



San Francisco State University
College of Health and Social Sciences
Marian Wright Edelman Institute
for the Study of Children Youth and Families
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Marian Wright Edelman Institute

Year End Report 2016-2017

Submitted by

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Marian Wright Edelman Institute

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Leadership, Service and Collaborations 2016-2017

The Institute Director served on several boards and committees at the department and university levels as well as in the community and in professional societies. At the University level, these contributions included: Chair of the Children's Campus Research Committee, Member of the Children's Campus Advisory Council, Member of the Child and Adolescent Development, Kinesiology, and Nursing RTP committees, Member of the Academic Senate's Faculty Honors and Awards Sub-Committee, Member of the CHSS Research and Professional Development Committee, Member of the Search Committee for the Senior Director of Development for the CHSS, and Member of the College Faculty Research Council. Outside the University, these contributions included: Co-Director of the Infant Studies Center at UC Berkeley, Member of the Leadership Council of the Children's Defense Fund California, Advisory Board Member for the Center for Research in Human Development at Doshisha University, Japan, and President-Elect of the North American Society for the Psychology of Sport and Physical Activity.

The Institute Director also served on the Editorial Boards of the Asian Journal of Sports Science, Frontiers in Movement Science and Sport Psychology, Frontiers in Performance Science, the Journal of Motor Learning and Development, and Kinesiology Review. He also reviewed manuscripts for multiple academic journals. He published two book chapters, had eight manuscripts published or accepted for publication in peer-reviewed journals, published a new edition of a textbook, and gave seven presentations at national and international conferences. Finally, he was engaged in several research projects related to child development and motor control and learning.

The Director provided supervision for coordinators of EDvance, Jumpstart, and CAD Metro and coordinated meetings with funders in preparation for quarterly and final reports. The Director also oversaw budget management for all of the Institute's programs and engaged in strategic planning with the Development Office and funders. He also met regularly with representatives from the various offices on campus that the Institute depends on for operating smoothly.

The Institute provided additional pay for the Jumpstart Senior Site Manager to support coordination of the Early Practicum Pilot, a collaboration between Jumpstart and EDvance. The Institute also provided funds for Institute members to present original research at national and international conferences.

Associate Director of Research and Evaluation

The Institute, under the leadership of the Associate Director of Research and Evaluation, Minxuan He, focused on establishing, developing and strengthening its research program via three major lines of work on early childhood development. The first line of work focuses on infant motor activity and motor development. Dr. He prepared and implemented an innovative study on the Qualtrics platform to elucidate how aquatic activities (baby swimming) may affect the timing of the acquisition of gross and fine motor skills. Dr. He also conducted a cross-national comparative study on how the season of birth influences the acquisition of major motoric milestones. This work was presented in an oral symposium at the 50th Annual Meeting of International Society for Developmental Psychobiology in Washington, D. C. The second line of research centers on the psychological consequences that follow the onset of crawling,

featuring collaboration among the Edelman Institute, the Infant Studies Center at UC Berkeley, and the Infant Studies Laboratory at Doshisha University in Japan. This rich program of research generated three manuscripts in 2017, two published in the Journal of Motor Learning and Development and one invited submission to the Japanese Society for the Promotion of Science.

Dr. He is preparing two other manuscripts based on a previously conducted, NSF-sponsored project focused on the implications for psychological development for infants with developmental disabilities that impair independent mobility. To extend this work, Dr. He supervised the data collection and coding of an original study affectionately labelled the “choo-choo train study” that was designed to investigate the components of crawling experience that may account for the broad effect of crawling on psychological development. The preliminary findings were presented at the 2nd Annual Early Start Conference in Wollongong, Australia and submitted as part of a request for external funding to the Caplan Foundation. Third, Dr. He established a research collaboration between the Edelman Institute and the Early Education and Research Guidance Unit in Shanghai, China. She has worked with her counterparts in Shanghai on a cross-national comparison of the link between infant walking onset and early language acquisition. Some of the findings from this study were submitted for a flash talk at the 40th Biennial Meeting of the International Congress of Infant Studies that will be held in 2018. In addition to the abovementioned work, Dr. He has worked with other programs within the Institute to streamline data collection, management and analysis and implement best practices in research and evaluation.

Marian Wright Edelman Program Overview and Budget

The following provides a brief overview for each program, including funding, followed by final detailed 2016-17 reports.

Jumpstart

Funding

Funded by Jumpstart National to SF State	\$5,601	8% of Senior Site Manager salary
Funded by Regional Office		3 Assistant Site Managers
Jumpstart Funding Locally		Stipends for students
Federal Work study	\$200,000	
Practicum Pilot Funding	\$25,000	
Academic Affairs	\$4,105	

Site Manager: Brian Hickey (resigned in January 2017)

Program Purpose: The Jumpstart program is in its 16th 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 of service. Increases in the minimum wage reduce the total number of recruits into the program each year. Therefore, a major change in last year's program, which continued this year, 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. The total number of students funded was also affected because the program has been experimenting with an early practicum model that places students in classrooms for a full 8-hour day under the close supervision of a mentor teacher. The traditional model, which continued to be implemented at several early education centers, places students in the classroom for two 4-hour blocks on separate days. An important advantage of the practicum model is that it provides students with exposure to the full range of activities that take place in an early education center across the course of a day. Consequently, students develop much more realistic expectations about working in an early education center and are better prepared to determine whether working in early education is an appropriate career choice. We are fully implementing the early practicum model in the 2017-18 academic year.

