td>
<td>32</td>
<td>94%</td>
</tr>
<tr>
<td>COMM 150</td>
<td>36</td>
<td>92%</td>
</tr>
<tr>
<td>MATH 70</td>
<td>15</td>
<td>67%**</td>
</tr>
</tbody>
</table>

*Ashley and/or the math instructor referred students who were in danger of failing Math 70 directly to a designated Metro Staff. Metro staff will work with students to create a plan for enrollment and support to retake the course during summer 2016.**

**Only 15 Metro CAD students were enrolled in a Metro MATH 70 course. 3 students dropped or withdrew from the course**

**Metro CAD 2016 Passage Rates For Spring for Cohort 4**

<table>
<thead>
<tr>
<th>Metro CAD Course Offering</th>
<th>Enrolled</th>
<th>Passage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 241</td>
<td>44</td>
<td>98%</td>
</tr>
<tr>
<td>ISED 160</td>
<td>31</td>
<td>83%</td>
</tr>
</tbody>
</table>
Metro CAD Retention Notes:
Over the program year, there were a total of 4 drops from Cohort 5. Two students withdrew from the university to attend community colleges because they could not afford the cost of the commute or the cost of living in San Francisco. One student, transferred from the university after she completed the spring 2016 semester to attend a private university in the fall. One student withdrew due to a family issue. Ashley has kept in contact with one student and anticipates that she will return to the Metro CAD Academy in the fall at freshman status in Cohort 6.

One additional student transferred into the Metro CAD Academy to participate in the Early Teaching Practicum and major in Child Development. That student will join the Metro CAD Cohort 5, which remains at 36. All students from Cohort 4 remain in the university and are moving forward with their upper division coursework.

III. Enroll a minimum of 80 students annually in 16 upper division courses

Seventeen upper division courses were provided for 75 PATH students for FY 15/16:
Fall 2015:
1. CAD 410: Applied Child and Youth Dev
2. SPED 370: Young Children or at Risk & Families
3. EED 610: Observation and Assessment
4. CAD 685: Professionalism in ECE
5. CAD 500 GWAR: Action Research Methods (Graduate Writing Assessment Requirement)
6. CAD 625: Children, Youth, and Public Policy
7. EED 616: Language in Multilingual Setting
Spring 2016:
1. CAD 500: Action Research Methods (Graduate Writing Assessment Requirement – GWAR)
2. SPED 672: Creating Inclusive Learning Environments
3. CAD 450: Understanding and Working with Diverse Families
4. EED 602: Advance Curriculum
5. SPED 330 Introduction to Disabilities (special education minor)
6. CD 300 Human Communicative Disorders
7. CAD 600 Internship
8. CAD 601 Internship
9. EED 611: Advanced Issues in Infant Toddler Education
10. CAD 510: Adult Supervision and Leadership in ECE

Narrative:
Beginning next year, PATH will be offering SPED 620, *The Science of Early Intervention* for seniors in the PATHway during the Spring Semester. This course will meet the new upper division general education Area B designation. Furthermore, after working closely with SPED and Elementary Education, the PATH/way now ensures all students receive the new SF Studies and upper division general education requirements that students need in order to graduate. Please see the attached PATH/way for revisions and course designations.
IV. Provide support services to a minimum of 70 Metro CAD students

Ninety-eight total current Metro CAD students:
- 59 Sophomore Status Students
- 39 FTFT Freshman Status Students

Narrative:
All Metro CAD Freshman students met with a designated Metro Academic Counselor. Students were also informed of various support services on campus: financial aid, tutoring, the student resource center, etc. Throughout the year, Metro students have access to tutoring in the designated Metro Tutoring Center as well as additional tutoring services available through the university. All tutoring interactions at the Metro Tutoring Center are logged in and tracked in the Metro Salesforce database. At the close of the spring 2016 semester, there were a total of 95 logged tutoring interactions for Cohort 4 and 87 tutoring interactions logged for Cohort 5 in the Metro Tutoring Center. According to a survey of 25 Metro students, 52% of the students met with a tutor 2 or more times during the semester.

