Marian Wright Edelman Institute
And
The Institute for Community and Civic Engagement

Year End Report 2014-2015

Submitted by Dr. Charlotte Ferretti, Director
Jenn Gasang, Interim Director ICCE
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Leadership, Service and Collaborations 2014-2015

The Director, Charlotte Ferretti, continues to serve on several Boards and Committees at the department and University levels as well as in the community. These include the SF State University Corporation Board as Chair, Chair of the CAD HRT 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 has reviewed manuscripts and collaborated on articles with faculty. The Institute has provided stipends for expert faculty presenters at the annual Jumpstart ECE Academy, provided fiscal support each year to CAD faculty for travel to conferences and funded scholarly student presentations. The Director also participates in 6-8 peer reviews for CAD faculty each semester. For the Metro and PATH programs, the Institute provides pre- and post-award grant writing and reports, personnel supervision, budget management and oversight, and strategic planning with funders through meetings with individual funders and the Advisory Committee. Both of these programs are focused on recruitment and retention of first-generation, minority students interested in teaching. Program information for 2014-2015 is contained in the Metro Academy Haas and ECE Professional Development reports found in this document.

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 Chair of the Research Committee at Children’s Campus and initiated the formation of a multidisciplinary faculty affinity group focused on teaching and research with children. 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. Dr. Mandic also led the submission of the Carnegie Foundation application from SF State which was awarded to the University in 2015.

ICCE Oversight

Dr. Ferretti was asked to provide oversight to the Institute for Community and Civic Engagement (ICCE) this year when the Director Jerry Eisman retired and the Associate Director, Perla Barrientos resigned. Please see ICC Year End Report enclosed.

Marian Wright Edelman Program Overview

Jumpstart

Funded by Jumpstart National $46,000 to SFSU
Jumpstart Funding Locally Stipends for students
Federal Work study $200,000 Edelman Institute $4,000

Site Manager: Brian Hickey

Program Purpose: The Jumpstart program is in its 13th 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 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.

**Children’s Campus: Center for Education, Professional Development, and Research**

**Revenue from Tuition**  
$1,265,782

**Interim Director:** Marjorie Weiss, MPA  
**Program Manager:** Anna Tobin-Wallis, MA

Children’s Campus provides internships, graduate fellowships and observation opportunities for students from 18 courses in seven disciplines as well as internships for students in CAD, Communicative Disorders, and Consumer Family Studies/Dietetics.  
Student and faculty research involving children and families at the Children's Campus is reviewed by an multidisciplinary Research Committee comprised of faculty and staff from the Institute, Developmental Psychology, Communicative Disorders, Child and Adolescent Development, Elementary Education, and staff and parents from the Children's Campus. The Research Committee provides oversight for faculty and student research and abstracts of past projects can be found on the website and in the year-end report. The Center started out with a deficit this year, but under the leadership of Marjorie Weiss was able to hold costs, increase revenue, and repay the deficit in June 2015. Increased enrollment and revenue also allowed for the return of the second permanent teacher to each classroom.

**Faculty Acceptance Program**

**Director:** Caitlin Ryan, PhD  

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 community-based research to promote positive social change, and is developing 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 videos on Family Acceptance have won over 20 awards in film festivals around the country. Dr. Ryan’s recent research is identified in her report.

**METRO Academy**

**Funded by the Mimi and Peter Haas Fund**  
$369,641

**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 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 2014-15 is in the Year End Metro Report.
Professional Development Program (includes PATH, SEED and Foundations)

Funded by the Mayor's Office of Early Care & Education $985,972.

PATH

Program Coordinator: 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 Bachelor of Arts 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 2014-2015 yearend report and includes data for all three programs.

SEED

Program Coordinator: Chelsea McNutt

Program Purpose: SF SEED provides a fiscal incentive for early child educators as they advance toward a degree in early child education through course work 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 450 stipends were provided to students in 2014-15 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).
Collaborations: Students in the Departments of English (MA TESOL); and Math have been recruited to provide basic skills tutoring and/or academic counseling to pre-Metro participants of the Learning Circles Program. Faculty Involvement: Faculty in the Departments of English (MA TESOL), Math, and Counseling (College Counseling emphasis).

Program Support & Evaluation Student Success and Retention:

The Edelman Institute's Associate Director of Research and Evaluation, Carmen Mandic, 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.
EDELMAN TOWN HALLS

Dr. Carmen Gomez Mandic
Coordinator

Community Service Learning
(In collaboration with ICCE)

CAD in South Africa
Edelman
TOWN HALL SERIES

Please join us for a special presentation by:

Dr. Anoshua Chaudhuri
Associate Professor,
Economics Department,
College of Business

Dr. Betty Yu,
Assistant Professor,
Department of Special
Education, College of
Education

Dr. Maricel Santos,
Associate Professor, English
Language & Literature, College
of Liberal and Creative Arts

Dr. Jennifer Summit,
Dean of Undergraduate Studies

Light breakfast & coffee/tea service will be provided!

Please join ICCE & Marian Wright Edelman Institute for the
Community Service Learning Town Town Hall

Thurs., April 30, 2015 from 10:30 am to noon
Library 121, Events Room

The CSL town hall will highlight faculty involvement in community service learning (CSL) work related to children, youth, and families.

In an open discussion facilitated by Dr. Jennifer Summit, Dean of Undergraduate Studies, panelists will share their CSL work – including how they see it benefitting students as well as their own scholarship and teaching.

Attendees will be encouraged to present their own ideas, voice opinions, and ask questions.

For more info., contact jlgasang@sfsu.edu / 415-338-6419
Edelman TOWN HALL SERIES

In summer 2014, 11 students in the Dept. of Child and Adolescent Development traveled to South Africa to work with local early childhood teachers & young children.

Their goal was to facilitate sharing of best practices & strategies to enhance language & literacy programming (including support for second language learners) and strengthen evaluation of program quality.

Please join us for a special presentation by:

Krystal Danridge
CAD Student, Early Childhood Educator

Yohana I. Quiroz, BA
CAD Alumnus
Director, Children, Youth & Family Division
Family Service Agency of San Francisco

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

Edelman TOWN HALL
CAD in South Africa:
An Early Childhood Educator Honors Program
Thursday, October 16th, 4-5:30pm
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.

RSVP to cgmmandic@sfsu.edu

Marian Wright Edelman Institute
San Francisco State University, 1800 Holloway Ave, San Francisco, CA 94132
JUMPSTART

Jumpstart
Brian Hickey, Senior Site Manager

During the 2014-2015 program year, Brian Hickey was the Senior Site Manager. With his team of three Associate Site Managers, he recruited 130 undergraduates at SF State, who served in 24 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.
Collaboration with SF STATE Metro CAD

During the spring the 2015, Jumpstart and METRO CAD worked together to pilot a new 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. 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 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 CARE AND EDUCATION,
PROFESSIONAL DEVELOPMENT AND RESEARCH

CHILDREN'S CAMPUS

Marjorie Weiss, Interim Director, Special Projects CHSS
Anna Tobin Wallis, Program Manager
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:

- **89410.** The San Francisco State University may maintain a child care center as an integral part of the state university. The center shall be used for observation, demonstration, study, student experience, and student teaching.

- **89411.** The trustees shall determine the fee which the state university shall charge the parents or guardian of any child admitted to the center. All fees shall be used to reimburse the state university for the cost of operating and maintaining the center.

- **89412.** No child shall be admitted to the center unless he meets the requirements for admittance to a child development center.

- **89413.** The budget for the center may be prepared and submitted to the trustees with the budget of the state university.

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 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 with a high quality early care and education program, where teachers incorporate evidence-based practice;

- Support current early care and education teachers 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, community room, and staff lounge. For student assignments and research, there are two observation rooms for preschool and two for toddler classrooms. Infant areas are observed via closed circuit video and audio. Outside fenced space is available surrounding the building and providing separate space for each classroom.

During the 2014-2015 school year, a total of 79 children were enrolled in all six classrooms with six Head Teachers, and over 45 college students were employed as paid Teaching Assistants who are able to apply classroom theory to practice.

Children’s Campus Staff:

Program Administration
Marjorie Weiss: Interim Director
Anna Tobin Wallis: Program Manager

Head Teachers:
Jen Andres, Robin Room
Kristina Langer, Chickadee Room
Jennie Ng, Hummingbird Room
Eszter Balogh, Sparrow Room
Natalie Borton, Owl Room
Allison Mayrena, Hawk Room

Teaching Assistants
Over 45 students were hired as Teaching Assistants between June 2014 and June 2015. 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
Back to School Night
Mid and End of Year Individual Family Conferences with Teachers
Preschool Graduation and End of the Year Celebration
Parent Education Events: Supporting Your Infant Toddler and Kindergarten Readiness


Student Intern Professional Development 2014-2015

Internships that are academic requirements are arranged directly with the Program Coordinator at the Children's Campus. Currently, students from the Child and Adolescent Development, Communicative Disorders, Psychology and Consumer Family departments complete internships at the Children’s Campus for 150 hours per student each semester. Each year approximately 32-36 interns are provided opportunities to apply theory to practice.

Student Interns 2014-2015 The number of interns fluctuates each year between 20-38, depending on the size of students focused on ECE. This year there were 27 CAD, CSF and Communicative Disorder interns in the Fall and Spring.

Student Observers and Participants

Children's Campus provides opportunities for SF State students and faculty to observe children ages six months through five years. 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 2014-2015
Total number of observers/participants in classrooms: 301
Total number of hours: 1,631

Academic Classes that used Children’s Campus for student Observers/Participants: During the 2014-2015 academic year, approximately 301 students from over 19 courses in nine departments have visited the Children’s Campus. These students accounted for approximately 805 hours of observation. Children’s Campus supports an 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.

19 Courses Used Children’s Campus for Academic Assignments

FALL 2014

1. EED 611- Advanced Issues in Infant-Toddler Education and Care
2. EED 603- Promoting Young Children's Social and Emotional Development
3. PSY 737/739- PSY 737: Laboratory in Observation of Children’s Behavior
4. PSY 739: Technical Writing for Psychological Journals
5. CAD 210: Introduction to Applied Child and Adolescent Development
6. CAD 215- Foundations in Early Childhood
7. CFS 325- Transitions in the Family Life Cycle
8. CFS 322- Early Childhood Education Curriculum (Birth to Five)
10. CD 668- Language Acquisition and Development- GWAR

SPRING 2015

1. PT 112: Human Growth and Development Across the Life Span
2. EED 611- Advanced Issues in Infant-Toddler Education and Care
3. CAD 215- Foundations in Early Childhood
4. EED 602- Advanced Curriculum Study in ECE
5. EED 603- Promoting Young Children’s Social and Emotional Development
6. Kin 699/899- Independent Study
7. CAD 326- Jumpstart: Developing Literacy Skills in Young Children
8. CFS 420- Assessment and Observation with Children
9. CD 880- Advanced Communication Therapy

Committees
Children’s Campus has two committees that work with administration, the Advisory Council and the Research Committee.