Family Acceptance Project

Funding: 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. With funding from the Robert Wood Johnson Foundation, Dr. Ryan and her team developed the first evidence-informed family support model which she is implementing here in the Bay Area and in other parts of the country. For her leadership, scholarship and work to develop new affirmative care modalities for LGBT young people, Dr. Ryan has received an additional 26 awards from professional, civic, faith-based and advocacy organizations. Most recently, Dr. Ryan was notified that she will receive a prestigious award from the professional association of thought leaders that inform psychiatric theory and practice for the psychiatric profession (Group for the Advancement of Psychiatry) for her research and implementation work to develop innovative mental health interventions to advance mental health research and practice.

METRO Academy

Funded by the Mimi and Peter Haas Fund \$361,075

**Program Coordinator: Ashley Williams, M.A (resigned in March 2017)
 Heather Daniels, M.A**

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 City College of San Francisco (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 2016-17 is in the Year End Metro Report.

Professional Development Contract: EDvance (includes PATH, SEED and Foundations)

Funded by the Mayor's Office of Early Care & Education \$1,122,872.81

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. University Support: No current university support (i.e., no augments). The Professional Development information is in the 2016-17 year-end report and includes data for all three programs.

SEED

Program Coordinator: Licette Montejano, B.A.

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, Department 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 2016-17 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: Heather Daniels, 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).

Program Support & Evaluation Student Success and Retention:

The Edelman Institute works closely with all program coordinators to design and carry out program evaluations. Students across all programs participate in surveys that assess satisfaction and experience in the programs. Metro CAD and PATH students are tracked over the course of their trajectories in these programs to measure retention and time to graduation.

Program Details for 2016-2017

FAMILY ACCEPTANCE PROJECT Dr. Caitlin Ryan, Director

FAMILY ACCEPTANCE PROJECT July 2016-June 30, 2017

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-informed 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 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 San Francisco 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 and sustainability. During the past year, Dr. Ryan entered the second year of implementing FAP's family support model in Wayne County, MI in collaboration with the state child welfare system and a local social service agency to integrate FAP's model to strengthen families to prevent removal from the home and homelessness for LGBT youth and to promote wellness and permanency. This is the first research-based initiative to prevent removal from the home for LGBT young people.

During the fiscal year, the state of Michigan received a federal grant from the Administration for Children, Youth and Families to collaborate with Dr. Ryan and local agencies to implement Dr. Ryan's family support model to increase acceptance and well-being for LGBT youth in foster care across southeastern Michigan. As part of this collaboration, Dr. Ryan's model will serve as the intervention modality for a National Quality Improvement Center on Tailored Services, Placement Stability, and Permanency for LGBTQ Children and Youth in Foster Care. Locally, Dr. Ryan received a grant to start to implement FAP's family support model in Santa Clara County to build the capacity of local agencies to reconnect homeless LGBT youth and families. Dr. Ryan also serves as a consultant to the Substance Abuse and Mental Health Services Administration (SAMHSA) to provide technical assistance and training on her family support model to build more effective systems of care in communities across the U.S.

Ongoing Media Coverage

Dr. Ryan's research and family intervention model - consistently cited in the media – continue to focus attention on FAP's contribution to socially relevant applied research. For example, a feature on health risks related to efforts to change LGBT individuals' identities focused on how FAP helps families learn to support their LGBT children:

<http://thinkprogress.org/lgbt/2016/06/24/3791329/homosexuality-sin-consequences/>

A report on discrimination and mistreatment of LGBT youth who are involved with the juvenile justice system highlighted FAP's Michigan collaboration which helps families learn to support LGBT youth who are system involved:

<http://www.lgbtmap.org/policy-and-issue-analysis/criminal-justice-youth>

Earlier in Dr. Ryan's work with the Family Acceptance Project, she served as an expert witness in the first lawsuit to end egregious treatment of LGBT youth in juvenile justice systems. FAP's research and Dr. Ryan's testimony provided an important framework in helping to establish the rights of adjudicated LGBT youth to humane and respectful treatment and care when the case was resolved with the largest settlement of its kind (R.G. v. Koller, Civil No. 05-00566 - U.S. Dist. Ct., D. Hawaii).

Publishing New Research to Support Positive Development for LGBT Youth

During the fiscal year, Dr. Ryan and colleagues published another study from the Family Acceptance Project:

Toomey, R., Ryan, C., Diaz, R., Sanchez, J., & Russell, S. T. (2017). Coping with sexual orientation-related minority stress: A proposed model and associations with young adult well-being, *Journal of Homosexuality*, 25, 1-17.

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 provided employment for a new SFSU graduate as a program assistant and mentored the student in making graduate academic and career decisions. Dr. Ryan participated in a Marian Wright Edelman Institute forum and lectured in child development classes.

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 2,700 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 on FAP's family support approach for LGBT youth and families for court and legal personnel at the Beyond the Bench Conference in San Jose; at American Foundation for Suicide Prevention conferences in St. Louis, Salt Lake City and Hudson Valley, NY; and the University of Illinois LGBT Research Symposium; providing a national 2-day training for providers and families for SAMHSA; and for practitioners in Santa Clara County and providers

and families in Provo, Utah; and featured presentations at the annual conference of the National Association of Latino Elected and Appointed Officials (NALEO) and at an international conference on LGBT youth and families hosted by the Mexican City government and Familias por la Diversidad Sexual- Asociación Internacional. Dr. Ryan also continued her work with religious leaders and congregations by providing a 2-day training in western Pennsylvania for clergy, congregation members, families and providers with the Methodist Reconciling Ministries.