All Metro students are required to meet with our Academic Counselor, Portia Ignacio, MS in their first semester in the program to develop an education plan for lower division coursework. The advising interactions are logged into the Salesforce database as well. Portia or her intern met with 100% of the Cohort 5 students. There were a total of 68 interactions logged for Cohort 5, meaning that students were accessing the advising services for additional support as needed. There were also 32 advising interactions logged for Cohort 4 for students who chose to access the service for additional support with academic advising.

V. Enroll a minimum of 30 EDvance SF lower division students in an early practicum experience through a Pilot Program

Twenty-six Metro CAD students participated in the early teaching practicum experience:
- 12 Freshman
- 14 Sophomores

Narrative:
Students enrolled in CAD 325 and CAD 215, and will have completed the CA Permit Core Four before moving into PATH during their junior year. Students participated in the following centers: Compass, Tule Elk SFUSD, Felton Institute, FACES SF, Friends of St. Francis, Good Samaritan and Wu Yee’s New Generation.
VI. Provide support services to a minimum of 80 PATH BA completion students.

74 total current PATH students:
- 38 Gamma/Senior Status Students:
  - 16 Native SF State (12 Metro) & 22 Transfer
- 36 Delta/Junior Status Students:
  - 13 Native SF State (11 Metro) & 23 Transfer
- 36 Epsilon incoming students
  - 13 Native SF State & 23 Transfer

Narrative: All current students and incoming students met with Francesca Thompson to develop an educational plan and ensure they were on track to graduate. Francesca met with all of the incoming students throughout the spring and summer to support with applying to SFSU, ensuring all pre-requisites were met and ensuring all students had an early childhood placement.

VI. Provide Data for Retention and Graduation

Program Objective: Students participating in Metro CAD will have a 40% 4-year graduation rate and a 60% 5-year graduation rate. Students participating in PATH will have a 60% 4-year graduation rate and 80% 5-year graduation rate. These rates can be compared to 4-year graduation rates of 18% for all first-time, full-time freshmen (FTFTF), 15% for under-represented minority FTFTF, and 37% for transfers; and 5-year graduation rates of 42% for all FTFTF, 35% for under-represented minority FTFTF, and 67% for transfers.
Metro CAD Graduation Rates

Metro CAD Graduation Rates by Cohort

Metro CAD 2012 Cohort:
- 46% Overall 4-year graduation rate

Metro CAD 2011 Cohort:
- 63% Overall 5-year graduation rate

Path Graduation Rates

PATH Graduation Rates by Cohort

PATH 2012
PATH 2013
PATH 2014
All Transfer
All FTFTF

4-year graduation rate (2-year rate for transfers)
5-year graduation rate (3-year rate for transfers)
PATH 2014 Cohort (Gamma)
Program Completion Rates:
- 77% Overall 2-year completion rate
- 90% Metro-to-PATH 2-year completion rate
- 72% Non-Metro/transfer 2-year completion rate *

* This year there was a slight decline in graduation rate due to the new upper division General Education requirement, the Program Director has been working with SPED and EED to develop courses to meet these area requirements.

Sources of Data: The source of data for PATH cohorts is SF State’s institutional student data management system, Campus Solutions. The source of data for FTFTF and transfer students is SF State’s Office of Academic Institutional Research, 2015 Data Book. PATH Graduation Rates

SF State Jumpstart/EDvance Early Practicum Pilot

Twenty-six Metro CAD students participated in the early teaching practicum experience:
- 12 Freshman
- 14 Sophomores

Narrative:
Students enrolled in CAD 325 and CAD 215, will have completed the CA Permit Core Four before moving into PATH during their junior year. Students participated at the following centers: Compass, Tule Elk SFUSD, Felton Institute, FACES SF, Friends of St. Francis, Good Samaritan and Wu Yee’s New Generation.

