



MARCH 2021

Pathways to Success

An Evaluation of EDvance's Upper
Division Pathway (PATH)

How to View this Interactive Report



Audio Clips



Pop-ups

To experience this report with audio and pop-up features, we recommend viewing this PDF with the free **Adobe Acrobat Reader**.



Contents

SECTION I		
Evaluation Overview	1	
Evaluation Team	3	
Evaluation Questions	3	
Evaluation Methods	4	
The Need for Early Childhood Educators	6	
SECTION II		
The Development Of Promoting Achievement Through Higher Education (PATH)	7	
Program Overview	8	
EDvance	8	
Promoting Achievement Through Higher Education (PATH)	10	
EDvance Milestones	13	
SECTION III		
I am an Early Childhood Educator	17	
SECTION IV		
The Impact of PATH	29	
Evaluation Learnings	31	
Learning Community	32	
Community	32	
The Cohort Experience	37	
Community of Practice	42	
Transformation	43	
Academic Transformation Student Success & Curriculum	44	
Facilitators of Transformation Staff & Faculty	50	
Ensuring Transformation Supports	57	
Professional Transformation	65	
Transformation of the Field	85	



SECTION I

Evaluation Overview

This evaluation focused on EDvance’s upper division pathway — Promoting Achievement Through Higher Education (PATH) – and was designed to inform the ongoing development of PATH and provide staff, funders and other stakeholders with meaningful data about the process and impact of the pathway. A core aspect of this evaluation was the development of ongoing structures and systems to support evaluation and data tracking into the future. The evaluation took place over three phases.

Phase 1 Summer – Fall 2019

- Evaluation planning
- Logic model
- Measure development



Phase 2 Spring 2019 – Fall 2019

- Method development
- Instrument design
- Pilot testing



Phase 3 Fall 2019 – Summer 2020

- Data collection implementation
- Engaged Art Process

EVALUATION TEAM

The evaluation was conducted by:

Jessica Wolin, MPH, MCRP, Faculty, Department of Public Health, SF State University

Amihan Crisostomo, MPH, Evaluation Consultant

Brett Cook, Consultant & Artist

In partnership with EDvance faculty, staff and consultants

This evaluation was funded by:

The W.K. Kellogg Foundation

EVALUATION QUESTIONS

The evaluation centered around the following key questions:

- How well does PATH do what it intends to do?
- What challenges and strengthens the program?
- Is anyone better off because of the work PATH does?

EVALUATION METHODS

Data Collection

This evaluation took place between Spring 2019 and Fall 2020 and used both quantitative and qualitative approaches to gather data about PATH students, their experience of participation and the impact of the program. The following data collection methods were implemented as part of this evaluation:

- Pre-PATH survey with incoming students (Fall 2019)
- PATH mid semester student survey with all students (Fall 2019 & Spring 2020)
- Post-PATH survey with graduating students (Spring 2020)
- Data review of PATH student academic records (Summer 2020)
- Interviews with PATH students (Fall 2020)
- Interview with EDvance Leadership
- PATH alumni survey (Fall 2020)

Creative Methods to Make the Story of PATH and Students Visible

An important focus of the PATH evaluation was to make more visible the story of the PATH program, its development and lessons learned. The evaluation included two key creative activities to lift up the stories of PATH and the people it touches.

The Story of PATH River of Life (Fall 2019)

The evaluation used the well-developed River of Life process to guide program staff to tell the story of PATH. The River of Life process is a visual and narrative activity that helps participants reflect on the past and present and describe a timeline of activities.

Story Portraits of PATH students, faculty and staff Fall 2019 – Fall 2020

This evaluation included an art and reflective process led by socially engaged artist, Brett Cook. This process was used to lift up and share the stories of PATH students, faculty and staff that focus on the personal and professional transformation that occurs as result of the PATH program. A series of workshops were held with a group of current PATH students, program faculty and staff to explore their experience through writing, collage, portraiture and community building activities.

THE NEED FOR EARLY CHILDHOOD EDUCATORS

San Francisco faces a chronic shortage of qualified early childhood educators who mirror the racial, ethnic, and linguistic diversity of the children and families they serve. In addition, prospective early childhood educators and current educators who seek a BA degree face a convoluted higher education system characterized by limited success retaining and graduating historically underrepresented, first generation students. The convergence of these two factors poses a threat to San Francisco's system of early care and education as well as to the broader workforce that depends on that system. A pressing need exists for a comprehensive, high quality early childhood educator preparation program that accelerates degree completion for the traditionally underrepresented teachers who comprise the early childhood workforce and which inspires new teachers to join the early care and education profession. EDvance and the PATH pathway aims to address this need.

For more detailed information about the need for early childhood educators see this case study:



SECTION II

The Development Of Promoting Achievement Through Higher Education (PATH)

Program Overview

EDvance

EDvance is a locally and nationally recognized early childhood teacher preparation program and field building initiative that aims to create a California early childhood education workforce that is dedicated to social justice; reflective of the children and families who attend public early childhood education settings; and, is well-equipped to teach in the classroom, lead in educational settings and advocate for policy and systems changes. EDvance is designed to address the shortage of degreed early childhood educators in San Francisco while ensuring the field's racial, ethnic, and linguistic diversity.

EDvance is based at San Francisco State University (SFSU) in San Francisco California. It is housed in the Marian Wright Edelman Institute and supports both lower and upper division pathways to promote the development of early childhood educators. Across both pathways EDvance offers academic tutoring, individualized academic advising and educational planning, guaranteed enrollment in courses, and fiscal incentives and stipends to create the conditions for the success

of historically underrepresented, first generation students. These supports are complemented by a well-sequenced and coherent curriculum, cohort-based courses offered at convenient times for working professionals, extensive opportunities to translate pedagogical theory into practice under the guidance of mentor teachers, and a dedicated and collaborative faculty who have considerable experience in the field of early care and education and strong partnerships with early care and education providers.