JUMPSTART



Jumpstart

Brian Hickey, Senior Site Manager

Theresa Rameriz, Site Manager

Jissel Poblete, Site Manager

Christine Naverrez, Site Manager

During the 2016-2017 program year, Brian Hickey was the Senior Site Manager until his departure in Spring 2017. With his team of three Associate Site Managers, 91 students were recruited at SF State, who served in 31 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 their educational experience, knowledge of early literacy development, educational goals, and attitudes related to civic and community engagement

Collaboration with EDvance and Metro CAD

During the 2016-2017 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 their classrooms as well as fewer Corps members in their classrooms. With this information in mind, Jumpstart piloted a program in two classrooms at the Family Development Center (FDC) in the Mission in the 2015-2016 academic year. Two three-person teams of Child and Adolescent Development majors led instruction in the preschool classrooms over the course of two months. Teachers and students benefitted from taking part in this experience, so much so that two students were offered positions at FDC for the following school year. The pilot program was further expanded in 2016-2017. 27 students worked in 15 classrooms under the close supervision of mentor teachers. The pilot program proved to be such a success that we have shifted completely from the traditional Jumpstart model to the Early Practical model this program year.

METRO Academy

Year Eight Year End Report

July 1, 2016 - June 30, 2017

To

Mimi and Peter Haas Fund

For

EDvance

Marian Wright Edelman Institute

Department of Child and Adolescent Development, SFSU

Submitted by

Lygia Stebbing, Project Director

Heather Daniels, Metro CAD Coordinator

Rene Dahl, Chair, Department of Child and Adolescent Development

David Anderson, Director, Marian Wright Edelman Institute

General Programmatic Highlights

Presentations: EDvance was selected to present its program model at two conferences this year. In the fall, EDvance presented at the annual National Black Child Development Conference in Orlando, Florida. The presentation was titled *Pathways for Success: Supporting Diversity in the Early Childhood Workforce through Higher Education*. The presentation was spearheaded by EDvance staff Dr. Lygia Stebbing and Ashley Williams and supported by EDvance students Miesha Bell and Tiara Mosley. Miesha is a lead teacher at FACES SF and Tiara is a paraprofessional at SFUSD. The presentation focused on how the EDvance model has significantly increased graduation rates among first generation college students.

In the spring, two talks were accepted for presentation at the National Association for the Education of Young Children's annual Professional Learning Institute. One talk, *Pathways for Success: Supporting Diversity in the Early Childhood Workforce through Higher Education*, was selected as a featured session at the conference. The session was facilitated by EDvance staff Dr. Lygia Stebbing, Chelsea McNutt, and Licette Montejano, and OECE Staff Ashley Williams and September Jarrett, and supported by PATH alumnus and community partner Yohana Quiroz and EDvance students Brijhe Pointer and Tiara Mosely. The session focused on how early childhood teacher preparation programs can partner with community funders to create more stable supports for students and more impactful experiences. Program administrators, students, and funders shared perspectives on the structure of the program, its impact on students, and the high return on investment it provides for students, institutions of higher education, and private and public funders.

The second accepted talk was titled *Examining the Impacts of Faculty Learning Communities on Student Outcomes*. EDvance faculty Dr. Lygia Stebbing, Laura Miles Banta, Isuario Escamilla, and Yohana Quiroz, along with Writing in the Disciplines consultant Victoria Quijano, facilitated a discussion of EDvance's cross-disciplinary model for faculty collaboration and coordination. Faculty shared best practices from their Faculty Learning Community (FLC) and discussed how the FLC experience has transformed their teaching practice.

Upper Division Program Retreat: The program year was launched with a student retreat for all upper division students in the EDvance program. Zarretta Hammond, author of *Culturally Responsive Teaching and the Brain*, described her framework for moving children from dependent to independent learners through culturally responsive teaching practices. In addition, the faculty reviewed the program's new inquiry cycle and created a shared vision with the students to ensure academic success in the program.

Symposium: EDvance hosted its 3rd annual symposium. Over 150 EDvance prospective students, current students, and alumni attended the event. Nearly 20 students from the early practicum and upper division programs presented posters focused on reflective teaching practice. Students were given an opportunity to network with one another as well as with one of the many early childhood agencies with which we collaborate.

Learning Stories Talk: In May, Wendy Lee and Dr. Annie White hosted two colloquia on Learning Stories. Wendy Lee is the Director of the Educational Leadership Project, a professional learning provider for the early childhood sector in New Zealand, and Dr. Annie White is a Professor at California State University Channel Islands. The colloquia were focused on introducing early childhood practitioners to an innovative way to assess children's learning progress with a method that involves parents and documents children's competencies via story telling. The stories are written observations that highlight what a child learned from a particular experience. Dr. White has worked to map learning stories onto the Desired Results Developmental Profile (DRDP), inspiring teachers to use an inquiry framework to capture and document children's learning. Dr. White has recently received approval by Head Start and California's Department of Education to use this method to conduct the DRDP. Dr. Stebbing is working to fold this work into the EDvance program.

EDvance Writing Clinics: EDvance collaborated with City College of San Francisco (CCSF) to provide 12 weekly writing clinics at CCSF in the spring. Twenty-two workforce members completed the workshops, which focused on skills such as identifying nouns, verbs, and adjectives, forming topic sentences and paragraphs, reading comprehension, building vocabulary, computer literacy, and writing observation notes. These clinics were targeted toward workforce members who did not have the competencies or confidence to succeed in a college level class. Each workshop participant received an updated Education Plan from CCSF or EDvance, as well as a SF SEED stipend for proof of enrollment in unit-bearing coursework. Thirteen of the 22 participants will enroll in a summer or fall college class. Twenty of the 22 participants are interested in utilizing the clinics in the future to continue improving their writing skills.