Student Enrollment

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman- 10</td>
<td>Freshman- 12</td>
</tr>
<tr>
<td>Sophomore-10</td>
<td>Sophomore-14</td>
</tr>
<tr>
<td>Total Participants-20</td>
<td>Total Participants-26</td>
</tr>
</tbody>
</table>

Practicum Sites

<table>
<thead>
<tr>
<th>Compass</th>
<th>FACES SF (Whitney Young)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tule Elk (SFUSD)</td>
<td>Friends of St. Francis</td>
</tr>
<tr>
<td>New Generation</td>
<td>Good Samaritan</td>
</tr>
<tr>
<td>Felton Institute (FDC)</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The practicum expanded from 10 classrooms in fall to 12 classrooms in spring
Child and Adolescent Development (San Francisco State University)

This general education and major preparation pathway provides a fast and direct path to graduation in the California University system statewide. All Metro courses satisfy graduation requirements for the bachelor's degree. Individual variations may apply.

- **Semester 1**
  - Metro Golden Four GE
  - ETHS/RES 110 (A3)(j)
  - CAD 120 (D1)(j)
  - Early Teaching Practicum (Optional)

- **Semester 2**
  - COMM 150 (A1)(j)
  - CAD 210 (D1)(j)
  - CAD 215

- **Semester 3**
  - ENG 214 (A4)(j)
  - CAD 260 (D1)(j)
  - CAD 326

- **Semester 4**
  - ISED 160 (B4)(j)
  - HED 241 (D3)(j)

*Indicates learning community courses that share themes and assignments and should be taken concurrently. Indicators remain consistent across semesters.*

*Students should meet with an academic counselor in their first semester in Metro. Each student's education plan may vary depending on their goals and course credits or AP courses completed.*
PROFESSIONAL DEVELOPMENT
SEED, FOUNDATIONS

July 1, 2015

To

June 30, 2016

The Mayor's Office of Early Care and Education

Submitted By

Lygia Stebbing, Project Director
Ashley Williams, Metro CAD Coordinator
Rene Dahl, Chair, CAD (SFSU)
Charlotte Ferretti, Director, Edelman Institute
Carmen Gomez Mandic, Associate Director of Research, Edelman Institute
EDvance SF 2015-2016 Final Report

This Report is Based on the Objectives Stated in the Contract

<table>
<thead>
<tr>
<th>Service Objectives</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a minimum of four (4) collaborative meetings annually between higher education faculty participating in Metro Academy, PATH, Foundations and SF SEED to inform coursework and technical assistance content.</td>
<td>Fall 2015:</td>
</tr>
<tr>
<td></td>
<td>• 2 Advisory Meetings</td>
</tr>
<tr>
<td></td>
<td>• September 21, 2015</td>
</tr>
<tr>
<td></td>
<td>• December 14, 2015</td>
</tr>
<tr>
<td></td>
<td>Spring 2016:</td>
</tr>
<tr>
<td></td>
<td>• 2 Advisory Meetings</td>
</tr>
<tr>
<td></td>
<td>• March 7, 2016</td>
</tr>
<tr>
<td></td>
<td>• May 16, 2016</td>
</tr>
<tr>
<td></td>
<td>Advisory Committee Attendees:</td>
</tr>
<tr>
<td></td>
<td>• Elise Crane, Office of Early Care and Education</td>
</tr>
<tr>
<td></td>
<td>• Graham Dobson, Office of Early Care and Education</td>
</tr>
<tr>
<td></td>
<td>• September Jarett, Mimi &amp; Peter Haas Foundation</td>
</tr>
<tr>
<td></td>
<td>• Fonda Davidson, Center Director, Cross Cultural Family Center</td>
</tr>
<tr>
<td></td>
<td>• Kim Wong, Center Director, FACES</td>
</tr>
<tr>
<td></td>
<td>• Jerry Yang, Center Director, Kai Ming</td>
</tr>
<tr>
<td></td>
<td>• Yohana Quiroz, Center Director, Family Developmental Center</td>
</tr>
<tr>
<td></td>
<td>• Tammy Stribling, College Liaison, San Francisco Unified School District</td>
</tr>
<tr>
<td></td>
<td>• Rene Dahl, Child and Adolescent Development Department Chair, San Francisco State University</td>
</tr>
<tr>
<td></td>
<td>• Charlotte Ferretti, Director, Marian Edelman Wright Institute</td>
</tr>
<tr>
<td></td>
<td>• Kathleen White, City College of San Francisco, Professional Development Project</td>
</tr>
<tr>
<td></td>
<td>• Sharon Donovan, City College of San Francisco, Professional Development Project</td>
</tr>
<tr>
<td></td>
<td>• Christina Navarez, Support Specialist, EDvance SF &amp; Jumpstart</td>
</tr>
<tr>
<td></td>
<td>• Karen Quijada, Teacher, Felton Institute</td>
</tr>
<tr>
<td></td>
<td>• Lygia Stebbing, Director, EDvance SF</td>
</tr>
<tr>
<td></td>
<td>• Chelsea McNutt, Project Coordinator, SF SEED</td>
</tr>
<tr>
<td></td>
<td>• Ashley Williams, Project Coordinator, Metro CAD</td>
</tr>
<tr>
<td></td>
<td>• Gretchen Ames, Project Coordinator, Foundations</td>
</tr>
</tbody>
</table>