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

1. Review and make recommendations on policies and guidelines presented by the Children’s Campus Director related to the operation of the Children’s Campus.
2. Review and provide advice on Children’s Campus budget, enrollment fees, and other related issues.
3. Review and make recommendations regarding applications for scholarships when funds are available.
4. Support the family committee by reviewing their requests and making recommendations.
5. Offer leadership in grant writing and fundraising; participate in writing grants to support Children’s Campus.
6. Review Annual Reports
7. 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 maximum of two years as long as they have children at the center and have the following roles:

Responsibilities include:
1. Attending Children’s Campus Family Committee meetings every two months and attending Advisory Council meetings every month.
2. Serving as the contact person in their classroom for any issues related to the families at Children’s Campus.
3. Reporting family-related issues to the Advisory Council and suggesting program improvements.
4. Reporting upcoming family events and projects to the Advisory Council.
5. Disseminating information from the Advisory Council to the families.

David Anderson, Council Chair & Professor of Kinesiology
Marjorie Weiss, Children's Campus Director
Anna Tobin-Wallis, Children’s Campus Program Manager
Charlotte Ferretti, Professor and Director, Marian Wright Edelman Institute
Mina Kim, Associate Professor, Elementary Education
Sandra Lau, Parent
Caitlin Noble, Parent
Soyeon Park, Associate Professor, Child and Adolescent Development
Carmen Gomez Mandic, Edelman Institute, Associate Director of Research and Evaluation
Patti Solomon-Rice, Assistant Professor, Department of Special Education

Research Committee

The Research Committee at Children’s Campus supports the mission of the Children’s Campus to maintain a high-quality early childhood education (ECE) program and to provide 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 including 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.

Committee Members 2014-2015

Luna Abdallah, Children’s Campus Parent, SF State Staff
Alison Baroody, Child and Adolescent Development
Jeff Cookston, Psychology
Mina Kim, Elementary Education
Cedric Langbort, Children’s Campus Parent, Community
Carmen Mandic, Chair, Edelman Institute
Anna Tobin-Wallis, Children’s Campus Program Coordinator
Betty Yu, Special Education and Communicative Disorders

Surveys and Evaluations

- Family Survey Completed in May for program improvement
- CLASS Evaluation for program quality
Mission

- 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.
- Provide support and training for pre-service early childhood education students.
- 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 2013-2015

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.

- **Children’s Memory Strategies: The Contributions of Cognitive Control**
  Jérôme Clerc, PhD (Visiting Scholar, Psychology), Patricia Miller, PhD (Professor, Psychology), & Jae Paik, PhD (Associate Professor, Psychology)

- **The Cognitive and Social Development of Preschool-aged Children**
  Jeff Cookston, PhD (Chair and Professor, Psychology)

- **The Supermarket Study**
  Sacha Bunge, PhD (Dean of Faculty Affairs & Professional Development and Professor, Psychology)

- **Functional Strategies to Pick Up an Object from the Floor**
  Arwa Motiwala, MPT (MS Candidate, Kinesiology) & David Anderson, PhD (Professor, Kinesiology)

Publications in 2013-2015

Presentations in 2013-2015


Student Involvement in 2013-2015

Children’s Campus hosts student internship programs as well as faculty/student observations each semester.
- Student interns from five departments including: Child and Adolescent Development (CAD), Psychology, Consumer and Family Studies/Dietetics, Elementary Education, and Communicative Disorders. CAD students complete a minimum of 150 hours in a semester. Approximately 30-32 interns are connected to Children’s Campus each year.
- Faculty and student observations utilizing the five dedicated observation rooms or in direct contact with children. Faculty and students came from 20 courses from six departments last academic year (2013-2014). Child and Adolescent Development, Consumer and Family Studies, Elementary Education, Kinesiology, Physical Therapy, and Psychology.

Campus Community Involvement in 2013-2015

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.

Children’s Campus has participated in several panel discussions open to all members of the campus community on topics including:
- Teacher research in early childhood settings
- Ethics of research with children
- Benefits and challenges of conducting & hosting research in early childhood settings

Children’s Campus: North State Drive @ Lake Merced Boulevard (415) 405-4011 children@sfsu.edu
FAMILY ACCEPTANCE PROGRAM

Dr. Caitlin Ryan, Director

FAMILY ACCEPTANCE PROJECT 7-14 to 6-15

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. This includes developing the first evidence-based family support model that FAP has been integrating into services and programs locally and across the country.

National Clinical Care Guidelines to Prevent Conversion Therapy with Minors
During the fiscal year, Dr. Ryan served on a scientific committee convened by the American Psychological Association to develop the first clinical care guidelines to end efforts to change a child or adolescent’s sexual orientation, gender identity and gender expression (typically called “conversion therapy”). Dr. Ryan’s research was used to frame the California anti-reparative therapy law that prevents licensed practitioners from engaging in conversion therapy efforts with minors. Dr. Ryan also served as an expert witness to defend challenges to the law and similar laws were adopted in other states. Dr. Ryan’s approach is included in the new guidelines and she presents on her family support model as an affirmative alternative to conversion therapy with the American Psychological Association and at professional meetings across the U.S. and in other countries.

Using Research to Frame the National Discourse on Supporting LGBT Children and Youth
After Leelah Alcorn, a transgender teenager, took her life when her parents tried to change her gender identity and prevented her from receiving appropriate services and support, the public discourse in all sectors became extremely vitriolic and called for criminal charges against her parents. Dr. Ryan wrote a highly impactful commentary published in the Washington Post that was disseminated by Religion News Service and that informed the public about the motives and appropriate response to rejecting families – based on her groundbreaking research and family support work. This helped move public agencies, community groups and advocates and shifted the discourse from revenge to constructive services, education and guidance.

As Dr. Ryan said, “We need to engage and educate religiously conservative families, clergy and religious institutions about sexual orientation and gender identity, starting at the earliest ages. It means going ‘upstream’ to educate all families about how to support LGBT children even before they know who their children will become. This is not about sexuality or ‘willful’ behavior; it’s about normative child development.”
www.washingtonpost.com/national/religion/parents-dont-have-to-choose-between-their-faith-and-their-lgbt-kids-commentary/2015/01/07/e3ec4a9c-96bc-11e4-83d6-266732322c2f_story.html

Feature Article in the New York Times
Dr. Ryan’s research and family intervention model – which are continually cited in the media – bring ongoing positive attention to SF State University. During the fiscal year, the New York Times published a feature article on Dr. Ryan’s work to help socially and religiously conservative families to support their LGBT children, and as her research shows, to reduce risk for suicide, HIV, homelessness, etc. The article focused on Dr. Ryan’s highly impactful work with Mormon families with LGBT children and was widely disseminated.

Honored with More than 20 Awards
Dr. Ryan has been producing a series of award-winning short documentary films – based on her research and family support work to help 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. Her most recent film, Families Are Forever, has been screened at more than 180 films festivals, professional conferences and community events across the U.S. and other countries. This film has received 20 awards, to date, from festivals such as the Sebastopol Documentary Film Festival and Outfest in Los Angeles and from festivals in India where it has been screened several times.
Dr. Ryan frequently receives awards for her work from professional and community organizations. During the fiscal year, she received the Founder's Award from the Association of Lesbian, Gay, Bisexual, and Transgender Addiction Professionals at the National Conference on Addiction Disorders and Behavioral Healthcare Leadership Summit.

Publishing New Research to Support Positive Development for LGBT Youth
During the fiscal year, Dr. Ryan and her team published two new studies. The first found that coming out at school contributes to more positive adjustment for LGBT young people, compared with encouraging adolescents to hide their LGBT identity which prevents them from developing coping skills and getting support—a strategy that is frequently touted by adults and family members who believe that being LGBT is shameful and should be discouraged. http://www.reuters.com/article/us-lgbt-youth-out-idUSKBN0LE2DA20150210


The second study is the first to show that among recognized sources of support for LGBT youth, including families, LGBT peers and LGBT community support that family acceptance and support had the strongest influence on overall adjustment and well-being. http://thinkprogress.org/lgbt/2015/05/24/3673445/families-make-difference-for-lgbt-youth/


Campus Activities
Dr. Ryan lectures on her research and family support work for students in classes which includes providing training for campus student suicide prevention peer counselors. Since she started the Family Acceptance Project, Dr. Ryan has mentored more than 158 students and helped many of them plan their academic and post-graduate careers. During the past year, she helped her student assistant prepare for and gain admission to one of the top clinical social work graduate programs, also Dr. Ryan’s alma mater, at Smith College School for Social Work.

Trainings for Practitioners, Families and Religious Leaders
During the fiscal year, Dr. Ryan provided in-service education, full day trainings and educational sessions for nearly 6,000 providers, families and religious leaders on her 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 a special session for religious leaders and families at Pacific School of Religion and a training for families and providers at the Homeless Prenatal Program in SF; speaking at the LGBT Funders Summit with for Grantmakers In Health at a funder’s briefing in New York; doing a broadcast to train school counselors in 16 rural communities across Utah sponsored by Utah State University; serving as the featured speaker at a national conference for Orthodox Jewish parents with LGBT children; presenting on a program she piloted with the American Foundation for Suicide Prevention at the American Association of Suicidology’s annual conference; and presenting on her work at the National Conference on Ending Family and Youth Homelessness.

Community Development Work
Dr. Ryan helps communities to integrate her family support approach to prevent risk and promote well-being for LGBT children and adolescents into services, institutions and systems of care including health, mental health and school-based services, social services, out-of-home care and faith-based services. As a result of her community development work in Alabama, for example, new services were put in place and the North Alabama Conference of the United Methodist Church passed the first resolution calling on Methodist congregations to help families to support their LGBT children and to work with schools to promote safety and inclusion for LGBT students. This is the first effort of this kind to engage, educate and help families to support their LGBT children in the Methodist Church, and it is stimulating similar efforts in other parts of the country.

www.al.com/living/index.ssf/2015/06/methodist_pastors_left_and_rig.html
Year Six Quarter 4 Report
To
Mimi and Peter Haas Fund
For
Metro Academy ECE
June 30, 2015

Marian Wright Edelman Institute
Department of Child and Adolescent Development, SFSU
Child Development & Family Studies Department, CCSF

Submitted by
Lygia Stebbing, Project Director
Ashley Williams, Metro CAD Coordinator
Cynthia Fong, CEDV (CCSF) Project Coordinator
Rene Dahl, Chair, CAD (SFSU)
Kathleen White, Chair, CDEV (CCSF)
Charlotte Ferretti, Director, Edelman Institute
Carmen Gomez Mandic, Research & Evaluation, Edelman Institute
Facilitate Faculty Learning Communities (FLCs) with General Education and Child Development Faculty from CCSF and SFSU

Meta Metro Faculty Learning Community Spring Programming

Metro offered several FLC gatherings throughout the fourth quarter of 2015. The FLC Participatory Workshop on Classroom Culture was held at CCSF on April 10th in which faculty participants engaged in activities that prompted critical and thoughtful thinking about classroom culture and its impact on the Metro student experience.