Peer Tutoring: Our peer tutoring initiative was one of the most significant contributors to the success of the writing clinics. This initiative is a peer-led wraparound service that pairs high-performing PATH students with struggling community college students or writing clinic participants and leverages the skills of PATH students for tutoring and mentoring over the course of the semester. The program enables successful PATH students to "pay it forward" further ensuring that more ECE professionals have the academic training and certification needed to raise the quality within the ECE field. EDvance understands the scheduling pressures that many ECE professionals endure while working to obtain a degree. Therefore, our program accommodates working students by providing scheduling flexibility. Last semester, peer tutors assisted students participating in the writing clinics. Two served as in-class Teaching Assistants and two were available for online writing support. We would like to increase our number to 10 peer tutors this fall.

I. Facilitate Faculty Learning Communities (FLCs) with General Education and Child Development Faculty

Faculty Learning Communities:

Fall 2016:

- 7 EDvance FLCs
- 3 Metro FLCs
- 3 Monthly Metro CAD Site Based Meetings

Spring 2017:

- 8 EDvance FLCs
- 5 Metro FLCs
- 3 Monthly Metro CAD Site Based Meetings

Meta Metro Faculty Learning Community Spring Programming: During the fourth quarter of 2017, Metro CAD had several FLC meetings that included a workshop on integrating quantitative reasoning, critical thinking, oral communication, and group work in the classroom. In addition, Metro CAD hosted a movie night in which the movie *13th* was shown to help students understand how the prison industrial complex is impacting the educational system. The Metro FLC, staff members, and families of sophomores came together in April for the Metro End of the Year ceremony to celebrate the completion of 4 semesters in the Metro Program. Metro CAD student Isabel DeHaro delivered a powerful speech about the way Metro CAD had transformed her educational trajectory. Metro CAD also hosted an End of the Year Beach BBQ to foster community building between the two cohorts of students.

Metro offered its annual Summer Institute for the FLC to conclude the program year. 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, access new material to incorporate into courses, and begin planning for the upcoming semester. The summer institute was held at CCSF on May 15-17th. Heather Daniels, the Metro CAD coordinator, held monthly site-based and/or one-on-one meetings with Metro CAD faculty to ensure students were on track with assignments and attendance and that they were connected to necessary services throughout the semester.

EDvance Faculty Meetings: Faculty and lecturers from the EDvance pathway met throughout the academic year and summer to vertically and horizontally sequence coursework. The faculty worked with our Writing in the Disciplines Consultant to identify writing intensive courses and construct a streamlined academic writing curriculum throughout the pathway. Based on the success of the video reflection framework, the faculty are working over the summer to tailor a framework to better analyze and reflect on their videos. In addition, faculty are working with Dr. Annie White from CSU Channel Islands to identify ways to embed the New Zealand Learning Stories into the pathway. Dr. White has been working with Head Start and the California Department of Education to use Learning Stories to provide an authentic assessment and

documentation process while also completing the DRDP.
Attendees included:

- Lygia Stebbing, EDvance Director/PATH instructor
- Ashley Williams, EDvance Associate Director/Metro CAD Instructor
- Heather Daniels-Jones, Metro CAD Instructor/Academic Success Manager
- Victoria Quijano, Writing in the Discipline Consultant
- Todd Wanerman, Elementary Education Instructor
- Laura Miles Banta, Elementary Education Instructor
- Lisa Wadors, Special Education Instructor
- Gretchen Ames, Child and Adolescent Development Instructor
- Kimberly Knodel, Special Education Instructor
- Isuario Michael Escamilla, Elementary Educator Instructor
- Christine Navarrez, PATH student
- Licette Montenejo, PATH alumni

II. Provide Lower Division Coursework for a minimum of 70 students annually

Eleven lower division courses were provided for **70** Metro CAD students for FY 16/17:

Fall 2016:

Course	Funding
1. CAD 120: Child Development, Social Justice, and Academic Success	SFSU Augment
2. ETHS 110: Critical Thinking and the Ethnic Studies Experience	SFSU Augment
3. Math 70: Algebra II	SFSU Augment
4. CAD 260: Children, Families, and Community: An Ecological Perspective.	Grant Support
5. ENG 214: Second Year Written Composition: English	SFSU Augment
6. CAD 326: Jumpstart: Developing Literacy Skills in Young Children and their Families	Jumpstart Support

Spring 2017:

Course	Funding
7. CAD 210: Introduction to Applied Child and Adolescent	Grant Support/staff

Development 8. COMM 150: Fundamentals of Oral Communication 9. HED 241: Health and Social Movements in the United States in the 20th Century 10. ISED 160: Data Analysis in Education 11. CAD 215: Foundations in Early Childhood (<i>Early Teaching Practicum Course</i>)	SFSU Augment SFSU Augment SFSU Augment Grant Support/staff
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Metro CAD 2017 Passage Rates for Spring for Cohort 6

Metro CAD Course Offering	Enrolled	Passage Rate
CAD 210	34	88 %
COMM 150	27	92 %
MATH 70	26	88 %

Metro support staff and/or the math instructor referred students who were in danger of failing Math 70 directly to a designated Metro Staff member.