Narrative: Advisory Committee Meetings provided an opportunity for EDvance SF to update funders, ECE employers and higher education staff and faculty on programming outcomes and deliverables. The committee supported in problem solving around 1) obtaining educational plans for SF SEED recipients, 2) the new ECE early practicum and 3) Foundations.
### Host Faculty Learning Community Meetings

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<thead>
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<tbody>
<tr>
<td>• 7 PATH FLC's</td>
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<td>• PATH CA ECE competency mapping</td>
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<td>• Inquiry framework work group for using the peer based coaching model and video reflection</td>
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**Narrative:** Faculty and lecturers from the EDvance SF pathway met throughout the academic year and summer to vertically and horizontally sequence coursework. Faculty had an opportunity to work with a writing in the disciplines consultant to ensure course assignments supported and scaffolded student writing. The faculty also came together to support the implementation of the peer based coaching model adapted from the University of Washington. Over this summer, faculty are working to develop a tailored inquiry framework to use with the video reflection that is now embedded in all EDvance SF coursework. All of the coursework from the PATH program was mapped and entered into the CA ECE competency tool.

### Provide Lower Division Coursework for a minimum of 70 students annually

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<tr>
<th><strong>Spring 2016:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. CAD 210: Introduction to Applied Child and Adolescent Development</td>
</tr>
<tr>
<td>8. COMM 150: Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>9. HED 241: Health and Social Movements in the United States in the 20th Century</td>
</tr>
<tr>
<td>10. ISED 160: Data Analysis in Education</td>
</tr>
<tr>
<td>11. CAD 215: Foundations in Early Childhood</td>
</tr>
</tbody>
</table>

*Early Teaching Practicum Courses
Provide a minimum of 16 upper division courses enrolling a minimum of 80 students annually.

17 upper division courses were provided for 75 PATH students for FY 15/16:

**Fall 2015:**
1. CAD 410: Applied Child and Youth Dev
2. SPED 370: Young Children or at Risk & Families
3. EED 610: Observation and Assessment
4. CAD 685: Professionalism in ECE
5. CAD 500: Action Research Methods (Graduate Writing Assessment Requirement – GWAR)
6. CAD 625: Children, Youth, and Public Policy
7. EED 616: Language in Multilingual Setting

**Spring 2016:**
1. CAD 500: Action Research Methods (Graduate Writing Assessment Requirement – GWAR)
2. SPED 672: Creating Inclusive Learning Environments
3. CAD 450: Understanding and Working with Diverse Families
4. EED 602: Advanced Curriculum
5. SPED 330 Introduction to Disabilities (special education minor)
6. CD 300 Human Communicative Disorders
7. CAD 600 Internship
8. CAD 601 Internship
9. EED 611: Advanced Issues in Infant Toddler Education
10. CAD 510: Adult Supervision and Leadership in ECE

Beginning next year, PATH will be offering SPED 620, *The Science of Early Intervention* for seniors in the PATHway during the Spring Semester. This course will meet the new upper division general education Area B designation. Furthermore, after working closely with SPED and Elementary Education, the PATHway now ensures all students receive the new SF Studies and upper division general education requirements that students need in order to graduate. Please see the attached PATHway for revisions and course designations.