EDvance is regarded as an integral component of San Francisco's Citywide Plan for Early Care and Education because of its alignment with the city's professional development and quality rating and improvement systems. It is known for its responsiveness to, and strong rapport with, the local community of early childhood providers and leaders, its deep partnerships with City agencies, and its innovative approach. Furthermore, EDvance is recognized as a national model for early childhood teacher preparation – featured by the National Association for the Education of Young Children (NAEYC), the Learning Policy Institute (LPI), and New America. EDvance staff sit on several State and local committees and boards that inform and oversee early care and education policy. Funding for EDvance comes from the San Francisco Office of Early Care and Education, First 5, Mimi and Peter Haas Fund, W. K. Kellogg Foundation, Kenneth Rainin Foundation, SF Foundation, and Jumpstart. The funding totals approximately \$3 million annually.



PROMOTING ACHIEVEMENT THROUGH HIGHER EDUCATION (PATH)

Promoting Achievement Through Higher Education (PATH) is EDvance's upper division pathway that is designed for transfer and lower division students to complete a Bachelor's Degree from SFSU's Child and Adolescent Development Department while they are also working in the field. The pathway aims to improve the quality of early childhood education in the City of San Francisco by supporting current and new workforce participants to obtain their Bachelor of Arts degree in Child and Adolescent Development (CAD) with an Early Childhood Concentration.

II. The Development Of Promoting Achievement Through Higher Education (PATH)

PATH supports students who aspire to be teachers and current teachers who want to complete their BA degree. The program targets first-generation, underrepresented students, about 75% of whom are transfer students. All of the students are working in the field of early childhood education and many are above the traditional college age and are parents. Graduates of EDvance's programs are sought after to teach in early childhood education settings across the San Francisco Bay Area because they are well-prepared, culturally competent early childhood professionals who act as advocates for the children they serve, themselves, and their field.

PATH hopes to eliminate many of the challenges and barriers faced by early childhood educators when they attempt to graduate from a four-year institution while working in the early childhood education field. PATH ensures that students' needs are met by guaranteeing seats in CAD major courses in a structured pathway. The sequenced pathway provides participants with community-based tutoring, individualized case management, college success skills-building, strategies to strengthen self-efficacy, seamless transitions across participating educational institutions and overall guidance to support early childhood professionals in reaching their academic goals. Following this pathway ensures a timely graduation from SF State.

Participants in PATH must work a minimum of 25 hours a week in a licensed early childhood setting. At the same time students are working in the field, they are engaged in a rigorous,

structured upper division curriculum through in-person and online courses that meet during evenings and weekends. California ECE competencies are embedded into coursework, and all students complete the self-reflection and assessment tools that accompany the competencies framework. Students meet regularly with an academic counselor to ensure timely graduation.

For more detailed information about EDvance and PATH and analysis of the program see this case study:

EDvance Milestones

2009–2010

- MWEI receives funding to develop a lower division early childhood teacher pathway.
- Lygia Stebbing hired through MWEI to plan and implement an academic pathway program to support existing and future ECE workforce members through the Metro Pathway at City College San Francisco (CCSF) and SF State.
- Lygia enrolled in doctoral work, began gathering data to identify the needs of the workforce for degree attainment.

2005 – 2008

- 2005 – 2007 Head Start, First 5 and the Mimi and Peter Haas Program fund SF State’s Marian Wright Edelman Institute (MWEI) to implement the *Soy Bilingue* program to support Head Start and Title V early childhood educators.
- **Challenge:** from 2008–2012 no program existed for early childhood educators to receive their degree while working full-time to meet the BA requirements for PFA and Head Start.

2010–2011 ACADEMIC YEAR

- MWEI receives funding to identify personal and institutional challenges faced by early childhood workforce and develop a transparent academic pathway with integrated social supports to enhance success toward attainment of a BA degree and/or advancement to a credential or master’s degree
- First Metro CAD cohort begins, serving first generation college students at SF State. Course work contains General Education with Child Development embedded with social justice
- First Metro CCSF program begins
- **Challenge:** most workforce members do not need additional ECE courses and so they are given the option to enroll in the CAD Pathways courses offered through CEL, enabling them to take upper division coursework while paying community college tuition

2011–2012 ACADEMIC YEAR

- MWEI receives funding to develop upper-division early childhood teacher pathway to support the workforce in obtaining a BA
- Lygia provides research from her dissertation to the City of San Francisco and recommends the establishment of a workforce BA completion program and a community based GE program
- Lygia completes dissertation on “How a BA mandate impacts diversity of the early childhood workforce”
- Data from foundation projects and Lygia’s dissertation inform the City of San Francisco decision to issue an RFP for workforce pathways

2012–2013 ACADEMIC YEAR

- EDvance is established through the MWEI to recruit, support and graduate the future leaders necessary for high-quality early education programs
- First PATH cohort begins with 38 students recruited
- Pathway is mapped and developed with the CAD Department, and work begins to vertically and horizontally integrate the cross disciplinary course sequence
- Instructors in the PATH program come together to establish a Know, Do, Believe framework and embed social justice and equity frameworks into Pathway

2013–2014 ACADEMIC YEAR

- Second PATH cohort with 30 students recruited
- First PATH cohort graduates
- Course content is mapped to California ECE Competencies, identifying areas where coursework and pathway need to be strengthened
- EDvance hosts first annual symposium to showcase student work
- First group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2014–2015 ACADEMIC YEAR

- Third PATH cohort with 39 students recruited
- Second PATH cohort graduates
- Faculty Learning Communities begin to meet regularly to focus on faculty pedagogy and discuss how best to support student needs in the field
- PATH faculty attend CLASS training to establish a stronger tie to Professional Development work occurring in the community
- Second group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2016–2017 ACADEMIC YEAR

- EDvance selected as a Featured Presentation at the National Association for the Education of Young Children's (NAEYC), Professional Learning Institute for the pathways model.
- Fifth PATH cohort with 34 students recruited
- Fourth PATH cohort graduates
- EDvance begins early practice model
- Faculty begin using learning stories to support students in strength based, authentic assessments to observe, document and assess children's development and learning
- Fourth group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2015–2016 ACADEMIC YEAR