The Metro Academy also introduced two sessions of informal drop-in Faculty Support hours to provide ongoing support for faculty. Sessions during this past semester were held on April 3rd and 10th.

To support faculty with access to teaching resources, the FLC resource site was launched in April to create a forum for faculty to share resources and classroom management strategies with each other.

On April 28th, the End of the Year Celebration for all Metro Academies took place at SFSU where the students, their families, and Metro Staff and Faculty came together to celebrate the sophomores who were completing the program this semester. Metro CAD student Vanessa Campuzano was invited to speak at the celebration about her academic successes facilitated by the support of the Metro CAD program.

In addition, a First Year Experience Curriculum meeting for Metro faculty planning and support was held May 7th at SFSU and the annual FLC Summer Institute was held at CCSF June 2nd-4th.

SFSU Faculty Learning Coordination

Throughout the semester, Ashley Williams was in contact with CAD Metro faculty to ensure students were on-track with assignments, attendance, and connection to necessary services.

CCSF Faculty Learning Coordination

In the fourth quarter; between April and June, all Metro CDEV instructors met routinely. At the 2015 Summer Institute Metro training, Metro CDEV Coordinator Cynthia Fong presented during an FLC session entitled “Instructor Relationships and Student Success.”

CCSF Metro held weekly meetings for one hour with the recruitment team and Metro coordinators from the departments of Health Education and Child Development and Family Studies. Spring semester Metro CDEV instructors and coordinator met weekly to discuss student and class success. Discussions regarding class attendance, assignment submission, and class progress were common topics. The coordinator and counselor also met weekly on Monday mornings to discuss individual student needs and topics for future workshops.
Offer Courses Infused with Child Development

**SFSU 2015 Passage Rates For Spring for Cohort 5 # 61 Students**

<table>
<thead>
<tr>
<th>Metro CAD Course Offering</th>
<th>Passage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED120</td>
<td>97%</td>
</tr>
<tr>
<td>ETHS/RRS 110</td>
<td>100%</td>
</tr>
<tr>
<td>CAD210</td>
<td>96%</td>
</tr>
<tr>
<td>COMM 150</td>
<td>95%</td>
</tr>
<tr>
<td>MATH60</td>
<td>100%</td>
</tr>
<tr>
<td>MATH70</td>
<td>81%</td>
</tr>
</tbody>
</table>

**SFSU 2015 Passage Rates For Spring for Cohort 4 # 48 Students**

<table>
<thead>
<tr>
<th>Metro CAD Course Offering</th>
<th>Passage Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED241</td>
<td>100%</td>
</tr>
<tr>
<td>HED241</td>
<td>100%</td>
</tr>
</tbody>
</table>

**CCSF 2015 Passage Rates For Spring Cohort 1: 12 students**

<table>
<thead>
<tr>
<th>Metro CDEV Course Offering</th>
<th>Passage Rate</th>
<th>Received &quot;D&quot;</th>
<th>Withdrew</th>
<th>Failed</th>
<th>Prior sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEV 65</td>
<td>83%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ENGL 96</td>
<td>67%</td>
<td>0%</td>
<td>17%</td>
<td>8%</td>
<td>*8%</td>
</tr>
<tr>
<td>ET 108B</td>
<td>67%</td>
<td>8%</td>
<td>17%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Metro CDEV student repeated and passed an ENGL 93 course which she had failed the previous semester, fall 2014.

**SFSU Retention Notes:**
One student who began Metro CAD in fall 2014 had a family emergency. She reported to Metro CAD Coordinator Ashley Williams that she needed to be the family’s caregiver and was experiencing financial hardships, and, therefore, could not commute to campus. Ashley continued to reach out to the student via email and phone to provide information about university withdrawal dates as well as contact information for the designated Metro CAD College Counselor.
As the Metro Academy Initiative expands, Coordinators are encouraged to support students in enrolling in an Academy that matches their major of interest. Two students transferred out of the Metro CAD academy into the Metro Science and Metro Liberal Studies Academy as they realized those two academies were more aligned with their future goals. Two freshman students transferred into the Metro CAD academy at the end of the semester – one from the Metro Health Academy and one from the Metro Science Academy. Those students will begin the Metro CAD pathway in the fall 2015 semester.

**SFSU Retention Rates for Spring 2015**

<table>
<thead>
<tr>
<th>Metro CAD Cohort</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 4 (48 Students)</td>
<td>97%</td>
</tr>
<tr>
<td>Cohort 5 (61 Students)</td>
<td>93%</td>
</tr>
</tbody>
</table>

**CCSF, Metro CDEV Cohort 1 Retention Rates**

<table>
<thead>
<tr>
<th>Metro CDEV Cohort</th>
<th>Beginning</th>
<th>End of semester</th>
<th>Retention Rate for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1, fall 2014</td>
<td>18</td>
<td>14</td>
<td>77%</td>
</tr>
<tr>
<td>Semester 2, spring 2015</td>
<td>12</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Fall 2014, Cohort 1: 18 students**

Eighteen students began the fall semester with three students discontinuing after the fourth week. The coordinator and academic counselor made every effort to communicate through phone messages and emails. However, none of the three students responded. By week nine, a fourth student had to withdraw from school because of health problems that were preventing her from attending classes. At the end of the first semester, Cohort 1 had 14 students in Metro CDEV.

**Spring 2015, Cohort 1: 12 students**

One student joined the Fall 2014 group of 14 students. This brought the Spring 2015 count to 15 students. While all 15 students were registered into the Spring 2015 classes, 3 students did not attend classes and chose to withdraw from the program. One student had to work and was not able to take day classes. Please note that this student was already working with children. Student 2 said that she would like to major in fashion and design and was not interested in working with children. Student 3 wanted to take a break from school and change her major. Cohort 1, second semester ended with 12 students.
As of July 2015, 37 first-time freshmen have been recruited and have completed applications to join Metro CAD. Ashley will continue to work closely with the Metro Recruitment Coordinator to ensure that the Fall 2015 cohort reaches 40 students.

Metro CDEV has not yet been able to fulfill the recruitment of 25-30 students. As of April, 2015 Metro CCSF had recruited and accepted applications to join Metro CCSF. Currently we have 70 applicants ready to enroll in Metro CCSF. Efforts such as Frisco Day, which outreaches to SFUSD seniors, and information sessions that focus on incoming students have been provided by the recruitment team, Christhiam Zamora and Marina Avila. Cynthia Fong continues to work with the team as they provide names and contact information for students whose declared majors are Child Development. On May 5th, Metro CDEV applications were received from students who were interested in declaring CDEV their major. Cynthia contacted applicants and set up an information meeting. Four students attended and three students signed up for the Fall 2015. Cynthia continues to seek out applicants, connect with students, and guide students to Metro classes. Metro CCSF will also participate in the Summer 2015 SFUSD “After School Conference” in a panel discussion to provide Metro and Child Development information.

SFSU Tutoring and Advising

First-time freshmen were introduced to student supports through the Spring HED 120 First Year experience course. The students received a financial aid workshop led by a representative from the Financial Aid Department; an electronic professional portfolio building workshop hosted by two representatives of the Academic Technology Department; and professional and academic counseling presentation on GE requirements by our designated academic counselor for our Academy. Students also engaged in one-on-one advising appointments, group-advising appointments, and office hour appointments with Ashley to help them with their academic concerns.

CCSF Advising and Tutoring

Advising

The CDEV Coordinator met with students once every two weeks. In addition, all students met with their Academic Counselor to develop an educational plan. Throughout the semester, students would often share and express their thoughts with coordinator, counselor and/or adviser. They discussed their vision of the
future, linking their actions and motivations to school success; however, it was disappointing to find that only 18% of the students verbalized their wishes to work with children (according to conversations with adviser and counselor). At the time of the fall 2014 application, Salesforce information indicated that 37% of the students declared their major in Child Development and Family Studies. Comparing the student’s initial interest in fall 2014 to their stated interest in spring 2015, there was a 19% decline.

| Student Interest in a major in Child Development and Family Studies |
|-----------------|----------------|
| Fall 2014       | 37%            |
| Spring 2015     | 18%            |
| Decline         | 19%            |

The CCSF Metro Academic Counselor hosted a series of two CSU transfer workshops (April 7 and May 7). Students developed a better understanding of the required classes they will need to complete their major and transfer to a CSU.

Tutors

Tutors, Jackie, Christina and Desi continued to meet with students in the Child Development, English and Math classes. All writing and math tutors were accessible to students 3-4pm, Tuesday and Thursday.

One of the biggest challenges was tutor utilization. In order to increase access, the Coordinator held five group meetings and semi-weekly meetings with tutors to discuss strategies to increase student’s use of tutor services. The Coordinator met with all instructors individually linking instructor concerns with suggestions to incorporate the tutor resource in the class. Instructors added assignment points if the student would see a tutor. If a student received a low score they were asked to see a tutor and have their tutor session verified with a signature. Tutors used email to touch base with students.

Fall 2015 Expectations

We are fortunate to continue to have Desi, the same writing tutor, who will be available for the English 1A course. We are currently searching for a Math tutor for the Psych 5, statistics class. Tutor schedules will continue to support student access with one hour tutoring sessions available on the same day and directly after the Psych 5 class, in the same classroom. Both the writing and math tutors will be available at this time and place twice a week.