Provide support services to a minimum of 70 Metro CAD students

98 total current Metro CAD students:
- 59 Sophomore Status Students
- 39 FTFT Freshman Status Students

Narrative: All Metro CAD Freshman students have required meetings with a designated Metro Academic Counselor. Students were also informed of various support services on campus: financial aid, tutoring, the student resource center, etc.
Provide a minimum of 30 EDvance SF lower division students with an early practicum experience | 26 Metro CAD students participated in the early teaching practicum experience:
- 12 Freshman
- 14 Sophomores

**Narrative:**
Students enrolled in CAD 325 and CAD 215, thus will have completed the CA Permit Core Four before moving into PATH during their junior year. Students served at the following centers: Compass, Tule Elk SFUSD, Felton Institute, FACEx SF, Friends of St. Francis, Good Samaritan and Wu Yee's New Generation.

Provide support services to a minimum of 80 PATH BA completion students. | 74 total current PATH students:
- 38 Gamma/Senior Status Students:
  - 16 Native SF State (12 Metro) & 22 Transfer
- 36 Delta/Junior Status Students:
  - 13 Native SF State (11 Metro) & 23 Transfer
- 36 Epsilon incoming students (*final numbers still in progress*)
- 13 Native SF State & 23 Transfer

**Narrative:**

Issue stipends to a minimum of 400 students in the ECE workforce annually for community college, CSU, and non-CSU students who have met with an academic counselor or advisor have approved educational plans and are moving toward degree attainment. | 457 stipends were distributed for FY 15-16
331 students received one or two SF SEED or CTK stipends for FY 15-16

**Fall 2015 – 230 Total Stipends:**
- 214 SF SEED Stipends:
  - 129 Community College Students
  - 88 CSU Students
  - 7 Non CSU Students
- 17 TK Stipends:
  - 3 Community College Students
  - 12 CSU Students
  - 2 Non CSU Student

**Spring 2016 – 227 Total Stipends:**
- 201 SF SEED Stipends:
  - 119 Community College Students
  - 75 CSU Students
  - 7 Non CSU Students
- 26 TK Stipends:
  - 15 Community College Students
  - 11 CSU Students
  - 0 Non CSU Student
**Narrative:** No students applied to the California Transitional Kindergarten stipend (CTKS) for both fall and spring semesters. With the OECE, we determined SF SEED applicants who were eligible for the CTKS and created policies to ensure that we did not over-incentivize San Francisco early childhood educators only taking ECE units and not taking degree applicable coursework.

| Provide Foundations workshops for a minimum of 40 workforce participants who will concurrently enroll in a unit-bearing course. | • **49** Workforce participants in Foundations workshops for FY 15-16:  
  - 33 Fall 2015  
  - 23 Spring 2016  
  - 7 duplicated in Fall & Spring  
  • **34** Workforce participants in Foundations actively attended workshops:  
    - 16 Fall 2015  
    - 18 Spring 2016  
  • **28** Workforce participants in Foundations completed the workshop series:  
    - 16 Fall 2015  
    - 12 Spring 2016  
  • **11** Workforce participants in Foundations workshops enrolled in concurrent unit-bearing courses |

**Narrative:** All 28 workforce participants that completed Foundations reported wanting to enroll in coursework but could not do so due to extenuating circumstances or due to courses not being available at times that they could attend. In summer 2016 we are assessing the community need for the different components of the Foundations workshop series and plan to offer community-based workshops designed to meet those needs.

| Provide educational plans and stipends for identified TKSIP members who complete coursework with a “C” or higher. | Fall 2015:  
  • **65%** of CTKS participants had an ED Plan.  
Spring 2016:  
  • **100%** of CTKS participants had an ED Plan. |