Metro CAD 2017 Passage Rates for Spring for Cohort 5

Metro CAD Course Offering	Enrolled	Passage Rate
HED 241	25	96%
ISED 160	18	83%

III. Provide a minimum of 16 upper division courses for a minimum of 80 students annually.

Seventeen upper division courses were provided for **75** PATH students for FY 16/17

Fall 2016:

1. CAD 410: Applied Child and Youth Development
2. SPED 370: Young Children Disabled or at Risk & Families (SPED Minor)
3. EED 610: Observation and Assessment
4. CAD 685: Professionalism in ECE
5. EED 611: Advanced Issues in Infant Toddler Education
6. CAD 625: Children, Youth, and Public Policy
7. EED 616: Language in Multilingual Settings
8. SPED 672: Creating Inclusive Learning Environments

Spring 2017:

1. CAD 500: Action Research Methods (Graduate Writing Assessment Requirement)
2. SPED 672: Positive Behavior Support
3. CAD 450: Understanding and Working with Diverse Families
4. EED 602: Advance Curriculum
5. SPED 620: Science of Early Intervention (SPED minor)
6. CAD 600 Internship
7. CAD 601 Internship
8. EED 617: Math, Science & Technology in ECE
9. CAD 510: Adult Supervision and Leadership in ECE

Narrative: This year all courses offered for the upper division program fulfill all of the CAD major and upper division General Education requirements as the last of the new upper division GE courses were approved and added into the pathway. In addition, the program has been working closely with the SPED program and students now only need to take one additional course to obtain a SPED minor.

IV. Provide support services to a minimum of 70 Metro CAD students

Sixty-five current Metro CAD students were recruited for this program year

- **30** Sophomore status students
- **35** Freshman status students (first-time, full-time freshman: FTFTF)

Narrative: All Metro students receive assistance with accessing support services on campus, including financial aid, tutoring, and the student resource center, through in-class presentations, one-on-one meetings with the Metro Coordinator, and meetings with the Academic Counselor. Metro students have access to tutoring in the designated Metro Tutoring Center as well as additional tutoring services provided by the university throughout the year. All tutoring interactions at the Metro Tutoring Center are logged into and tracked by the Metro Salesforce database so that the Metro Coordinator can ensure students who are struggling academically are utilizing the services available. In addition, all Metro students are required to meet with our Academic Counselor, Portia Ignacio, in their first semester in the program to develop an education plan for lower division coursework. This is made possible by embedding the education plan into an assignment in the CAD 120 first year experience course. Portia offers individual appointments and class presentations throughout the year and logs her advising interactions in the Salesforce database.

Early Practicum

Twenty-seven students participated in the early teaching practicum experience:

Status	Number of Students
Freshmen	6 (4 Metro)
Sophomore	17 (14 Metro)
Junior	3 (2 Metro Alumni)
Senior	1

Narrative: Students enrolled in CAD 326 and CAD 215 and completed the CA Permit Core Four before moving into PATH to start their junior year. Students participated in the Early Practicum at the following centers: Compass, Tule Elk SFUSD, Felton Institute, FACES SF, Friends of St. Francis, Good Samaritan, and Wu Yee’s New Generation.

In our efforts to strengthen the mentor teacher community, three roundtable events were held throughout the year. These events were focused around themes of reflection and professional development. During the last roundtable event, the mentor teachers were invited to share strengths and challenges of the practicum program. There was also a presentation by Dr. Linda Platas on the importance of math in early education. The mentor teachers concluded the roundtable by sharing stories about how the practicum program had positively impacted their classrooms, communities, and practice.

Practicum Sites

Compass	FACES SF (Whitney Young)
Tule Elk (SFUSD)	Friends of St. Francis
New Generation	Good Samaritan
Felton Institute (FDC)	

Note: The practicum expanded from 10 classrooms in fall to 12 classrooms in spring

V. 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 an 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 Projected Graduation Rates:

Metro CAD 2013 Cohort:

- **44%** Overall 4-year graduation rate compared to **40%** program objective

Metro CAD 2012 Cohort:

- **57%** Overall 5-year graduation rate compared to **60%** program objective (program objective was not met because SFSU changed upper division graduation requirements mid-programming)

Path Projected Graduation Rates:

PATH 2015 Cohort (Delta)

Program Completion Rates:

- **100%** Overall 2-year completion rate
- **100%** Metro-to-PATH 2-year completion rate
- **100%** Non-Metro/transfer 2-year completion rate

Sources of Data

PATH cohort data are sourced from SF State's institutional student data management system, Campus Solutions, paired with 2017 graduation application submissions. Consistent with institutional reporting, the PATH program completion rates include students who successfully completed CAD 685, the introductory course for the PATH program, and summer graduates. The source of data for FTFTF and transfer students is SF State's Office of Academic Institutional Research, 2015 and 2016 Data Books. Official data from SFSU for 2017 graduation rates will not be available until the Fall semester.

Professional Development Contract

Year End Report

July 1, 2016 - June 30, 2017

Submitted To

The Office of Early Care and Education

Submitted By

Lygia Stebbing, Project Director

Rene Dahl, Chair, CAD (SF State)

David Anderson, Director, Edelman Institute

Service Objectives:

Service Objectives	Updates
<p>A. 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.</p>	<p>Fall 2016:</p> <p>2 Advisory Meetings held on October 12, 2016 & December 12, 2016</p> <p>Spring 2017:</p> <p>2 Advisory Meetings held on February 17, 2017 & May 9, 2017</p> <p>Advisory Committee Attendees:</p> <ul style="list-style-type: none"> • Elise Crane, Office of Early Care and Education • September Jarrett, Office of Early Care and Education • Tony Tyson, Program Coordinator, CPAC • Lynn Merz, Mimi & Peter Haas Foundation • Jennifer Curran, Mimi & Peter Haas Foundation • Kim Wong, Center Director, FACES • Jerry Yang, Center Director, Kai Ming • Fonda Davidson, Center Director, Cross Cultural • Yohana Quiroz, Director, Felton Institute • Tammy Stribling, College Liaison, San Francisco Unified School District • Kathleen White, City College of San Francisco, Professional Development Project • Rene Dahl, Child and Adolescent Development Department Chair, San Francisco State University • Soyeon Park, Child and Adolescent Development Department Faculty, San Francisco State University