Participate in the Development and Process of Evaluation of Retention and Graduation

Metro SFSU CAD Continuation Rates 2010-2014

The continuation rate in the figure below reflects the percent of the original cohort still enrolled for a specific semester (i.e., Semester 1, Semester 2, etc.) or year (i.e., 1 year, 2 years, 3 years) after matriculation. The cohort is defined by the year of matriculation. For example, 89% of the 2011 cohort was enrolled at the start of their 6th semester after matriculation. At the start of the 7th semester (also year 3 or junior year), 82% of the 2011 cohort was still enrolled, compared to 65% of all first-time full-time
froshmen (FTFTF). Continuation rates for all FTFTF represent averages of the most recently available cohort years (e.g., 1-year continuation rate for all FTFTF is an average of cohorts 2010-2013; 2-year continuation rate for all FTFTF is an average of cohorts 2010-2012; etc.). **Continuation rates for all Metro CAD cohorts substantially exceed those for all FTFTF at every time point for which there is a comparison.**

![Metro CAD Continuation Rates by Cohort](image)

Cohort 1, 2010 = 32 Students  
Cohort 2, 2011 = 28 Students  
= 37 Students  
Cohort 3, 2012

**Metro CAD Graduation Rates**

The next figure shows 4-year graduation rates for the 2010 and 2011 Metro CAD cohorts and the 5-year graduation rate for the 2010 Metro CAD cohort. For purposes of comparison with institutional data, Metro CAD 4-year graduation rates are presented alongside average 4-year graduation rates for the 2010 cohort of all FTFTF; and Metro CAD 5-year graduation rates are presented alongside 5-year graduation rates for the 2009 cohort of all FTFTF. **Both 4-year and 5-year Metro CAD graduation rates substantially exceed rates for all FTFT at SF State.**

![Metro CAD Graduation Rates by Cohort](image)
Cohort 1, 2010 = 32 Students
Cohort 2, 2011 = 28 Students

PATH Graduation Rates

The following figure presents 4-year and 5-year graduation rates for the 2012 PATH cohort and the 5-year graduation rate for the 2011 PATH cohort. For purposes of comparison with institutional data, PATH 4-year graduation rates are presented alongside 4-year graduation rates for FTFTF and 2-year graduation rates for transfer students; and PATH 5-year graduation rates are presented alongside 5-year graduation rates for FTFTF and 3-year graduation rates for transfer students. Among FTFTF, four-year and five-year graduation rates for PATH students substantially exceed rates for all FTFTF at SF State. In addition, among transfer students, two-year and three-year graduation rates for PATH students exceed those of all transfer students at SF State.

2012 Cohort = 39 Students
Students

2013 Cohort = 37

Sources of Data

The source of data for Metro CAD and 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.

Metro fall 2015 expectation: 12 students

We expect at least 12 students to be in the Metro program (9 students from spring 2015 and 3 students who were newly recruited to begin fall 2015).

Although there were 12 students from spring 2015, only 9 are expected to continue in Metro CDEV. The Coordinator had conversations with the 3 students who wish to discontinue in the spring 2015 Metro CDEV program. One student has decided to withdraw from the program because he doesn’t find child
development "interesting." He has expressed an interest in history and would like to continue his education with a history focus. Spring 2015, student 2 decided to continue her interest in playing softball and took classes outside of the Metro courses in order to be able to play the competitive games. While the coordinator and counselor have outreached to her, she has not responded. She withdrew and did not fulfill the requirements of the spring classes, earning a "W" or "F" in the three Metro classes. Student 3 did complete and pass all her spring 2015 Metro classes; however, she has informed Metro CDEV that she would like to withdraw from CCSF and attend an East Bay community college. She feels her health and the distance to travel makes it impossible to continue at CCSF.

**SPRING 2015 Q4 Data - Metro enrolled and Metro Potential:**

<table>
<thead>
<tr>
<th></th>
<th>Enrique Mireles</th>
<th>Anne Chan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Metro Counselor Contacts</td>
<td>52</td>
<td>N/A</td>
</tr>
<tr>
<td>2 workshops in classroom, 3 class visits, Frisco Day, appointments</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>3. Metro Advisor contacts</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>15 classroom visits, check in with Tutors and Instructors, issuing and collecting books and supplies, f/up with books and supplies, Frisco Day, student drop ins and hallway talks, calls, emails, 1 newsletter in spring15 – June.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4. Metro CDEV Class visitations, presentations, and outreach events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Positive anecdotal evidence articulated by cohort members of benefit of model: Report evidence by documenting what was said in quotes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adviser discussion with 9 students: All indicated to me that they felt this cohort model was of great benefit and were pleasantly surprised that they have completed a full year of classes, especially the English and Math. Students said they appreciate the support from the instructors, tutors, coordinator, counselor, and advisors and they seemed to feel comfortable dropping in to the CDEV office, MUB 249 to ask questions (especially Chris Shaeffer who taught both ET 108A and 108B) or talk about personal issues, and develop close relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Number of students who have identified intentionality of career focus in CDEV.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Counselor comments:
- "Although the initial instruction/information received was that they all had to be CAD(CDEV) Majors, the reality of the situation is that probably three are interested in CAD (CDEV)."
- "The majority of the students were not/are not quite clear as to what specific Major they wanted."

Counselor recommendation:
- "Had there been an initial 3 hour orientation, or better yet, a College Success course (even if it were to be a 1 unit one), we would have had clearer data."

Book Loan program
Funding has provided books for the Metro CDEV program. All CDEV books purchased for these classes will continue to support our CDEV students. The Coordinator has worked with the library to ensure all purchased books are made available to future students taking respective CDEV courses. In the past, many students have expressed their need and appreciation in having books available to loan.

Transfer and graduation notes:

CCSF
Seventy Child Development and Family Studies students graduated this spring, May 2015. Twelve percent of these graduates were Metro ECE Academy and ECE Workforce Pathway students.

SFSU
Of the 20 PATH graduates (BA degree candidates), 9 or 45% transferred from CCSF Child Development and Family Studies Department. Metro CCSF students represented 25% of PATH graduates and 55% of those from CCSF.

Current enrollment predictions indicate we can expect an approximate 18% of the current CAD enrollment at SFSU to be comprised of CCSF transfers.

Based on the AS-T transfer list from Deanna Abma, our CCSF Articulation Officer, 35 ECE/CDEV students applied to a CSU (not only SFSU, but all CSUs) for transfer in 2015 - 2016 and indicated that they were also AS-T eligible.

Additional students (to be counted once accepted), have applied to private colleges, UCs and CSUs where an AS-T priority was not designated. Our transfer cohort from Child Development and Family Studies Department is on track to be the highest in history.

In addition, AS/AA degree awardees from CDEV are at 70 and climbing. We anticipate another "largest-ever" CCSF graduation ceremony and reception on May 22, 2015.
SF State Jumpstart Metro Pilot

This spring, Jumpstart and Metro SFSU partnered to develop a service-learning early practicum. The purpose of the Jumpstart/Metro Pilot is to expose lower division students to practice opportunities in participating preschool classrooms in San Francisco. The testing phase of the program was successfully piloted in spring 2015 with six college students recruited from the Metro CAD program who were placed in two preschool classrooms at the Family Development Center. By fall 2015, Jumpstart will recruit 20-30 students from the lower division Metro CAD program into Jumpstart. Students will be assigned placements in participating preschools in San Francisco for one day per week for fall and spring semesters. Students will be paid hourly from work study funds, and as Jumpstart Corps members will receive a $1,200 educational award upon completion of their 300 hours.

Evaluation of the program will include participating student and teacher surveys as compared to non-participating students and teachers (those students in regular Jumpstart and teachers participating in the regular Jumpstart program).

SF State CAD South Africa Honor’s Program

For the second summer in a row, 10 SFSU Metro CAD and PATH students participated in an eight-week service-learning program in Cape Town, South Africa. The students worked alongside early childhood educators in Vrygrond Township to support centers in reaching South African standards. Contributing over 2,800 service hours, the students and staff CAD faculty 1) modeled language and literacy-rich teaching techniques 24 hours a week at 20 preschool centers; 2) completed ECERS assessments for 22 preschools; 3) facilitated seven teacher trainings which included over 100 township teachers; 4) developed classroom materials designed to enhance learning outcomes for children; and 5) planned and implemented a service project for Mandela Day. The students visited political and historical museums and sites, with the goal of deepening their understanding of social justice and equity on a global scale. The students and staff are planning an Edelman Town Hall to share their experiences, in particular the powerful personal and professional impact and knowledge they gained.
San Francisco State University
College of Health and Social Sciences
Marian Wright Edelman Institute
for the Study of Children Youth and Families
1600 Holloway Ave
San Francisco CA 94132

San Francisco State University
Marian Wright Edelman Institute

Annual Report
July 1, 2014-June 30, 2015
For
PATH
Foundations
SF SEED
Funded by the
San Francisco Human Services Agency
San Francisco First Five
DCYF
Advisory Board Meetings:

There were four Advisory Board meetings, with an average of 8 attendees per meeting. During the meetings, the EDvance team facilitated discussions around: program deliverables, program development and program changes.

Advisory Board Meeting Dates:

- August 28, 2014
- November 6, 2014
- February 2, 2015
- April 28, 2015

Advisory Board Attendees:

- Elise Crane, Office of Early Care and Education
- Graham Dobson, Office of Early Care and Education
- Armando Zapata, Office of Early Care and Education
- Wei-Min Wang, First Five San Francisco
- Fonda Davidson, Center Director, Cross Cultural Family Center
- Kim Wong, Center Director, FACES
- Yohana Quiroz, Center Director, Family Developmental Center
- Rene Dahl, Child and Adolescent Development Department Chair, San Francisco State University
- Charlotte Ferretti, Director, Marian Edelman Wright Institute
- Kathleen White, City College of San Francisco, Professional Development Project
- Jennifer Martinez, Provider Support Manager, Wu Yee Children Services
- Lygia Stebbing, Director, EDvance
- Melinda Ramzel, Associate Director, EDvance
- Chelsea McNutt, Project Coordinator, SF SEED
- Ashley Williams, Project Coordinator, Metro CAD

PATH/BA Completion Program:

37 students were enrolled in the third cohort of Promoting Achievement through Higher Education (PATH) in fall 2014. 35 Students from the fall 2013 cohort continued with a total of 72 students in the PATH program. PATH courses were offered on Friday nights and Saturday, every other week to account for a working professional’s full-time work schedule. PATH students had higher than average completion rates in upper division child development coursework. To aid in retention and school success, PATH students had access to a tutor available for individuals working full-time in the ECE workforce (i.e., early morning, weekends and at night), and to an academic counselor to ensure they were taking the courses needed to graduate in a timely fashion.
PATH courses offered in Fall and Spring

PATH Courses:
CAD 410: Applied Child and Adolescent Development
CAD 685: Special Topic- Professionalism in ECE
EED 602: Advanced Curriculum Design
SPED 370: Children with Special Needs and their Families
SPED 671: Positive Behavior Support
CAD 450: Understanding Diverse Children and Families
EED 615: Nature Study and Outdoor Education for ECE
EED 611: Advanced Infant/Toddler Development
CAD 500: Action Research Methods
EED 614: Math, Science and Technology in ECE
EED 616: Language in Multilingual Settings
EED 610: Observation and Assessment
CAD 625: Children, Youth, and Public Policy
CD 300: Human Communicative Disorders
CAD 600/CAD 601: Internship and Internship Seminar

PATH Selected Survey Results

PATH Student Surveys

Of the PATH cohort that started in Fall 2013, 25 of 37 students responded to the mid-program survey, resulting in a 68% response rate. The response rate was significantly lower for the Fall 2014 Cohort, with 13 or a 28% response rate.