**Narrative:** Turning in a copy of an Education Plan was not a requirement for the Fall 2015 semester but was highly recommended for SF SEED & CTKS recipients. After piloting the Educational Plan requirement during the fall, we implemented the requirement for Spring 2016. All students were required to turn in a copy of their Educational Plan to receive a stipend for Spring 2016.

| Enter a minimum of 800 ECE workforce members’ education documents annually into the CA Workforce Registry, including courses and/or degrees from transcripts and analyses of course types by SFSU Staff. | As of June 30*, 2016:  
  • **616** Transcripts entered since July 1*  
  • **2,325** Course descriptions entered since July 1* |

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Narrative:
In May and June of 2016, our staff was instructed by OECE staff to limit data entry work to Santa Clara County documents; therefore we did not reach 800 transcripts for the fiscal year.

Upload and enter a minimum of 500 transcripts for Santa Clara County ECE workforce members onto the CA ECE Workforce Registry by December 31, 2016.

As of June 30th, 2016:
- 528 Transcripts entered since July 1st
- 2,550 Course descriptions entered since July 1st

Narrative:
Support the enrollment of a minimum of 100 workforce members in degree applicable coursework.

*240 total workforce members in degree applicable coursework:
- 77 SF SEED Community College students
- 77 SF SEED Four-Year University students
- 75 PATH students
- 11 Foundations

*Narrative: There are no double counting of workforce participants, i.e. if a workforce member is in PATH and also receives SF SEED they are only counted in the PATH numbers.

VII. Outcome Objectives:

<table>
<thead>
<tr>
<th>Outcome Objectives</th>
<th>Updates</th>
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<tbody>
<tr>
<td>Students participating in Metro CAD will have a 40% 4-year graduation rate and a</td>
<td>Metro CAD 2012 Cohort:</td>
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<tr>
<td>60% 5-year graduation rate. Students participating in PATH will have a 60% 4-year</td>
<td>• 46% Overall 4-year graduation</td>
</tr>
<tr>
<td>graduation rate and 80% 5-year graduation rate. These rates can be compared to 4-year</td>
<td>rate</td>
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<tr>
<td>graduation rates of 18% for all first-time, full-time freshmen (FTFTF), 15% for</td>
<td>Metro CAD 2011 Cohort:</td>
</tr>
<tr>
<td>under-represented minority FTFTF, and 37% for transfers; and 5-year graduation</td>
<td>• 63% Overall 5-year graduation</td>
</tr>
<tr>
<td>rates of 42% for all FTFTF, 35% for under-represented minority FTFTF, and 67% for</td>
<td>rate</td>
</tr>
<tr>
<td>transfers.</td>
<td>PATH 2014 Cohort (Gamma)</td>
</tr>
<tr>
<td>University Graduation Rates:</td>
<td>• 67% Overall 4-year graduation</td>
</tr>
<tr>
<td>• 67% Overall 4-year graduation rate</td>
<td>• 75% Metro-to-PATH 4-year</td>
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<tr>
<td>• 75% Metro-to-PATH 4-year graduation rate</td>
<td>graduation rate</td>
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<tr>
<td>• 64% Non-Metro/transfer 4-year graduation rate</td>
<td>PATH 2014 Cohort (Gamma)</td>
</tr>
<tr>
<td>Program Completion Rates:</td>
<td>• 77% Overall 2-year completion</td>
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<tr>
<td>• 77% Overall 2-year completion rate</td>
<td>rate</td>
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<tr>
<td>• 90% Metro-to-PATH 2-year completion rate</td>
<td>• 72% Non-Metro/transfer 2-year</td>
</tr>
<tr>
<td></td>
<td>completion rate</td>
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</table>
PATH 2013 Cohort (Beta)
University Graduation Rates:
- 89% Overall 4-year graduation rate

Narrative:
Metro CAD continues to demonstrate high graduation rates compared to institutional averages: 46% of the 2012 cohort is graduating within 4 years, and 63% of the 2011 cohort is graduating with 5 years. For the third year in a row, PATH experienced very high graduation rates compared to institutional averages. Currently, PATH is anticipating an overall 67% 4-year graduation rate (64% for transfer students and 75% for Metro-to-PATH students) in the 2014-2016 PATH cohort, and an overall 89% 5-year graduation rate for the 2013-2015 PATH cohort. This number is lower than previous years, but higher than anticipated due to the new upper division general education requirements.