	<ul style="list-style-type: none"> • Linda Platas, Child and Adolescent Development Department Faculty, San Francisco State University • Alicia Torres, Jumpstart for Young Children • David Anderson, Director, Marian Wright Edelman Institute • Lygia Stebbing, Director, EDvance • Licette Montejano, Project Coordinator, SF SEED • Ashley Williams, Associate Director, EDvance • Chelsea McNutt, Operations Manager, EDvance • Francesca Thompson, Project Coordinator, EDvance • Heather Daniels, Project Coordinator, EDvance
Service Objectives	Updates
Host Faculty Learning Community Meetings	<p><i>Fall 2016:</i></p> <ul style="list-style-type: none"> • 7 EDvance FLC's • 3 Metro FLC's • 3 Monthly Metro CAD Site Based Meetings • On-going one-on-one support in PATH • On-going one-on-one support in Metro <p><i>Spring 2017:</i></p> <ul style="list-style-type: none"> • 8 EDvance FLC's • 5 Metro FLC's • 3 Monthly Metro CAD Site Based Meetings • On-going one-on-one support in PATH • On-going one-on-one support in Metro
Provide Lower Division Coursework for a minimum of 70 students annually	11 lower division courses were provided for 70 Metro CAD students for FY 16-17:

	<p><i>Fall 2016:</i></p> <ol style="list-style-type: none"> 1. CAD 120: Child Development, Social Justice, and Academic Success 2. ETHS 110: Critical Thinking and the Ethnic Studies Experience 3. Math 70: Algebra II 4. CAD 260: Children, Families, and Community: An Ecological Perspective 5. ENG 214: Second Year Written Composition: English 6. CAD 326: Developing Literacy Skills in Young Children* <p><i>Spring 2017:</i></p> <ol style="list-style-type: none"> 7. CAD 210: Introduction to Applied Child and Adolescent Development 8. COMM 150: Fundamentals of Oral Communication 9. HED 241: Health and Social Movements in the United States in the 20th Century 10. ISED 160: Data Analysis in Education 11. CAD 215: Foundations in Early Childhood* <p><i>*Early Teaching Practicum Courses</i></p>
Service Objectives	Updates
<p>B. Provide a minimum of 16 upper division courses enrolling a minimum of 80 students annually.</p>	<p>18 upper division courses were provided for 76 PATH students for FY 16-17:</p> <p><i>Fall 2016:</i></p> <ol style="list-style-type: none"> 1. CAD 410: Applied Child and Youth Dev 2. SPED 370: Young Children or at Risk & Families 3. EED 610: Observation and assessment

	<ol style="list-style-type: none"> 4. CAD 685: Professionalism in ECE 5. CAD 625: Children, Youth, and Public Policy 6. EED 616: Language in Multilingual Setting 7. EED 611: Advanced Issues in Infant Toddler Education 8. SPED 672: Creating Inclusive Learning Environments 9. <i>CD 300: Human Communicative Disorders (special education minor)</i> <p>Spring 2017:</p> <ol style="list-style-type: none"> 10. CAD 500: Action Research Methods (Graduate Writing Assessment Requirement – GWAR) – 2 sections offered 11. CAD 671: Positive Behavior Support 12. CAD 450: Understanding and Working with Diverse Families 13. EED 602: Advance Curriculum 14. CAD 510: Adult Supervision and Leadership in ECE 15. SPED 620: Science of Early Intervention 16. EED 614: Math, Science and Technology in EC 17. CAD 600/01: Internship 18. <i>SPED 330: Introduction to Disabilities (special education minor)</i>
<p>Provide support services to a minimum of 70 Metro CAD students</p>	<p>65 total current Metro CAD students:</p> <ul style="list-style-type: none"> • 30 Sophomore Status Students • 35 FTFT Freshman Status Students
<p>Provide a minimum of 30 EDvance lower division students with an early practicum experience</p>	<p>27 Students participated in the early teaching practicum experience:</p> <ul style="list-style-type: none"> • 4 Metro Freshman • 14 Metro Sophomores • 2 Metro Alumni (Juniors) • 7 Non-Metro

Service Objectives	Updates
<p>Provide support services to a minimum of 80 PATH BA completion students.</p>	<p>75 total current PATH students:</p> <ul style="list-style-type: none"> • 7 PATH Students from former cohorts • 34 Delta Students (2015-2017) • 34 Epsilon Students (2016-2018) <p>36 Zeta incoming students (<i>final numbers still in progress</i>)</p> <ul style="list-style-type: none"> • 12 Native SF State & 24 Transfer
<p>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.</p>	<p>365 stipends were distributed for FY 16-17 261 students received one or two SF SEED or CTK stipends for FY 16-17</p> <p>Fall 2016 – 189 Total Stipends:</p> <ul style="list-style-type: none"> • 166 SF SEED Stipends: <ul style="list-style-type: none"> ○ 94 Community College Students ○ 65 CSU Students ○ 7 Non CSU Students • 23 TK Stipends: <ul style="list-style-type: none"> ○ 20 Community College Students ○ 3 CSU Students ○ 0 Non CSU Student <p>Spring 2017 – 176 Total Stipends:</p> <ul style="list-style-type: none"> • 161 SF SEED Stipends: <ul style="list-style-type: none"> ○ 89 Community College Students ○ 65 CSU Students ○ 7 Non CSU Students • 15 TK Stipends: <ul style="list-style-type: none"> ○ 8 Community College Students ○ 6 CSU Students ○ 1 Non CSU Student
Service Objectives	Updates
<p>Provide Foundations workshops for a minimum of 40 workforce participants who will concurrently enroll in a unit-bearing course.</p>	<p>47 Workforce participants in Foundations workshops for FY 16-17:</p> <ul style="list-style-type: none"> • 24 Fall 2016 <ul style="list-style-type: none"> ○ 2 Participants enrolled in unit-bearing courses