Students in the graduating cohort were asked to what extent they felt the PATH program emphasized the following supports, on a scale of 1 (very much) to 4 (very little):

- Providing you the support you need to succeed academically (83% said “very much”; 13% said “quite a bit”)
- Using learning support services (tutoring, writing center, etc.) (54% said “very much”; 33% said “quite a bit”)
- Helping you manage your non-academic responsibilities (work, family, etc.) (46% said “very much”; 29%
said “quite a bit”)
- Providing opportunities to be involved socially (42% said “very much”; 25% said “quite a bit”)

Students in the graduating cohort were asked how much their experience in PATH has contributed to their knowledge, skills, and personal development in the following areas, on a scale of 1 (very much) to 4 (very little):

- Writing clearly and effectively (58% said “very much”; 33% said “quite a bit”)
- Speaking clearly and effectively (67% said “very much; 21% said “quite a bit”)
- Thinking critically and analytically (63% said “very much”; 30% said “quite a bit”)
- Acquiring job- or work-related knowledge and skills (75% said “very much”; 13% said “quite a bit”)
- Working effectively with others (75% said “very much”; 17% said “quite a bit”)
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) (79% said “very much”; 17% said “quite a bit”)
- Being an informed and active citizen (67% said “very much”; 29% said “quite a bit”)

Among the survey respondents in the 2013 and 2014 PATH Cohorts, 74% reported that the PATH program had been “extremely helpful” and 23% reported that it had been “quite helpful” in supporting them to advance in their educational goals. On a scale of 1 (“not helpful at all”) to 5 (“extremely helpful”), the average rating across both cohorts was 4.7.

Respondents were asked an open-ended question regarding components of the PATH program they found most beneficial. The most frequent responses to this question related to the availability of weekend and evening courses, the guaranteed classes, the cohort model, and the PATH staff. Other responses included the preparation for working with children with special needs, the professional development and opportunity to develop professional connections, having a dedicated PATH tutor and advisor, and the ability to combine work and school and still graduate in a timely manner.

Respondents were also asked an open-ended question regarding components of PATH they think could be improved. The most common responses to this question included the need for more coordination between instructors, changes in the order of courses in the pathway, and more tutor availability.

Nearly all (96%) of the graduating students who responded to the survey plan to continue their education after they graduate, with 52% intending to pursue an MA in ECE, 33% intending to pursue a Multiple Subjects Credential, 33% intending to pursue an Early Childhood Special Education Credential, 29% intending to pursue a Master’s degree in another field (e.g., Special Education). Respondents were allowed to check multiple options (i.e., MA Special Education & Early Childhood Special Education Credential).

Employment in the ECE workforce is an important component to the PATH program. The program strives to ensure students connect their academic work with the experiences they receive in the field, putting child development theory into practice. Among the respondents in the 2013 PATH Cohort, students worked in a variety of early childhood education settings, including 38% who worked in a Private Non-Profit Program, 33% who worked in a Preschool For All (PFA) Program, 21% who worked in a Licensed Family Child Care, 17% who worked in a Title 5 Program, 13% who worked in a Title 22 Program, and 13% who worked in a Private For-Profit Program. Among the respondents in the 2014 Cohort, 31% worked in a Licensed Family Child Care, 31% worked in a Private For-Profit Program, 23% worked in a Title 5 Program, 15% worked in a PFA Program, 15% worked in a
Head Start Program, and 15% who worked in an SF State Campus Child Care Program. Respondents were allowed to check multiple options for this question.

PATH Graduation Rates

The following figure presents 4-year and 5-year graduation rates for the 2012 PATH cohort and the 5-year graduation rate for the 2011 PATH cohort. For purposes of comparison with institutional data, PATH 4-year graduation rates are presented alongside 4-year graduation rates for FTFTF and 2-year graduation rates for transfer students; and PATH 5-year graduation rates are presented alongside 5-year graduation rates for FTFTF and 3-year graduation rates for transfer students. Among FTFTF, four-year and five-year graduation rates for PATH students substantially exceed rates for all FTFTF at SF State. In addition, among transfer students, two-year and three-year graduation rates for PATH students exceed those of all transfer students at SF State.

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.

SF SEED

SF SEED Incentives program distributed 495 stipends to the ECE workforce in San Francisco. The stipend allocations are broken down by those attending a two-year institution or community college, those attending a CSU and those attending a private or other 4 year institution.
Fall 2014          Spring 2015
Community College  149       Community College  145
CSU               97          CSU               96
Non CSU            3          Non CSU            5
                      249       246

SF SEED also supported teachers to reach their educational goals through education plans, drop-in advising, center outreach and educational workshops.

**SF SEED Drop In Hours**
To increase participation on the Registry; SF SEED provided drop-in workshops developed by our program coordinator based on survey responses of SF SEED participants in spring 2014. SF SEED applicants were encouraged to attend drop-in hours if they needed support on any of the following:

- How to apply on the CA ECE Registry
- Access to a computer to complete the application
- Questions about qualifications for the SF SEED Stipend
- Referrals to college pathway programs: PATH, Foundations, Pathway Courses at CCSF, Metro CCSF.
- To turn in their application

Participants had the opportunity to stop by drop in hours at CCSF and at SFSU in fall 2014 and spring 2015. There were 7 drop in hours at CCSF in both the fall 2014 and spring 2015 semesters. There were weekly drop in hours at SFSU in fall 2014 and 3 drop in hours plus scheduled appointments in spring 2015 at SFSU.

**SF SEED Counseling Intern:**
An SFSU second year Academic and Career Counseling student was hired in the summer of 2014 to support the SF SEED Coordinator to assist students who needed support with educational plans and applying to SFSU. The Counseling Intern also worked closely with the SF SEED Coordinator to generate the SF SEED Educational Planning guidelines for next year’s cycle. These documents include Educational Planning Support documents which can support applicants in obtaining their educational goals.

**Outreach:**
- 55 Classroom Announcements
- 14 Drop in Hours at CCSF
- Over 350 centers reached via biannual post card
- CCSF Career Fair
Hosted SFCCPA Annual Conference SF State by EDvance SF – included video & presentation
Presented at School Districts Event for General Education PreK Teachers & Paraprofessionals
Visited over 40 Centers and FCC’s

SF SEED Additional Funding:
In May 2015, HSA awarded EDvance SF an additional $43,159 for stipends. The money was used to ensure that every participant was able to receive the stipend level they were eligible for, as well as evenly distributing the rest of the funds to all of the participants. To ensure equal distribution SF SEED divided the money equally between all of the participants.

SF SEED Survey Results

Selected Survey Results – SF SEED Spring 2015

Perceived helpfulness of SF SEED

A majority of participants (83%) reported that the SF SEED program had been “quite helpful” or “extremely helpful” in supporting them to advance in their educational goals (mean rating on a score of 1-5: 4.15).

Perceived helpfulness of SF SEED drop in hours

A majority of participants reported that SF SEED drop in hours at CCSF (79%) and SFSU (82%) had been “quite helpful” or “extremely helpful”.

Transcripts

As of June 30, 855 transcripts & banner reports have been completed and entered into the Registry. The staff has worked to develop systems and procedures for data entry that include a training guide and a process to crosscheck for data accuracy. In addition, a system to track data entry progress and record the time needed to process each transcript was implemented.

Santa Clara County

As of June 30, 1,235 course descriptions have been added for institutions in Santa Clara County.

Foundations College Success Workshops

The Foundations College Success Workshops enrolled 37 participants in the Fall 2014 English Writing Workshop in which 23 participants completed. There was a total of 56 inquiries for the workshop. The English Writing Workshop was offered in two separate tracks that participants could self-select into: 1) academic writing or 2) developing grammar in writing skills. The academic writing workshop was geared more towards participants who were on or close to entering the ENG 1A, 1B, or 1C track and the grammar in writing workshop was focused on supporting participants who are taking courses on an ESL track.
Both workshops infused individual case management and College Success content with English writing competencies. The workshops are designed to develop basic academic skills in the content areas, focus on self-efficacy and self-confidence, with a particular emphasis on proven academic success skills, such as time management, placement test preparation, and navigating university systems. Participants received individualized case management, ongoing academic guidance and referrals, and personalized tutoring as needed. All of the services were available and accessible on the evenings and weekends.

In spring 2015, the English Writing and Grammar workshop series was offered, and 15 participants enrolled, of which 7 received individualized case management, ongoing academic guidance and referrals, and personalized tutoring as needed. All of the services were available and accessible on the evenings and weekends.

In total 52 individuals enrolled in the workshops and 30 completed. In order to qualify as having completed the workshop series, participants needed to attend the sessions on an on-going basis, miss no more than 2 sessions, complete an educational plan and have two meetings with an academic counselor.

In the fall 2015 sessions of Foundations, the program was revised to focus on increasing self-efficacy and professional identity, while still supporting professional goal attainment and providing targeted skill building in Math and English. Beginning fall 2015, the program will extend the timeline from one to two semesters to provide participants more contact time for support.

The first semester will consist of a 10-part workshop series of contextualized writing exercises, placement test preparation, college success workshops and other content relevant to working in ECE, with a focus on increasing participant confidence to take relevant Math or English coursework. In the second semester, participants will enroll in a Math or English course at the appropriate level, and attend content specific tutor support groups to assist in successful completion of their coursework. All participants will receive case management, academic advising and tutoring support needed, and as well as support taking placement tests and with enrollment in the courses needed to help them on their path to degree attainment. Services will continue to be provided on evenings and weekends.

Selected Survey Results – English Foundations Fall and Spring

Condensed Summary

Across the three Foundations sessions (Fall English, Spring English, and Spring Math), between 93-100% of participants reported that the program had been “quite helpful” or “extremely helpful” in supporting them to advance in their educational goals (mean ratings on a score of 1-5 ranged from 4.4 to 4.6).