- Academic Support Coordinator hired to provide academic counseling and support to students in the PATH and Foundations programs.
- PATH begins to host transfer workshops and sessions in the community at early childhood centers.
- Fourth PATH cohort with 35 students recruited
- Third PATH cohort graduates
- PATH program begins using video reflection in the program, all students are given a camera and are required to record and reflect on their practice
- Third group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2017–2018 ACADEMIC YEAR

- Sixth PATH cohort with 35 students recruited
- Fifth PATH cohort graduates
- Funding and MOU's secured to replicate PATH in San Mateo County, however, CAD Department chose not to move forward with expansion
- EDvance hosts *Northern California Learning Story Conference* at SF State with over 500 attendees
- EDvance implements competency based portfolios as a final project for the PATH program which are used to inform development of signature assignments and mapping of competencies to coursework
- Fifth group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2018–2019 ACADEMIC YEAR

- Seventh PATH cohort with 40 students recruited
- Sixth PATH cohort graduates
- EDvance hosts Equity and Leadership Summit at SF State in collaboration with OECE, First 5, SFCCPA, SFFCCPA, with PPP; over 300 attendees
- EDvance hosts 6th Annual Symposium at SF State in collaboration with i3, First 5, C5 for over 300 teachers from the community
- EDvance hosts winter session bi-cultural study tour to New Zealand
- EDvance revises portfolio guidelines to incorporate the draft of California's new Teacher Performance Expectations (TPEs)
- Sixth group of students travel to South Africa to serve in early childhood centers for an 8 week summer immersion program

2019–2020

- Eighth PATH cohort with 42 students recruited
- Seventh PATH cohort graduates
- EDvance develops a strength based coaching model and rubrics tied to the Teacher Performance Expectations (TPEs)
- PATH evaluation undertaken



SECTION III

I am an Early Childhood Educator

When I graduated high school, I knew I wanted to be a teacher, and so I got my AA in child development.

– Jessica Campos

Listen to Jessica talk about how she started school to become an early childhood educator



Play Audio

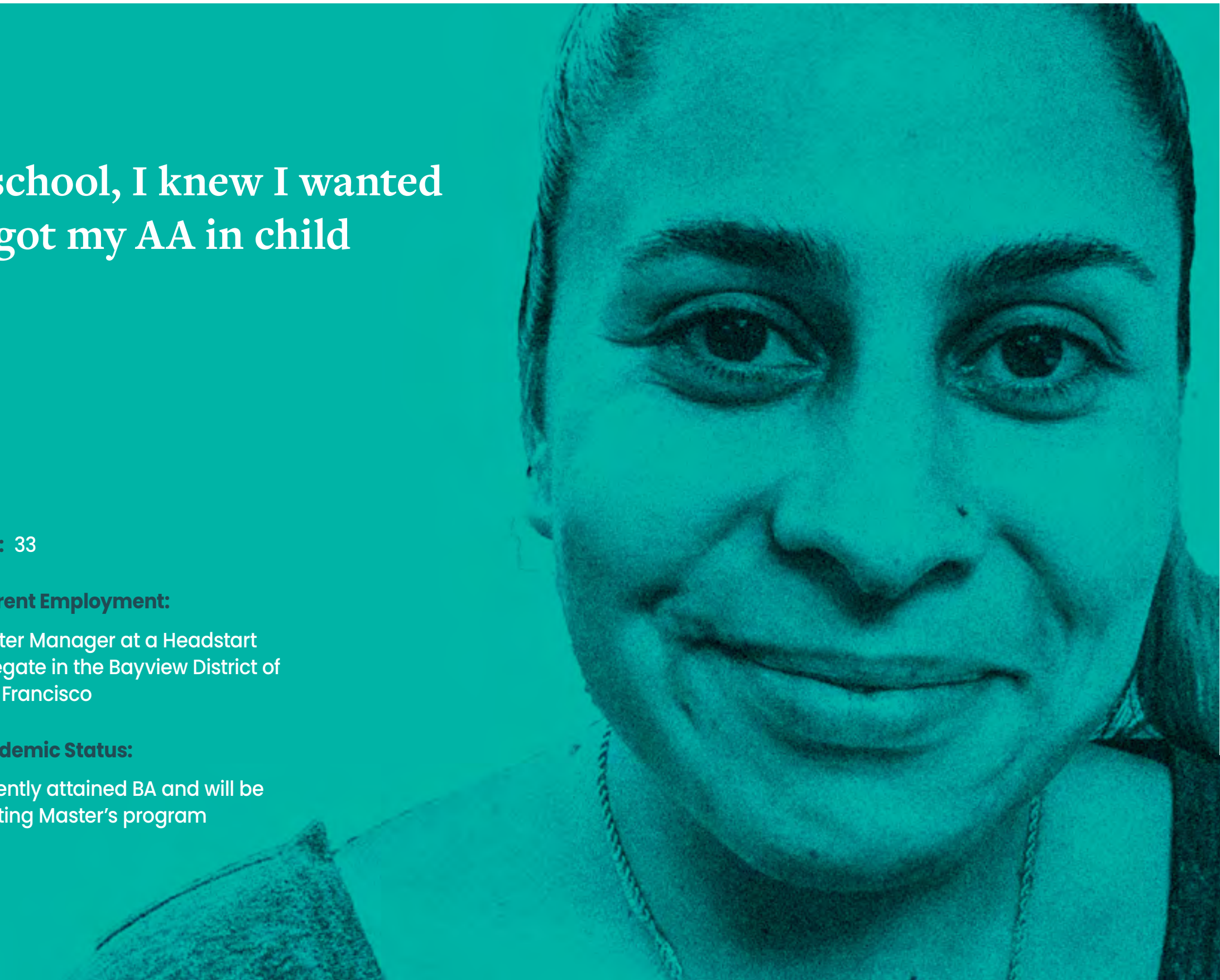
Age: 33

Current Employment:

Center Manager at a Headstart Delegate in the Bayview District of San Francisco

Academic Status:

Recently attained BA and will be starting Master’s program



Listen to Jessica talk about how she gained confidence to accomplish educational goals & pursue higher education.