	<ul style="list-style-type: none"> • 23 Spring 2017 <ul style="list-style-type: none"> ○ 10 Participants enrolled in unit-bearing courses <p>EDvance Peer Tutoring The EDvance Peer Tutoring initiative leverages the talent of high-performing PATH students at San Francisco State by pairing them with struggling community college students to tutor and mentor over the course of the semester.</p> <p>Last semester, 4 peer tutors were issued stipends to help assist students participating in the Foundations Writing Clinics. Peer tutors provided classroom support during the writing clinic and were also available for tutoring for writing clinic participants who were enrolled in unit-bearing coursework.</p> <p>This program model proved to be quite beneficial. Even though we do not have a budget for Foundations, we will adapt this program to provide a higher level of academic support to our PATH students during the upcoming fall semester.</p>
<p>Provide educational plans and stipends for identified TKSIP members who complete coursework with a “C” or higher.</p>	<p>Fall 2016:</p> <ul style="list-style-type: none"> • 100% of CTKS participants had an ED Plan. <p>Spring 2017:</p> <ul style="list-style-type: none"> • 100% of CTKS participants had an ED Plan.
<p>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.</p>	<p>July 1st 2016 – June 30th 2017:</p> <p>Documents entered:</p> <ul style="list-style-type: none"> • 792 Transcripts • 260 Degrees <p>Other Registry Activities Completed:</p> <ul style="list-style-type: none"> • Determined course categories based on new policies: <ul style="list-style-type: none"> ○ 1425 Courses from SF State ○ 277 Courses from CCSF

	<ul style="list-style-type: none"> • Determined degrees to be entered from self-reported data from participant profiles: <ul style="list-style-type: none"> ○ Reviewed 1258 participants' profiles ○ Found 209 degrees to be entered
Service Objectives	Updates
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.	<p>July 1st 2016 – June 30th 2017:</p> <p>Documents entered:</p> <ul style="list-style-type: none"> • 62 Transcripts • Our staff met the minimum requirement of 500 transcripts in June 2016. In September of 2016, our staff was instructed by OECE staff to pause on entering Santa Clara County documents.
Support the enrollment of a minimum of 100 workforce members in degree applicable coursework.	<p>246 total workforce members in degree applicable coursework:</p> <ul style="list-style-type: none"> • 108 Community College students • 138 Four-Year University students

VII. Outcome Objectives:

Outcome Objectives	Updates
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.	<p>Metro CAD 2013 Cohort:</p> <ul style="list-style-type: none"> • 44% Overall 4-year graduation rate <p>Metro CAD 2012 Cohort:</p> <ul style="list-style-type: none"> • 57% Overall 5-year graduation rate <p>PATH 2015 Cohort (Delta) Program Completion Rates:</p> <ul style="list-style-type: none"> • 100% Overall 2-year completion rate • 100% Metro-to-PATH 2-year completion rate • 100% Non-Metro/transfer 2-year completion rate <p>PATH 2014 Cohort (Gamma) University Graduation Rates:</p> <ul style="list-style-type: none"> • 95% Overall 5-year graduation rate