We have included the PATH program completion rates to highlight how successful students are in graduating once they have been exposed to the PATH program for at least 1 semester. The PATH program completion rates include students who successfully completed CAD 685, the introductory course for the PATH program, and summer graduates, which is consistent with institutional reporting. PATH University graduation rates include students who were enrolled in CAD 685 but did not pass, these rates are comparable to institutional data.

* Please see attached figures in Metro Report showing continuation and graduation rates.

100% of all EDvance program participants will be provided an Education Plan that includes associate degree transfer pathway if enrolled at a 2-year institution, or bachelor degree pathway if enrolled at a 4-year institution, beginning FY 15-16, and annually thereafter.

PATH
- Fall 2015: 100% of PATH Students completed an ED Plan
- Spring 2016: 100% of PATH Students completed an ED Plan

Foundations
- Fall 2015: 38% of Foundations participants completed an optional ED Plan
- Spring 2016: 100% of Foundations participants completed an ED Plan

SF SEED
- Fall 2015: 40% of SF SEED students turned in an optional ED Plan (25 EDvance SF students & 58 other students)
- Spring 2016: 100% of SF SEED applicants turned in an ED Plan

Narrative: The SF SEED program piloted in Fall 2015 for students to turn in an Education Plan, although it was not a requirement SF SEED highly recommended all students to obtain an ED Plan. In Spring 2016, SF SEED required that all students had to turn in a copy of their ED Plan in order to receive a stipend.
Beginning 15-16, there will be a 10% increase in the number of SF SEED participants enrolling in degree applicable course work, based upon the SF SEED course verification form. There was a **16%** increase in the number of SF SEED Participants enrolled in degree applicable course work from Fall 2015 to Spring 2016.

**Fall 2015:**
- **61%** of SF SEED Participants enrolled in degree applicable course work

**Spring 2016:**
- **77%** of SF SEED Participants enrolled in degree applicable course work

**Narrative:** A 10% increase in the number of participants enrolling in degree applicable coursework is challenging to achieve due to the effects of SF SEED program requirements on students' course selection. The OECE requested that SF SEED distribute stipends to students who are taking courses not only for degree attainment but also for permit upgrades and professional development. The number of students who enroll in degree-applicable coursework will fluctuate based on the goals that students have, i.e. more students working towards a permit upgrade who already have a degree. The SF SEED course verification form, resources listed on our website, and our staff have urged students to take courses that can count towards multiple requirements (i.e. permit, associate’s degree, and transferring) and we will continue these efforts to advise students to enroll in degree-applicable coursework.

<table>
<thead>
<tr>
<th>90% of received education documents will be entered within 30 days of receipt.</th>
<th>July 1 2015 - March 30th 2016</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>100%</strong> of Transcripts were entered within 30 days of receipt.*</td>
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<tr>
<td>March 31st 2016 - June 30th 2016</td>
<td>• 75% of Santa Clara education documents were entered within 30 days of receipt.</td>
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<td></td>
<td>• 42% of San Francisco education documents were entered within 30 days of receipt.</td>
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</table>

*During this time period the Registry did not have a policy and procedure in place for entering in Degrees, so these documents were not entered within 30 days of receipt.

**Narrative:**
EDvance SF did not receive documents from Santa Clara County until the end of March 2016, when we received 722 educational documents. In May and June of 2016, our staff was instructed by OECE staff to limit data entry to Santa Clara County; therefore we did not reach our goal of 90% data entry of education documents within 30 days of receipt.