Play Audio



Listen to Jessica talk about how she transformed into an advocate for ECE and was inspired to pursue higher education in order to impact ECE policies



A portrait of Merced Rocha, a woman with dark hair and glasses, wearing a patterned top. The image is partially obscured by a teal overlay on the right side of the slide.

I said it doesn't hurt to go through. I know it's a little bit harder, but, I say, "I can do it."

– Merced Rocha


Age: 57

Current Employment:
Infant/Toddler Lead Teacher at a Headstart Delegate Site in the Excelsior District of San Francisco

Academic Status:
Recently attained BA and is in her first semester of the SPED Master's program

Listen to Merced talk about how she started school to become an early childhood educator

▼

 **Play Audio**

III. I Am An Early Childhood Educator

Listen to Merced talk about how her educational goals evolved due to increased self-confidence.



Listen to Merced talk about her Increased knowledge and skills in ECE and ability to link theory and practice/ Increased confidence skills and preparation as an ECE and in knowledge of early childhood development — ability to recognize childhood developmental stages in students



Listen to Merced talk about her perception of herself as an ECE professional



You need to start getting used to - to how to control all these fears that there was too much. But I did it. I passed my first semester fine.

- Monica Houmann

Listen to Monica talk about how she entered and made it through the PATH program.



Play Audio

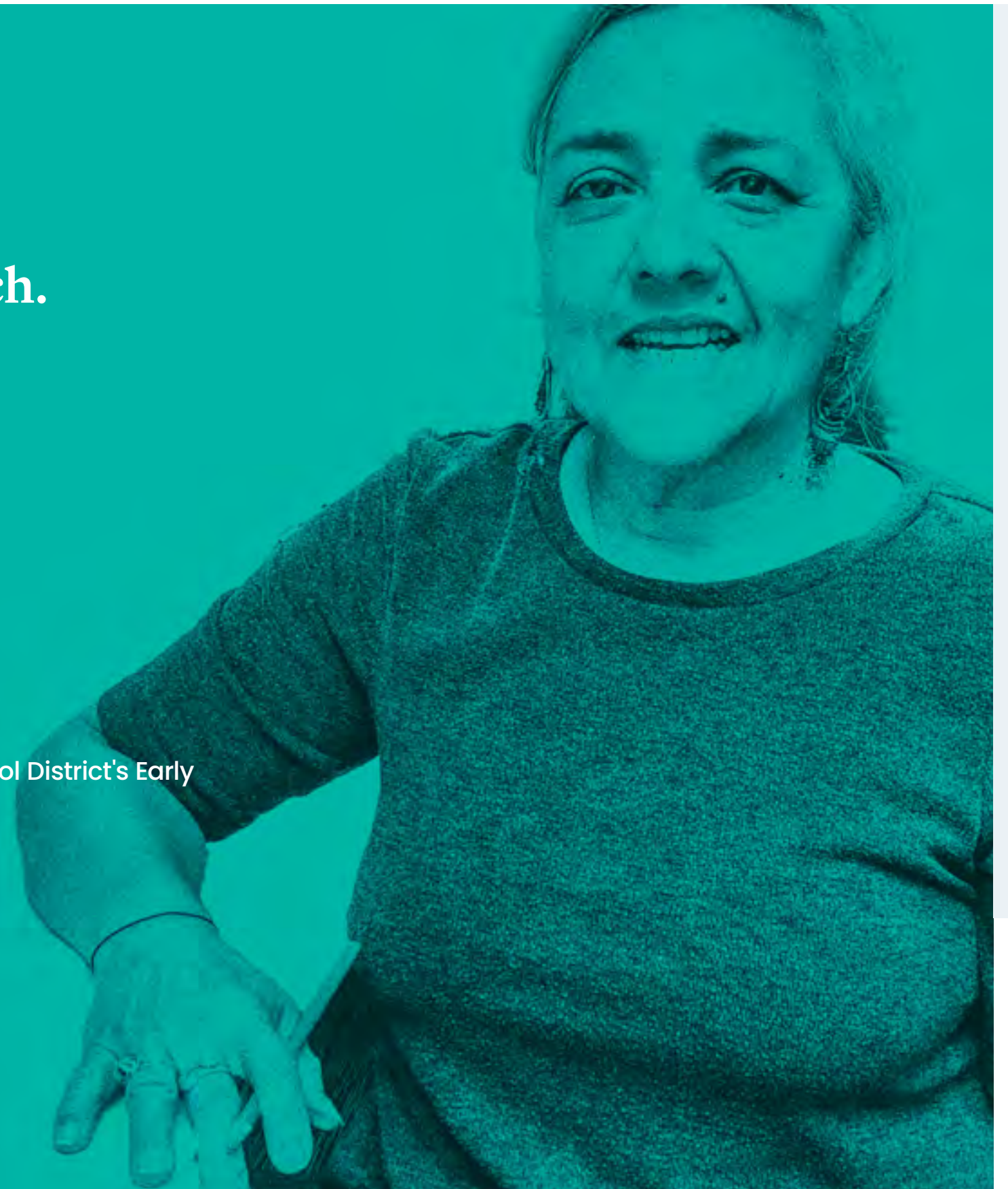
Age: 57

Current Employment:

Lead Teacher in San Carlos School District's Early Education Program

Academic Status:

3rd semester of BA program



Listen to Monica talk about how her understanding of the role of an ECE professional has evolved along with how parents perceive her.



Play Audio



Listen to Monica talk about becoming more of a mentor to other teachers in the ECE setting and sharing knowledge and skills as an ECE educator

 **Play Audio**





I really want to be a strong agent of change in the ECE field.

– Stephanie Estrada

Age: 23

Current Employment:

Lead Teacher at a Head Start Delegate in the Southeast Sector of San Francisco.