Among participants in both the fall and spring English sessions, there were significant (p<.05) pre-post gains in the following areas:

- Confidence in reaching degree attainment goal
- Confidence in doing well on next English/ESL course
- Comfort talking about own writing with others
- Confident finding and correcting mistakes in own writing
- Overall academic self-efficacy in Spring (scale containing 21 specific items)

For both fall and spring participants, the percentages of those indicating a degree attainment goal of Associates Degree decreased from pre to post survey, and the percentage of those indicating a goal of a Bachelor’s degree increased. On the spring post-program survey we asked participants to rate their feelings of readiness to enroll in credit bearing classes. Results revealed that 38% of participants reported that they felt “not at all” or “a little bit” ready to take a credit-bearing English class in the summer, whereas 44% felt “pretty ready” and 19% felt “extremely ready.” Regarding readiness to take a credit-bearing class in the fall, 25% felt “not at all” or “a little bit” ready, 44% felt “pretty ready,” and 31% felt “extremely ready.”
The Institute for Community and Civic Engagement

Jenn Gasang, Interim Director

ICCE OVERSIGHT

The Edelman Director was asked to provide oversight to the Institute for Community and Civic Engagement this year when the Director, Perla Barrientos resigned. These efforts initiated moving two staff, Jenn Gasang and Julie Perez into advanced temporary positions to continue the work with Academic Affairs on risk management, to maintain evaluation of community sites for students in service learning and to continue the community service learning CSL outreach and offerings. Early in the fall semester we hosted Judy Botelho from the CSU Chancellors office, who reviewed ICCE status and received an update on the activities related to the development of service learning classes and outcomes as required by the Chancellors grant the previous year. A successful submission for 2014-15 was also developed and awarded.

Ten Year Review and Recommendations

The Director worked with Jenn Gasang to respond to the RSO recommendations of the previous year in regard to accountability and impact of service learning, and accountability and impact of America Counts. To address the student impact of service learning courses, a review of the literature was completed that included university websites to identify service learning outcomes in the literature or identified and implemented by other universities. The approach agreed upon was to develop outcomes that could be integrated into the course evaluations for each service learning class. A meeting was held with the Senate Chair to gain initial approval and information about the process. A consultant Tania Mitchell, was hired to meet with a group of faculty to develop service learning outcomes which were piloted in the spring of 2015. Results were reviewed by Carman Mandic, Edelman Research Associate, and next steps were to bring a larger faculty group together in the fall of 2015 to continue to refine the outcomes.

To address the lack of impact data on America Counts the Director and Jen Gasang met with Eric Siu in the Math Department to see if a collaboration could be developed that would provide more accountability and data on numbers of youth participating in the program and data on pre and post assessments of tutoring by SF State college students. The Math Department was already in a collaboration with the School of Education and there was not much interest. A second option was to align America Counts with Jumpstart so that participating students would receive the hourly stipends and the potential of a $3,000 Jumpstart Educational Award. This option would provide data on the participating student and child outcome data and also free up ICCE staff from recruitment, monitoring and data input as Jumpstart staff provide this service. This option did not have support from Academic Affairs and a decision was made to align America Counts with America Reads in the School of Education. During the spring, the Director and Jen Gasang collaborated closely with Dean Alvarez and Jennifer Summit to begin a successful transfer of ICCE to Division of Undergraduate Studies.
MISSION STATEMENT: ICCE

The Institute for Civic and Community Engagement (ICCE) provides opportunities for SF State faculty and students to become aware of, and address issues of social justice through community service learning and civic engagement. Through innovative courses, experiential learning, political engagement, participatory action research, and direct services, we partner the resources and expertise of the urban university with the knowledge and assets of diverse communities. We foster scholarship that benefits the public good: those people who fully participate in the civic life and political processes of their communities, and who take action to effectively advocate for social, economic, and educational inclusion.

AWARDS & RECOGNITION

Carnegie Classification Bestowed Again to SF State

The Carnegie Foundation for the Advancement of Teaching on Jan. 7 announced their 2015 Community Engagement Classification, which included SF State. The University first earned the distinction in 2006 and is one of only 240 U.S. colleges and universities institutions receiving the reclassification this year.

The distinction, which was first offered in 2006, is bestowed on colleges and universities with an institutional focus on community engagement. The classification is elective, which allows institutions to submit a wider range of materials that describe the nature and extent of their engagement with their communities, highlighting elements of institutional mission and distinctiveness that are not represented in other national data on colleges and universities.

In December 2014, San Francisco State was again named to the U.S. President’s Higher Education Community Service Honor Roll with Distinction. It was the fourth time in the past six years that we were so named. And in 2010 we were selected as one of five universities nationwide to be designated as a Presidential Awardee on the Honor Roll. The award is recognition of the scope and impact of the university’s engagement with local communities in addressing issues of local concern.

The President’s Honor Roll recognizes higher education institutions whose community service efforts achieve meaningful outcomes in their communities. This distinction is one the highest federal recognition that colleges and universities can receive for community service, service-learning, and civic engagement.
COMMUNITY SERVICE LEARNING

Community service learning (CSL) is the combination of academic study with community service so that each is enhanced by the other. Through a process of structured reflection, the service experience is integrated with the lessons of the classroom to enrich learning outcomes.

The CSL program collects data on all CSL and Civic Engagement (CE) activities, which includes tracking the development of new and continuing CSL and CE courses, the number of students enrolled in such courses, and the implementation of Risk Management policies for those courses. During AY 14-15, a total of 7,973 students enrolled in designated CSL course sections. Those students who opted to perform service through their CSL course and received CSL hours on their official transcript provided more than 25,523 hours of service to more than 291 community partners in the Bay Area. In addition, in AY 2014-2015, we had 14 out of 285 community partners that directly worked with/at 60 K-12 school sites. Around 360 CSL students provided a multitude of services such as tutoring, afterschool programming support, workshops for college prep., literacy, STEM, environmental education, athletics and health, and civic coaching.

California’s Call to Service

In 1999, then Governor Gray Davis called for a community service requirement for all students enrolled in California’s public institutions of higher education. This was formalized in a letter to each of the leaders of the public systems of higher education on July 15, 1999, calling on them to work toward the development of a community service requirement for graduation. The Call was endorsed by the CSU Chancellor’s Office in March 2000. As a result, and the CSL program has received approximately $45,000 annually in discretionary funding to support the growth of the community engagement. A significant portion of the funds are distributed in a competitive mini-grant program to faculty and departments to create or modify new or existing courses that utilize CSL.

The table below summarizes the awards over the past year.

<table>
<thead>
<tr>
<th>AY</th>
<th>Faculty</th>
<th>College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Kristen Pobbozoni</td>
<td>Health and Social Sciences</td>
<td>Child &amp; Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>Tony Sparks</td>
<td>Health and Social Sciences</td>
<td>Public Affairs &amp; Civic Engagement</td>
</tr>
<tr>
<td></td>
<td>Marcela Garcia-Casanon</td>
<td>Liberal &amp; Creative Arts</td>
<td>Political Science</td>
</tr>
</tbody>
</table>
RISK MANAGEMENT

Coordinator: Julie Lopez

The CSL Risk Management Program (RM) continues to develop and monitor contractual agreements with community agencies through its online community engagement platform Ulink49, which serves the entire SF State community and helps faculty establish meaningful and safe connections to various nonprofit organizations throughout the Bay Area.

Ulink49 currently provides SF State students with volunteer placement opportunities from over 230 Community Based Organizations from around the Bay Area. The Risk Management policy serves as a model of best practices for the entire CSU system. In 2012, a new mandate from the CSU Chancellor’s Office directs all campuses to develop risk management policies and procedures for all academic internships at the University (with the exception of clinical and teacher education programs that have their own policies).

In response to the E.O. 1064 Academic Internship mandate, the SF State University Provost delegated the responsibility for the development, implementation, and maintenance of the SF State Student Internship Policy to the Associate Vice President for Academic Affairs Operations (AVP AAO). To support the AVP AAO, an Internship and Field Trip Risk Management Committee was formed in 2012 to provide guidance and input to the process, as well as their final recommendations to the University Provost and President. The first charge of the Committee was to explore the campus landscape to identify programs that were effectively and efficiently implementing risk management within their experiential learning programs. The Committee discovered two highly successful programs, the first for community service learning, and the second for study abroad. Based on this information, the Committee agreed that the Student Internship Policy should be built upon existing policies and practices, such as the community service learning program as to maximize the use of institutional knowledge and existing processes. With this in mind, an E.O. 1064 compliant pre-pilot program was launched in the fall 2013 semester, utilizing the same online tools and RM processes used by the CSL program. In addition, a huge accomplishment this past year, was that ICCE negotiated, in collaboration with University Procurement & Risk Management, a Community Engagement Agreement (indemnification and liability) with the City and County of San Francisco.

CIVIC ENGAGEMENT EVENTS

Civic Engagement Events
Each year the Institute sponsors and/or conducts workshops, forums, or conferences that support community engagement, service learning, and discussions on civic issues.

Community Service Learning & Internship Fair: Each fall and spring semesters, ICCE invites more than 50 Bay Area community based organizations and City government agencies to campus. These partners offer a range of volunteer opportunities for students, programs ranging from arts, education, after-school tutoring or coaching programs, to health and human services. The Fairs are attended by approximately 900 students each semester who sign-up for service placements.

Community Service Learning Town Hall: On April 30, 2015, the Marian Wright Edelman Institute and ICCE held a town hall meeting about community service learning (CSL) related to children, youth, and families. Dean of
Undergraduate Studies Jennifer Summit facilitated an open discussion wherein panelists shared their CSL work, including how it benefitted their students, scholarship, and teaching. Attendees were be encouraged to present ideas, voice opinions and ask questions. Over 30 faculty members attended this event. Panelists included Associate Professor of Economics Anoshua Chaudhuri, Assistant Professor of Special Education & Communicative Disorders Betty Yu, and Associate Professor of English Language & Literature Maricel Santos.

ICCE STUDENT PROGRAMS

America Counts
Coordinator: Jose Lopez

The America Counts tutoring program is a federally funded work-study program in which ICCE hires SF State Work Study students to tutor youth in K-8 public schools and after-school programs throughout San Francisco. Tutors are placed in after-school programs and public schools that serve low-income minorities and immigrants. The program focuses on elementary and middle school students who are struggling with their math skills. In addition, tutors provide assistance with other areas such as reading, writing, etc. The goal of the program is to help build a strong mathematical foundation for students and in so doing, ensure greater college success and access to careers in a growing technological market.

<table>
<thead>
<tr>
<th>AY 2014-2015</th>
<th>America Counts</th>
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<tr>
<td><strong>K-5</strong></td>
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<tr>
<td>Total Number of Schools Served</td>
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<tr>
<td>Total Number of Students Served</td>
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<tr>
<td><strong>6-8</strong></td>
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<tr>
<td>Total Number of Schools Served</td>
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<tr>
<td>Total Number of Students Served</td>
<td>603</td>
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<tr>
<td><strong>All Levels</strong></td>
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<tr>
<td>Grand Total of Schools Served</td>
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<tr>
<td>Grand Total of Students Served</td>
<td>1670</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Source</th>
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</thead>
<tbody>
<tr>
<td>CSU State General Funds</td>
<td>$0</td>
</tr>
<tr>
<td>Federal Funds - Work Study</td>
<td>$64,629</td>
</tr>
<tr>
<td>Lottery Funds</td>
<td>$0</td>
</tr>
<tr>
<td>Other Funds</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td><strong>$64,629</strong></td>
</tr>
</tbody>
</table>
Panetta Congressional Internship
Coordinator: Jose Lopez

The Panetta Congressional Internship program fosters civic engagement, defined as "promoting the quality of life in a community, through both political and non-political processes" (Ehrlich, 2000). Each fall, The Panetta Institute for Public Policy provides students who have been nominated by the president of their CSU campus, as well as Santa Clara University and Dominican University of California, an opportunity to work in Washington, DC for a California member of U.S. Congress. The program begins in mid-August with an intensive two-week course in Monterey and continues through mid-November in Washington, D.C. All expenses are paid for by the Panetta Institute. Each year the Institute manages the nomination process for the SF State representative to the internship program.