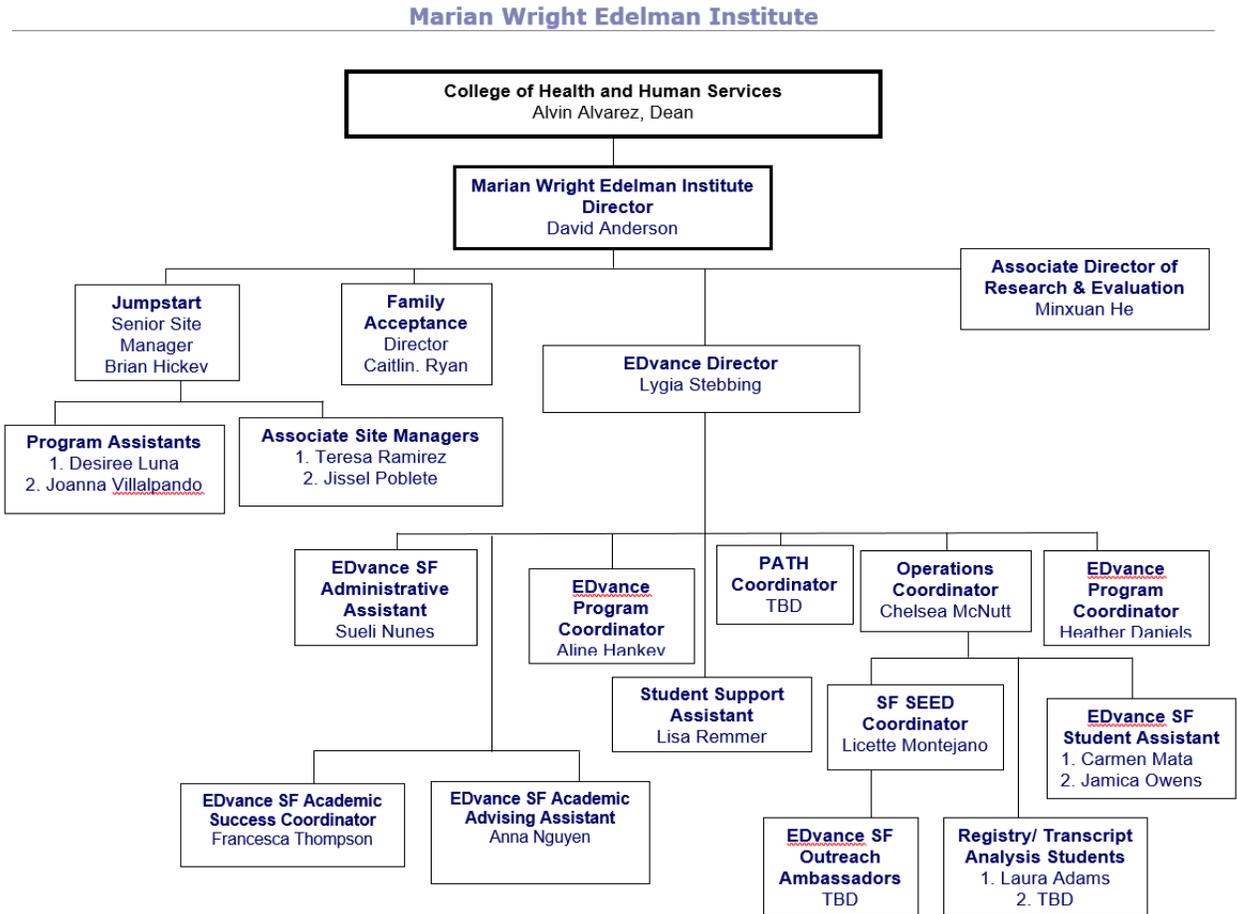
<p>100% of all EDvance program participants will be provided an Education Plan that includes associate degree transfer pathway, if enrolled at a 2-year institution or bachelor degree pathway, if enrolled at a 4-year institution, beginning FY 15-16, and annually thereafter.</p>	<ul style="list-style-type: none"> • 100% of PATH students have an ED Plan • 100% of Foundations students have an ED Plan: <ul style="list-style-type: none"> ○ Fall 2016: 100% ○ Spring 2017: 100% • 100% of SF SEED participants have an ED Plan: <ul style="list-style-type: none"> ○ Fall 2016: 100% ○ Spring 2017: 100%
<p>Outcome Objectives</p>	<p>Updates</p>
<p>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.</p>	<p><i>Fall 2015:</i></p> <ul style="list-style-type: none"> • 61% of SF SEED Participants enrolled in degree applicable course work <p><i>Spring 2016:</i></p> <ul style="list-style-type: none"> • 77% of SF SEED Participants enrolled in degree applicable course work <p><i>Fall 2016:</i></p> <ul style="list-style-type: none"> • 94% of SF SEED Participants enrolled in degree applicable course work <p><i>Spring 2017:</i></p> <ul style="list-style-type: none"> • 81% of SF SEED Participants enrolled in degree applicable course work* <p>Please note, The OECE requested SF SEED to 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 whether the students' goals are degree attainment, permit upgrade, or professional development. The SF SEED course verification form, resources listed on our website, and our staff strongly encourage students to take courses that can count towards multiple requirements</p>

	(permit, associate's degree, and transferring) and we will continue to advise students to enroll in degree applicable coursework.
90% of received education documents will be entered within 30 days of receipt.	<p>At least 90% of Transcripts are entered within 30 days of receipt. *</p> <p><i>*If there are no issues with the document or participant's profile. We also prioritize documents that OECE staff instruct us to focus on.</i></p> <p>Please note, our long time registry staff member separated from us on January 31st. Due to budget constraints, we are now limited to hiring student assistants and part time hourly staff. This can be challenging because we have to 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.</p>
Outcome Objectives	Updates
95% Accuracy of education document data entered on the CA Workforce Registry.	Linh Nguyen & Laura Adams, data entry staff, double checked all data entry of other staff members to ensure 100% accuracy of education data.
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 credit bearing coursework. (This work will be done in coordination with the CA ECE Registry)	<p>90% of Foundations participants who completed the workshop series reported that their participation was helpful in supporting them to take unit bearing coursework.</p> <p>4 of the workforce members who were unable to enroll in college coursework reported that their attempt to enroll coincided with a lack of availability of unit-bearing courses during the evenings and weekends.</p> <p>This ties back to a needs assessment we conducted in November 2016 that collected responses from 124 ECE professionals on the barriers to degree attainment for workforce members in San Francisco.</p> <p>Of those surveyed only 5% currently have their B.A. degree.</p>

	<p><u>Barriers Identified:</u></p> <ul style="list-style-type: none"> • Work Schedule: 54% • Financial Burden: 29% • Transportation: 26% • Unable to Meet English Requirements: 23%
<p>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)</p>	<p>SF SEED:</p> <ul style="list-style-type: none"> • 99% of SF SEED participants, who responded to the survey, 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. <ul style="list-style-type: none"> ○ 6% rated the program a 3 out of 5 ○ 30% rated the program a 4 out of 5 ○ 63% rated the program a 5 out of 5 <p>PATH:</p> <ul style="list-style-type: none"> • 100% of PATH participants, who responded to the survey, 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. <ul style="list-style-type: none"> ○ 4% rated the program a 3 out of 5 ○ 25% rated the program a 4 out of 5 ○ 71% rated the program a 5 out of 5

Appendices

1. Organizational Chart 2016-2017



2. Edelman Space

Director's Office	HSS 257	Director
Operations Manager	HSS 258	Operations Manager, Student Assistant,
Research and Evaluation	HSS 258	Associate Director of Research & Evaluation
Jumpstart	HSS 204	Senior Site Manager and 3 Site Managers
Jumpstart Student Assistants	HSS 266	Student Assistant and Students
EDvance	GYM	
Director	GYM 105	
SEED	GYM 107	SF Seed Coordinator
Foundations	GYM 109	Foundations Coordinator
Registry Coordination	GYM 106	Registry Coordinator
Registry	HSS 258	Transcript Analysis Staff and Students
Counseling	GYM 103	Counselor
Family Acceptance	Off Campus	