Academic Status:

Graduated with BA May 2019 and currently in Master's program for ECE

Listen to Stephanie talk about how she aims to get a PhD and work on Early Childhood Education Policy



Play Audio

III. I Am An Early Childhood Educator

Listen to Stephanie talk about becoming an advocate for herself and developing an identity as an ECE professional

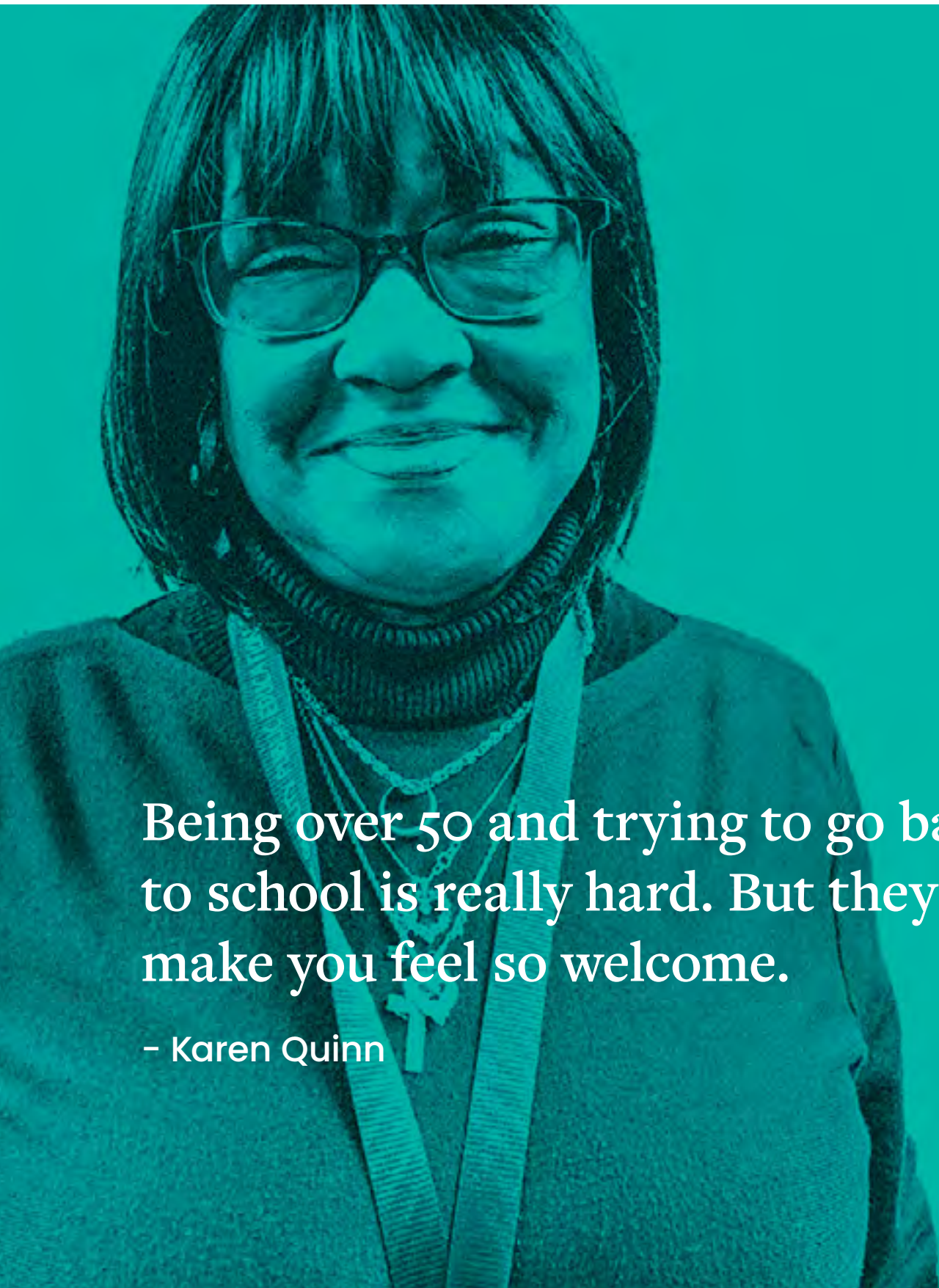


Listen to Stephanie talk about applying theory to practice, sharing knowledge and skills with co-teachers, and becoming a leader in her workplace



Listen to Stephanie talk about how she is compelled to work towards anti-racist and anti-biased systems



A portrait of Karen Quinn, a woman with short dark hair and glasses, wearing a blue turtleneck and a lanyard. She is smiling and looking towards the camera.

Being over 50 and trying to go back to school is really hard. But they make you feel so welcome.

- Karen Quinn


Age: 56

Current Employment:
Para Professional at San Francisco Unified School District

Academic Status:
BA (just graduated in May)


Listen to Karen talk about being an older student in the PATH program

▼

 **Play Audio**


Listen to Karen talk about becoming a better educator and how she gained new skills and practices

▼

 **Play Audio**

Listen to Karen talk about the role of the cohort in student success

▼

 **Play Audio**



SECTION IV

The Impact of PATH

EDvance Upper Division PATH Logic Model					
Inputs	Activities	Outputs	Outcomes		Long Term Impact
			Short Term	Medium Term	
<ul style="list-style-type: none">● Funding● University support● City support● Partnerships● Staff● Student support advisors● Highly qualified leadership with knowledge of ECE landscape	Targeted Recruitment	<ul style="list-style-type: none">● # students enrolled● students representative of communities	<ul style="list-style-type: none">● Increase in enrollment among students who are representative of the communities they serve● Students form authentic relationships in a cohort● Each student knows what is needed to graduate● Increase in course passage rate among students● Students demonstrate competencies in ECE and become more reflective practitioners	<ul style="list-style-type: none">● Increase in retention and graduation rates of students who are representative of the communities they serve● Increase in # of students who achieve timely graduation● ECE workforce members who return to school to attain a Bachelor's degree are retained in the field● Students who enroll as Freshman graduate and obtain a job in the field● Students graduate with a professional network● Students pursue post-secondary education● Students view themselves as an ECE professional	<ul style="list-style-type: none">● ECE teachers are representative of the children and families they serve; hold a Bachelor's degree; and demonstrate competencies in ECE● Children and families experience increased well-being
	Cohorted Classes	<ul style="list-style-type: none">● Courses sequenced and scaffolded● # students in a cohort each year			
	Student Support <ul style="list-style-type: none">● Case management● Academic advising● Tutors● Fiscal incentives	<ul style="list-style-type: none">● # case management sessions per student/year● # academic advising sessions per student/year● # tutoring sessions per student/year● # students who pass their courses● # students who achieve SLO's● # students who obtain a permit● # financial incentives per student/year			
	Work Experience & Field-based Coaching	<ul style="list-style-type: none">● # students per year who serve children & families in the Bay Area as ECE teachers● # students per year who work in the field● # professional development round tables			
	Professional Development	<ul style="list-style-type: none">● student professional development opps● students who attend national conferences● alumni professional development opps			
	Faculty Support	<ul style="list-style-type: none">● faculty members who participate in Faculty Learning Communities (FLC)● FLC stipends per faculty member/year● faculty members per year who are trained and supported to implement curriculum			