2014 Panetta Intern: Caoinhe McOsker, Social Work, interned with Congressman Juan Vargas of South San Diego County, all of Imperial County and California’s entire US/Mexico border, District 51

GRANT ACTIVITY

ICCE was awarded the following grants related to our disaster resiliency work:

ICCE was awarded a $130,000 grant by Team Rubicon, non-government organization whose mission is to unite the skills and experiences of military veterans with first responders to rapidly deploy emergency response teams. Team Rubicon identified the resilience activities and related efforts to advance community leadership and capacity building initiated by the City Administrator’s Neighborhood Empowerment Network’s (NEN) Empowered Communities Program (ECP) in San Francisco, as a model they could leverage to engage their volunteer base in resilience work, provide a platform “for future steady state engagements,” and foster the development of a skilled network of resilience leaders. Team Rubicon ICCE, NEN’s anchor institutional academic partner, to collaborate and assist with the implementation of Team Rubicon’s vision of their Resilience Leadership Development Program (RLDP). Professor Jennifer Shea, Public Administration is the PI of this grant. The funds support six SF State interns and research assistants.

ICCE was awarded a $50,000 grant from Microsoft to support three SF State graduate student interns. The funding from Microsoft funds the integration of technology into the development and piloting of the Resilience Leadership Development Program (RLDP).

ICCE was awarded a $20,000 grant from Walter & Elise Haas Fund to support the Advanced Community Disaster Resilience Program Internship (ACDRPI). The ACDRPI supports the Empowered Communities Program (ECP) to increase the overall capacity of the San Francisco Bayview neighborhood to respond and recover from a disaster by providing a crucial layer of coordination, planning, technical, administrative and logistical support to participating community partners through the funding of two (2) SF State student interns. The SF State graduate students worked with Bayview community members and partners to advance the Resilient Bayview initiative. The following sections are updates to the objectives outlined in the Agreement to Grant Purpose and Objectives for the Resilient Bayview Initiative.
**Objective 1: Provide Technical and Logistical Support of Community Meetings for the Bayview’s Resilience Action Plan Implementation Process**
The SF State interns provided essential technical support to the Bayview community in the implementation of its Resilience Action Plan. Activities included providing logistical and technical support for Resilient Bayview Crisis Management Working Group, which met monthly, as well as capturing and synthesizing the data outputs from the various meetings which informed the Project Plan documentation for each Resilient Bayview project. In addition, the interns supported the creation, implementation, and final reports of assessment processes for multiple Working Group projects including the Vulnerable Populations Senior Emergency Preparedness project and the Resilient Youth Leadership Academy which provided nine Bayview youth with a summer long capacity building experience.

**Objective 2: Developing and Maintain a Communications Platform of Community Stakeholders**
With the robust stakeholder database created in past years, interns have developed, implemented, and updated an inclusive electronic communications platform to maintain contact with Bayview stakeholders. The electronic communications platform covers a multitude of communications strategies including a frequently updated website (resilientbayview.org), an e-calendar which shares all upcoming working group meeting information and dates, and a monthly e-newsletter sharing upcoming events, announcements, community stories, and community meetings of not only the Bayview community, but of all stakeholders who wish to highlight their information in the e-newsletter.

**Objective 3: Plan and the Neighborhood Support Center Activation along the 3rd Street Corridor**
The 3rd Street Corridor in Bayview is a frequented convening place for community residents. The Neighborhood Support Center is an emergency activation plan which convenes stakeholders and other key partners along the 3rd Street Corridor during times of stress. This year interns engaged in risk/hazard assessments and four asset mapping workshops with Resilient Bayview community partners to identify key stakeholders along the 3rd Street Corridor whose location targets them as service providers for Bayview residents during times of stress. Interns synthesized all stakeholder information along the 3rd Street Corridor to create a Neighborhood Support Center Activation database which will inform working group partners of the stakeholders to engage during mock emergency preparedness table-top exercises. The goal is to have thirty agencies participate in two exercises.

**Objective 4: Plan, Implement, and Assess a Youth Leadership Program Using the ECP Framework**
Interns partnered with staff at the A. Phillip Randolph Institute to plan and implement a youth leadership program. The intention was to create a sustainable youth leadership program that leverages climate change to advance Bayview youths’ civic, professional, and individual development. The interns aided in the curriculum development and overall deployment of the youth leadership program. In addition, the interns created a Pre/Post Assessment which was completed by all youth participants. The data generated by the Pre/Post Assessment informed the Outcome Report completed by the interns.
San Francisco State University

Estimate Full Time Equivalent Office Size:
5

Directors' Classification:
Associate, Acad. & Inst. Studies-II, Exempt

Salary Range for Director:
$84,001 - $72,000

A description of the overall infrastructure for community engagement that exists on the campus is provided below:

Director of ICCE: Vacant
Interim Director of CSL/Assoc. Director of ICCE:: 1
Senior Program Coordinators: 2
Operations Coordinator: 1
Administrative Support Coordinator: .5
Community Partnerships Student Assistant: .5

5. Estimate your total Full-Time Equivalent Office Size: 5

Explanation of strategies for achieving the priority, and/or the implication of the issue:

Our highest priorities are to address the Research Service Organization (RSO) Committee's recommendations upon review of ICCE's Five year RSO Report to ORSP for the period of July 1, 2008 - April 30, 2013. This review is required by SF State Administration at five and ten year intervals.

RSO Committee Recommendations:
1) ICCE should develop direct measures of student learning for the Community Service Learning courses;
2) ICCE should find ways to engage faculty more directly in the implementation and advising for Community Service Learning Courses;

The above recommendations and possible strategies to address these recommendations are a part of our strategic plan. Amongst the strategies are to raise the level of the CSL Advisory Board to a "Campus Committee" to encourage faculty to participate (would support HRT); develop a Research subcommittee within the Advisory Committee to establish research agenda for CSL and SLOs (support faculty connecting teaching to research); develop real-time and online workshops for faculty on benefits, development and implementation of CSL courses (includes service learning outcomes); and develop/identify key learning outcomes that would be implemented campus-wide for CSL courses.

List of the person that the service-learning office reports to:

At the time of our '14/15 AY "statement of Intent", ICCE was under the oversight of the Director of the Marian Wright Edelman Institute. As of July 1, 2015, ICCE now reports to Jennifer Summit, Dean of Undergraduate Studies/Division of Undergraduate Education & Academic Planning in Academic Affairs.
San Francisco State University

The two brief service vignettes that capture two innovative and powerful aspects of your program:

VIGNETTE 1: Students in the CSL Senior Seminar course in Urban Planning and Policy have the opportunity to apply their knowledge and skills by working with community partners on housing, transportation, planning, and land use policies. One notable project that the senior seminar course succeeded in was when students collaborated with the Chinatown Community Development Center (CCDC). The CCDC posed two important questions to the senior seminar course: How many units of affordable housing has the GCT Area lost as a result of the Ellis Act? and How many of these units have been put back on the market at higher prices as a result of the Ellis Act? Students were committed to understanding the historical context, household incomes, and current policy within the Chinatown community. After their research, students found out that approximately 810 units have been lost through the Ellis Act since 2001. Because of the resources provided by the students, CCDC has strengthened their five-year strategic plan.

VIGNETTE 2: If a fire gutted your neighborhood or the Big One hit and your entire block lost power, would you partner with your neighbors to face the challenge, or would you go it alone? In a big city, neighbors are often less inclined to band together, but studies show that tightly knit communities respond more effectively to catastrophic events. A San Francisco State University team is working to give average citizens the tools to make their communities more resilient. For the past seven years, SF State's ICCE and CSL program has worked with alum Daniel Hamsey, director of neighborhood resilience in the Office of the City Administrator, to support the Neighborhood Empowerment Network's Empowered Communities Program (ECP). The ECP is a leadership development program that organizes communities around neighborhood issues to address them collectively. Associate Professor of Public Administration Jennifer Shea, along with a team of master of public administration students a

The quote from a student, faculty member, community partner, or other critical stakeholder:

The following quote is from an email sent from a former CSL student to Associate Professor Anoshua Chaudhuri, who teaches the CSL designated course, ECON 640 Health Economics Analysis and Research:

I am a former student of yours, that class was by far the most useful class I took as a student at SFSU in terms of career development and in a way helped me get the job that I have now. Your course was invaluable because it gave me something concrete and robust to put on my resume. I would love to ‘return the favor’ so to speak and see if there is some sort of project that a group of students could do at the company I now work for.
CALIFORNIA'S CALL TO SERVICE

Report for 2014-2015
Service-Learning Curriculum and Infrastructure Development Initiative

GENERAL INFORMATION

San Francisco State University

Budgeted Governor's Allocation $45,000

Initiative Leader Contact Information:

Name: JENNIFER GASANG
Title: INTERIM DIRECTOR CSL / INTERIM ASSOC. DIRECTOR ICCE
Address: 1600 HOLLOWAY AVE. HSS 208
Phone: 415-338-3282
Fax: 415-338-0587
Email: jgasang@sfsu.edu

Dept: COMMUNITY SERVICE LEARNING PROGRAM / ICCE

Development of courses with new service-learning components in the 2014-2015 academic year:

1. Number of SL Courses offered: 380
2. Number of new Courses developed: 5
3. Total student enrollment in SL courses: 7973
4. Estimated total SL hours in the community: 177463
5. Estimated community partner sites: 291

Other Community Engagement Activities

1. Estimated number of students doing direct service:
2. Estimated number of direct service hours:

Transcripts, Definition and Designation

1. If service learning is recorded on student transcripts, how is your campus using this information?
   SF State uses this information several ways: internal alumni tracking; national reports/awards such as the CNCS President's Higher Education Community Service Honor Roll and the Carnegie Foundation classification; marketing to potential students and new faculty; and for development purposes.

2. The campus definition of a service-learning course follows:

3. Does the campus have an official policy to designate courses as "service-learning courses"?
   *** Yes

4. Are service-learning courses designated "service-learning" in the course catalog or course offering list?
   *** Yes

5. Is the campus in process of developing a service-learning designation policy?
   *** N/A

6. If the campus is in process of developing a service-learning designation policy, when will the policy be approved and implemented?