Due to our budget, we are limited to staffing student assistants and part time hourly staff. This can be challenging because we train new student assistants at least once a year or more. When staff are new they also have greater rates of data entry error and are slower at inputting data.

| 95% Accuracy of education document data entered on the CA Workforce Registry. | Linh Nguyen, data entry staff, is double checking all data entry of other staff members to ensure **100%** accuracy of education data. |
Narrative:

In a survey of Foundations (formerly known as Basic Skills), PATH, and TK Stipend Initiative Project (starting FY 15-16) participants, to be conducted in April of each year, a minimum of 75% of participants responding shall rate the program a 3 or above on a 5-point scale, as having been helpful in supporting their advancement toward taking unit-bearing coursework. (This work will be done in coordination with the CA ECE Registry)

100% of Foundations participants who completed the workshop series reported that their participation was helpful in supporting them to take unit-bearing coursework.

Narrative:

In a survey of SF SEED and PATH completion participants, to be conducted in April of each year, a minimum of 75% of participants responding shall rate the program a 3 or above on a 5-point scale, as having been helpful in supporting them in advancing in their educational goals/plan. (This work will be done in coordination with the CA ECE Registry)

SF SEED:
- 95% of SF SEED participants rated the SF SEED program 3 or above on a 5-point scale, as having been helpful in supporting them in advancing in their educational goals/plan.

PATH:
- 100% of PATH participants rated the PATH program 3 or above on a 5-point scale, as having been helpful in supporting them in advancing in their educational goals/plan.

Narrative: The 100% of PATH students rating the program as a 3 or higher is broken down by the following:
12% rated the program a 3 out of 5
16% rated the program a 4 out of 5
72% rated the program a 5 out of 5
Metro CAD Data Lower Division Course Sequence

The Metro Academy of Child & Adolescent Development (CAD) is part of the Metc Academies College Success Program at SF State, a redesign of the first two years of college that provides personalized support within the context of a learning community. Each Metro Academy is a “school within a school” for up to 140 students. Metro students are supported through in-class academic support, tutoring, academic advising, and efficient progression through General Education courses. Compared to all first-time-full-time freshmen (FTFTF) at SF State, Metro students are more likely to be low-income, first generation college-going, underrepresented minorities, and enter college with remedial English and/or math needs. A distinguishing feature of the program is a cohort design in which a group of students take two linked general education classes together each semester over four semesters.

Metro students' persistence into their sophomore, junior, and senior years exceeds that of all FTFTF students at SF State.

Both 4-year and 5-year Metro CAD graduation rates substantially exceed rates for all FTFTF at SF State.

For more information, visit www.metroacademies.org
EDvance SF

PATH Data Upper Division Course Sequence

Early childhood educators have long faced persistent barriers to degree attainment and professional development. Promoting Achievement Through Higher Education (PATH) was designed specifically to break down these barriers within and across institutions of higher education. It was also designed to build a model infrastructure for degree attainment and professional development efforts in the field of early childhood education. Students in the PATH program graduate with a Bachelor's degree in the Department of Child Adolescent Development at SF State with a concentration in Early Childhood.

Among PATH students who transferred from community college (approximately 60% of PATH students) and among those who started as freshmen at SF State, 4-year and 5-year graduation rates substantially exceed rates for all FTFTF and transfer students at SF State.

The CAD PATH program supports the San Francisco early childhood educator workforce through sequenced programs that provide participants with community-based tutoring, individualized case management, college success skills-building, strategies to strengthen self-efficacy, seamless transitions across participating educational institutions, and overall guidance to support early childhood professionals in reaching their academic goals.

For more information, visit cad.sfsu.edu/path
# Edelman Space

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<tr>
<th>Department</th>
<th>Location</th>
<th>Position</th>
</tr>
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<td>HSS 257</td>
<td>Director</td>
</tr>
<tr>
<td>Operations Manager</td>
<td>HSS 258</td>
<td>Operations Manager, Student Assistant,</td>
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<tr>
<td>Research and Evaluation</td>
<td>HSS 209</td>
<td>Associate Director for Research and Evaluation</td>
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<tr>
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<td>HSS 204</td>
<td>Senior Site Manager and 3 Site Managers</td>
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