Evaluation Learnings

Since its inception, EDvance's PATH program has had a significant impact on students. This impact is particularly visible when viewed through the lens of **COMMUNITY** and **TRANSFORMATION**. PATH seeks to bring students together in a learning community that fosters academic success and professional development. Through dedication to their work, the individuals who come to the pathway change and develop, emerging as well trained and qualified early childhood educators.





Community

LEARNING COMMUNITY

PATH Students

PATH provides an innovative and unique approach to learning and supporting students by bringing together a community of “traditional” and working students.

LEARNING

PATH students are generally reflective of the population of students in publicly funded early childhood education centers San Francisco.

Compared with the population of students in publicly funded early education centers (ECE) in San Francisco, Latinx and White students are over-represented in the PATH program whereas Asian students are under-represented. Representation of Black/African American students in the PATH program and publicly funded ECE centers in San Francisco are closely aligned.

The following data compares the race/ethnicity of students in the most recent cohort for which data are available (Theta Cohort 8) with the race/ethnicity of children enrolled in publicly funded ECE centers in February 2020¹:

42%

of PATH students are Latinx and only **33%** of children in ECE centers are Hispanic or Latinx

▲ OVER-REPRESENTATION OF 9%

17%

of PATH students and **35%** of children enrolled in ECE are Asian

▼ UNDER-REPRESENTATION OF 18%

14%

of PATH students and **9%** of children enrolled in ECE centers are White

▲ OVER-REPRESENTATION OF 5%

11%

of PATH students and **9%** of children enrolled in ECE are Black/African American.

1. <https://sfoece.org/wp-content/uploads/EnrollmentDashboard022020.pdf>



LEARNING

PATH students are older, more likely to be an underrepresented minority, Pell Eligible, and female.

Ethnicity

- In comparison to SF State enrollment overall, PATH attracts a higher percentage of Black/African American, Latinx and Pacific Islander students.
- Black/African American and Latinx students are more represented in the program.

Age

- Over the past 8 years, the average age of PATH students ranged between 26–31 years. This average age is significantly higher than the average age of SF State students in Fall 2019, which was 24 years old.

Pell Eligibility

- More PATH students are Pell Eligible general population students at SF State.
- Over the past 8 years, between 41% and 60% of students in PATH were Pell Eligible while only 39% of students in the general SF State population were Pell Eligible.

Gender

- Women are overrepresented in PATH (97% women) compared to the general SF State student population (56.5% women)

HUS Students

- The percentage of PATH students who are historically under-represented ranged between 46% and 52% over the last 8 years whereas only 39% of students in the general SF State population were historically under-represented.