7. If your campus has a designation policy, what incentives have you offered for faculty to designate their courses?
   List the total number of designated service-learning courses in your catalog or course offerings list in 2014-2015: 183
   The incentive we offer is a Community Engaged Scholarship Faculty Grant for $6000.00 to support faculty in their efforts to develop/incorporate and implement service-learning into an existing course. However, it is important to note that some faculty CSL designate their courses without the grant incentive. We provide ongoing support, resources, and the opportunity/space for like-minded civically engaged faculty to come together to learn and share best practices.

8. Additional Comments:
CALIFORNIA'S CALL TO SERVICE

Report for 2014-2015
Service-Learning Curriculum and Infrastructure Development Initiative

GENERAL INFORMATION

For the total number of designated service learning courses in catalog/course listing in 2014-15, if we include the courses that are cross-listed, this will bring the total to 240.
CALIFORNIA’S CALL TO SERVICE
Report for 2014-2015

Service-Learning Curriculum and Infrastructure Development Initiative

GOALS

Listed below are all the goals your campus articulated in your 2014-2015 statement of intent and your progress to achieve those goals:

San Francisco State University

<table>
<thead>
<tr>
<th>Goals</th>
<th>Was the goal met?</th>
<th>Comments</th>
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</table>
| **Goal 2: Strengthen and expand awareness of community-engaged scholarship among students, faculty, and community partners.**  
-Outcome 2.1: Increased use of the ULink49 system by faculty, staff, students, and community partners. | Yes | To strengthen and expand community partnerships, ICCE has implemented activities such as the designation of ICCE staff to each SF Supervisors’ district to be responsible for all community partners in that district; the implementation of 3 community partner orientations (includes one specifically targeting SF City government departments); and the implementation of user functionality of the online community engagement database, ULink49 (cotMesh) to improve access for faculty, staff, students, and community partners. In addition, we are still in the process of developing a series of three videos for the ICCE website that will target separate audiences including faculty, students, and community partners. The videos are intended to provide critical information on the benefits of CSL as a high impact practice. As we are still in the process of developing our service learning outcomes, we wanted to wait until this is solidified before we started production of the videos as well as the CSL faculty curriculum workshops. Also, in spring 2015 we launched our first annual CSL town hall series to highlight faculty involvement in CSL as well as provide a platform for faculty to share experience, including how they see it benefiting students as well as their own scholarship and teaching. |
| **Goal 1: Engage faculty in professional development that supports research-based high impact practices in CSL.**  
-Outcome 1.1: Develop and implement Service Learning Outcomes and a plan for dissemination | Yes | This effort resulted in outcomes being developed, reviewed and revised by a committee of 5 CSL faculty members. Questions were developed on a Likert scale that reflected the desired outcomes. The questions were piloted at the end of the spring 2015 semester with approximately 68 responses. All data from the pilot is currently being reviewed by the CSL faculty advisory board to refine the outcomes for submission to the Academic Senate in the fall 2015. During the process staff met with the Senate Chair to discuss the project and the process to confirm that service learning questions could be adopted for designated CSL courses and implemented into course evaluation. Currently, we are still in Phase 1, Phase 2 (Implementation): In Fall 2015, we hope to get the service learning outcomes (SLOs) approved by the Academic Senate and implement SLOs. Phase 3 (Evaluation): Spring 2016; Phase 4 (Dissemination): Summer 2016 - Disseminate process to other CSU campuses. |
| **Goal 1: Engage faculty in professional development that supports research-based high impact practices in CSL.**  
-Outcome 1.2: Provide at least five grant awards for CSL courses to be taught in AY 2015-16. | Yes | In our statement of intent budget, we indicated that were to provide at least 7 grant awards. However, in our enclosed AY 14/15 budget report back, it reflects that we only allocated 3 grant awards. However, funds for the other 4 grant awards will be allocated by 12/31/15 and have already been identified. As ICCE was in transition due to the recent retirement of the Director of CSL, our timeframe for the call for proposals was later than we anticipated and we received late submissions. |
Appendices

1. Organizational Chart  2014-2015

<table>
<thead>
<tr>
<th>Name / home address *</th>
<th>Title</th>
<th>Campus ext. Bldg / Rm #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Edelman Institute</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHARLOTTE FERRETTI</td>
<td>Director</td>
<td>x86976</td>
</tr>
<tr>
<td>49 Southridge West</td>
<td></td>
<td>HSS 257</td>
</tr>
<tr>
<td>Tiburon, CA 94920</td>
<td></td>
<td>fax 405-2788</td>
</tr>
<tr>
<td>CARMEN GOMEZ MANDIC</td>
<td>Associate Director of Research &amp; Evaluation</td>
<td>x54224</td>
</tr>
<tr>
<td>5515 Broadway, Oakland, CA 94616</td>
<td></td>
<td>HSS 209</td>
</tr>
<tr>
<td>STEPHANIE OLSON</td>
<td>Operations Coordinator</td>
<td>X53976</td>
</tr>
<tr>
<td>1050 Saint Francis Blvd. #2009</td>
<td></td>
<td>HSS 258</td>
</tr>
<tr>
<td>Daly City, CA 94015</td>
<td></td>
<td>Fax 405-2788</td>
</tr>
<tr>
<td><strong>EDvance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LYGIA STEBBING</td>
<td>Director of EDvanceSF and Metro CAD</td>
<td>x87673</td>
</tr>
<tr>
<td>26 Aztec St SF, CA 94110</td>
<td>Coordinator</td>
<td>HSS 300</td>
</tr>
<tr>
<td>MELINDA RAMZEL</td>
<td>Associate Director of EDvanceSF and PATH</td>
<td>x54340</td>
</tr>
<tr>
<td>3321 Martin Luther King Jr. Way Apt. A</td>
<td>Coordinator</td>
<td>HSS 118</td>
</tr>
<tr>
<td>Oakland, CA 94609</td>
<td></td>
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</tr>
<tr>
<td>ASHLEY WILLIAMS</td>
<td>Foundations Coordinator and Outreach</td>
<td>x53949</td>
</tr>
<tr>
<td>1560 Jackson Street APT #3 Oakland,</td>
<td>Recruitment Coordinator</td>
<td>HSS 118</td>
</tr>
<tr>
<td>CA 94612</td>
<td></td>
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<tr>
<td>CHELSEA MCNUTT</td>
<td>SF Seed Coordinator</td>
<td>X54342</td>
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<tr>
<td>2139 28th Ave SF, CA 94116</td>
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<tr>
<td>KC Fernandez</td>
<td>Registry</td>
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<tr>
<td>ANIKA CARTER</td>
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<tr>
<td>Justina Thy Phan</td>
<td>Metro CAD Assistant</td>
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<tr>
<td><strong>Jumpstart</strong></td>
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<td>HSS 300</td>
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<tr>
<td>ALICIA TORRES</td>
<td>Senior Site Manager</td>
<td>x53592</td>
</tr>
<tr>
<td>546 Monterey Road Apt. 11</td>
<td></td>
<td>HSS 244</td>
</tr>
<tr>
<td>Pacifica, CA 94044</td>
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</tr>
<tr>
<td>CAROLYN GONZALEZ</td>
<td>Program Associate</td>
<td>x53593</td>
</tr>
<tr>
<td>320 Garfield Street</td>
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<tr>
<td>Oakland, CA 94132</td>
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<tr>
<td>NATHANIEL BREWER</td>
<td>Associate Site Manager</td>
<td>x53780</td>
</tr>
<tr>
<td>562 38th Avenue</td>
<td></td>
<td>HSS 266</td>
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<tr>
<td>San Francisco, CA 94121</td>
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</tr>
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<tr>
<td>BRIAN HICKEY</td>
<td>Associate Site Manager</td>
<td>x81408</td>
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<tr>
<td>TERESA RAMIREZ</td>
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<td>x83621</td>
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**Children’s Campus**

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<th>Name</th>
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<th>Phone</th>
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<tr>
<td>MARJORIE WEISS</td>
<td>Interim Director</td>
<td>x53611</td>
<td>325 Buckingham Way #904</td>
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<tr>
<td></td>
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<td>SF, CA 94132</td>
</tr>
<tr>
<td>ANNA TOBIN-WALLIS</td>
<td>Program Coordinator</td>
<td>x53811</td>
<td>1691 21st Ave.</td>
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<tr>
<td></td>
<td></td>
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<td>SF, CA 94122</td>
</tr>
<tr>
<td>JENNA KEY</td>
<td>Head Teacher</td>
<td>x53637</td>
<td>2558 Merlot Lane</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Livermore, CA 94550</td>
</tr>
<tr>
<td>ESZTER BALOGH</td>
<td>Head Teacher</td>
<td>x53813</td>
<td>1230 Washington St. #C-1</td>
</tr>
<tr>
<td></td>
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<tr>
<td>JENNIE NG</td>
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<td>x53651</td>
<td>279 24th Avenue</td>
</tr>
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<td>SF, CA 94121</td>
</tr>
<tr>
<td>NATALIE BORTON</td>
<td>Head Teacher</td>
<td>x53644</td>
<td>611 Lakeview Ave, Apt. A</td>
</tr>
<tr>
<td></td>
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<td>SF, CA 94112</td>
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<tr>
<td>JEN ANDRES</td>
<td>Head Teacher</td>
<td>x53811</td>
<td>756 Woodland Dr.</td>
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<tr>
<td>KRISTINA LANGNER</td>
<td>Head Teacher</td>
<td>x53822</td>
<td>2550 Geary Blvd # 205</td>
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**Family Acceptance Project**

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<tbody>
<tr>
<td>CAITLIN RYAN</td>
<td>Director</td>
<td>3004 16th St. Ste. 203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SF, CA 94103</td>
</tr>
<tr>
<td>COURTNEY STICH</td>
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<td></td>
</tr>
<tr>
<td>MARION EDMONDS ALLEN</td>
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**Collaborations**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>GARY.SELNOW</td>
<td>Director</td>
<td>Contact by email</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P.O. Box 371132</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Montara, CA 94037</td>
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**Institute for Community and Civic Engagement**

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>JEN L. GASANG</td>
<td>Senior Program Coordinator</td>
<td>x83283</td>
</tr>
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<tr>
<td></td>
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<td>HSS 206</td>
</tr>
<tr>
<td>Name</td>
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</tr>
<tr>
<td>JOSE R. LOPEZ</td>
<td>Senior Program Coordinator</td>
<td>x53841</td>
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<tr>
<td>JILL RUSSELL</td>
<td>Administrative Analyst</td>
<td>x86419</td>
</tr>
<tr>
<td>JULIE PEREZ</td>
<td>Admin. Support Coordinator</td>
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