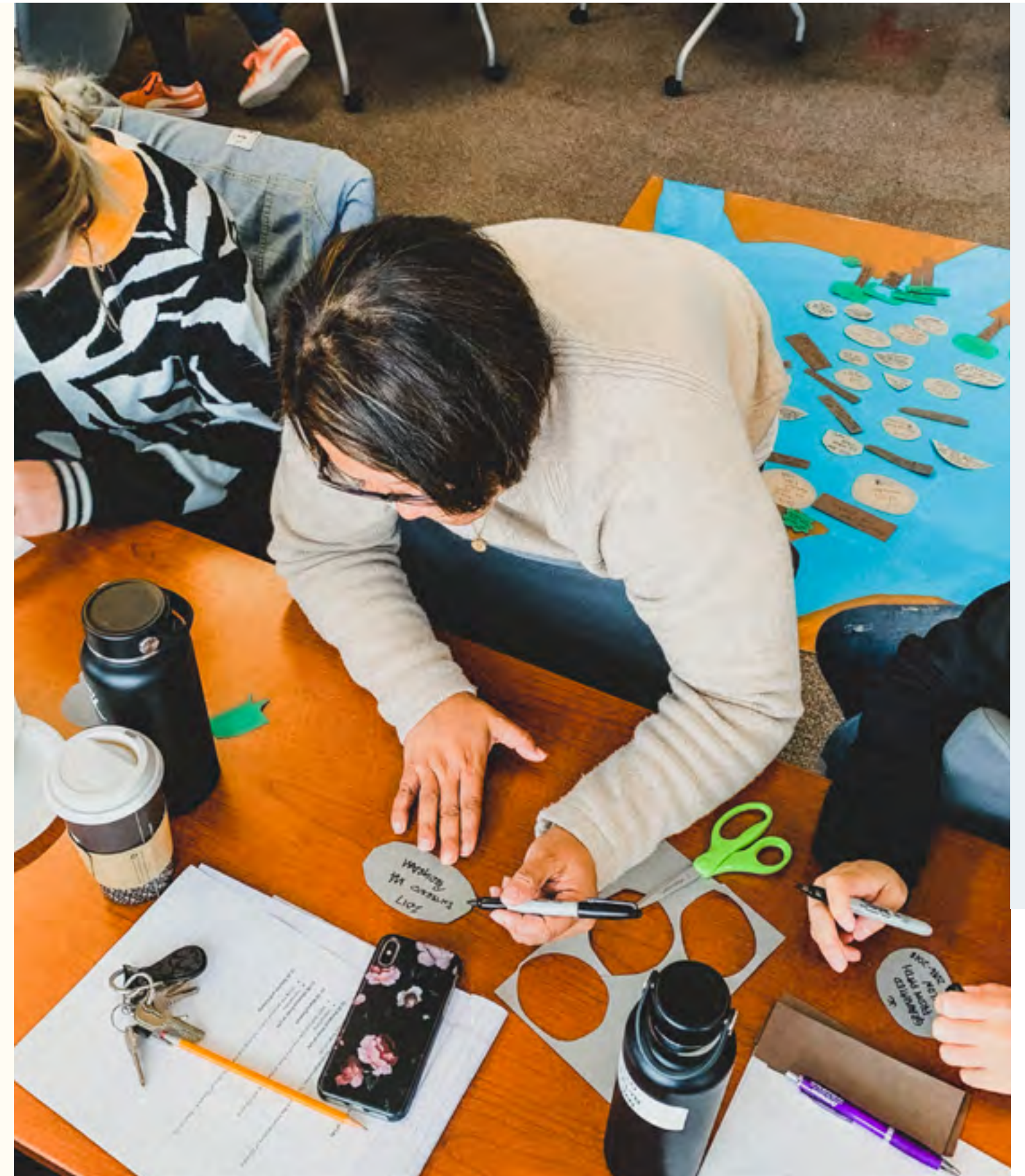
First Generation

- A higher percentage of PATH students are first generation compared with the general SF State population. Over the past 8 years, between 44% and 62% of PATH students were first generation whereas only 31% of students in the general SF State population were first generation.

LEARNING

Over time PATH has increasingly drawn students who are transfer starters.

In the most recent cohort (Theta Cohort 8), 81% of students are transfer starters.



THE COHORT EXPERIENCE

Central to the community building experience of PATH is the programmatic structure of the cohort. The PATH cohort model fosters community and encourages students to rely upon each other. Student mutual support is essential for the academic and professional success of individual students and the collective. The cohort approach is critical to PATH's effectiveness at moving students to graduation. The PATH cohort model relies upon faculty to support the cohort, build trust and establish relationships with the students as a group and as individuals that transcend a single semester.

“My favorite aspect of EDvance is the community it creates for me to come together to not only benefit the children being educated/cared for but to improve the conditions of the workforce.”

“My favorite aspect of EDvance is the community of educators they’ve created.”

LEARNING

Students value cohort learning as an important part of their experience and success in PATH.

- A cohort model is key to PATH’s success in moving students to graduation.
- In the Post Program Survey, respondents “strongly agree” or “agree” (92%, n=13) that their cohort is an important part of their success in the PATH program.
- When asked what was students’ most powerful or memorable time in the program, two students commented:
 - The unity of the cohort and the support of the professors
 - All the support from [professors] and cohort

Role of Cohort in PATH Program

Post Program Survey (Spring 2020)

My cohort was important to my success in this program



I feel authentically connected to the students in my cohort



● STRONGLY AGREE ● AGREE

LEARNING

As a cohorted pathway, PATH serves as a built-in support system for students and helps them build a long-lasting professional network.

- Students were asked what they felt were PATH's greatest strengths:
 - Cohort: being able to make connections and bonds with people who are in the same experience.
 - The cohort is very good as well, gives you a built-in support system.
 - Cohort style, learning from each other's practice and discussion with educators from seasoned to new had richness to learning process.
- One student shared how being part of a cohort has supported their learning and informed their practice, stating, "I have learned from various perspectives of the cohort and it has helped with my practice as well."
- Another student shared, "Having a relationship with others in my cohort is most helpful because I can always turn to them for clarity and accountability."

- A student shared how she has relied on her cohort for support, stating, “The most helpful has been the connections that I have made with some of my cohort members that provide a great deal of supports and understanding. Without this, being in school would have been a lot more challenging than it already is.”
- Another student commented on how her cohort learns from each other’s experiences and support each other to solve issues. She shared, “The most helpful has been hearing my cohort’s experiences and strategies that they use to problem solve, as well as being open to one another.”

“The cohort structure in which we help each other but also learn through each other’s experience. It creates a sense of team and accountability. We push each other to keep going but also when we are down and stressed we are all on the same boat.”

“This program made it possible to work full time and be surrounded by people who share the same passions at school.”

“I really enjoy hearing the class discussions and the experiences others are having at their centers and their classrooms. It makes me feel I can relate and openly share my perspective with my cohort.”

“In the EDvance program, I always heard everyone tell me that we’re a community and growing up, I never had a sense of community, so I was really closed off to that. I was like - We’re just going in and getting our degree - But once I, like my first class, I really could feel the connection and the community and we knew from the first day, that we’re all going to do this together.”

“The most beneficial part of being in the PATH program would be the level of connection made with everyone in the cohort, and from that creating ties to other professionals in the field.”

“The relationships you make with your colleagues last a lifetime. To have that type of support while going through the program was undoubtedly the reason the cohort model is so successful.”

“One thing that I would like other people to know about EDvance is overall, we are a community, we’re a family. And this program opens doors for you. You build connections and you grow more within yourself and you go through an experience that strengthens you and helps you become a better version of yourself.”

COMMUNITY OF PRACTICE

Students in PATH are required to work a minimum of 25 hours per week in an early childhood setting while attending school. Most students meet this requirement by working in subsidized preschool centers in San Francisco, gaining additional hands-on experience working with children in their communities and making them eligible to receive stipends offered by the city of San Francisco. In addition to subsidized programs, students work in private, school district and family child care settings throughout the Bay Area.

Transformation

A highly visible impact of PATH is the transformation of students professionally, academically and personally. The academic and professional journey of PATH students is facilitated by the staff, faculty, curriculum, supports and structure of the PATH pathway. These pieces are all essential to students moving from student to trained professional. In addition, PATH and EDvance more broadly are positioned to catalyze a transformation of the ECE field itself.



ACADEMIC TRANSFORMATION

Student Success & Curriculum

LEARNING

PATH Program participants have achieved student success as demonstrated by timely graduation, high graduation rates and high cumulative Grade Point Averages.

2 Years

Time to degree

Once they entered the PATH program, PATH students take slightly less than 2 years to graduate.

3.48

GPA Average

The average GPA upon graduation of PATH students over the past 8 years is 3.48.

91% – 100%

Graduation Rates

Overall graduation rates among both first-time Freshman and transfer students in the PATH program over the past 8 years ranged from 91% to 100%.

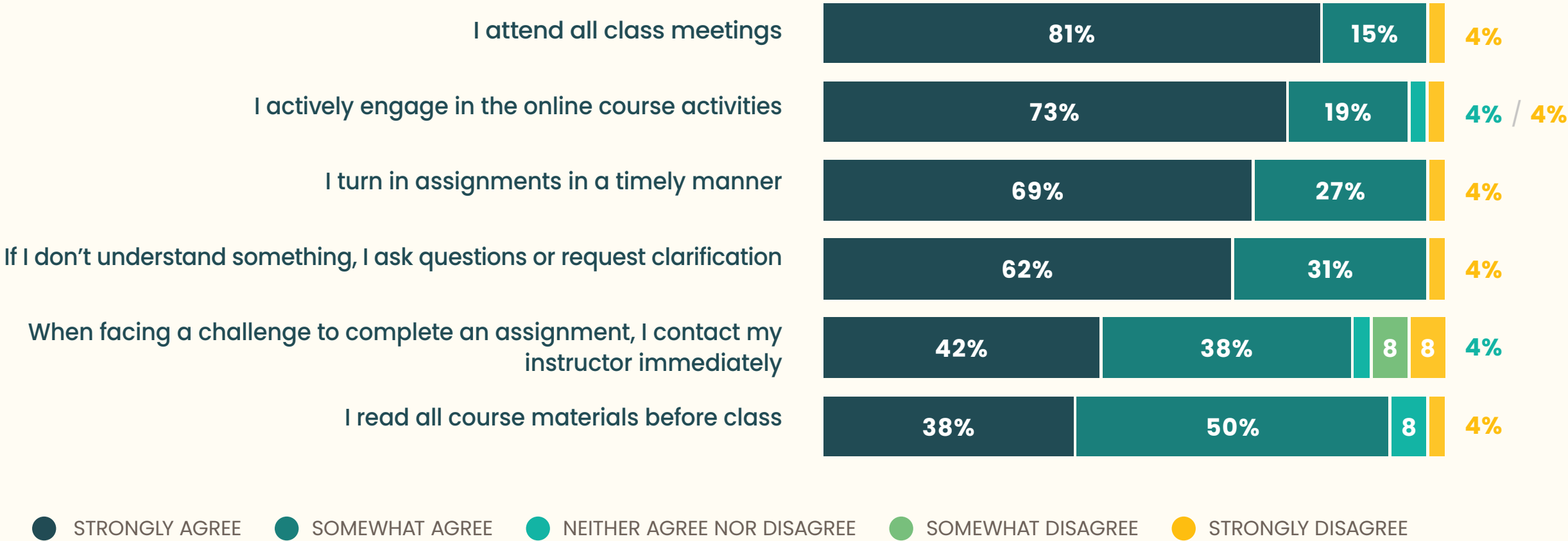
LEARNING

PATH Program students are engaged and active learners.

- Students were asked to rate their level of agreement with statements that point to how engaged students are in their courses. A majority of students report that they attend all class meetings (81%), turn in assignments in a timely manner (69%), and ask questions when they do not understand something in class (62%).
- Most students contact their instructors immediately when facing difficulties completing an assignment (42%), which shows that students are comfortable reaching out to their instructors for help. Most students also agreed that they are engaged in online course activities such as readings, sharing peer feedback and participating in online discussion (73%). While students are generally engaged in their courses, only half “somewhat agree” (50%) that they read all course materials before class.

Engagement in Courses

Mid-Semester Survey (Spring 2020)



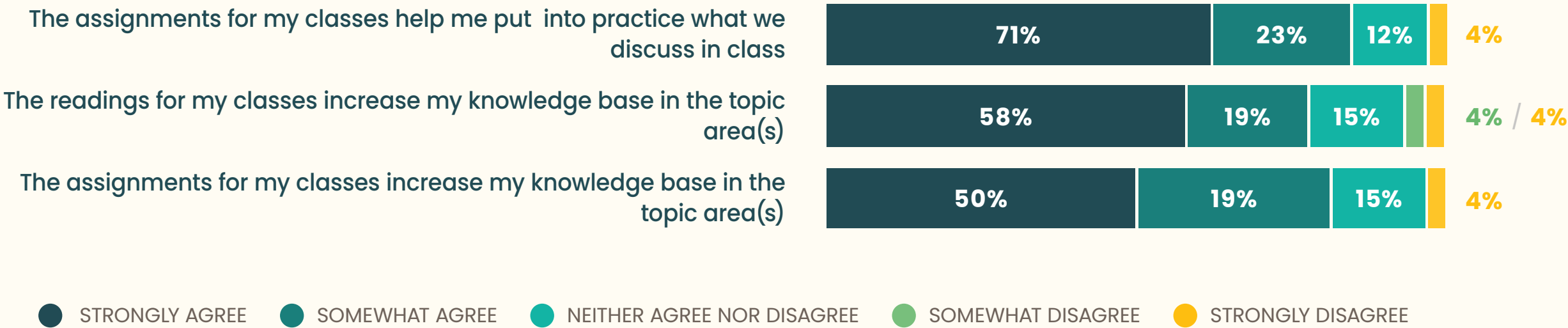
LEARNING

PATH fosters student engagement through a course curriculum that is relevant and useful.

More than half of respondents “strongly agree” that course assignments help them put into practice what they discuss in class (62%) and readings for classes increase students’ knowledge base in the topic areas covered.

Course Content

Mid-Semester Survey (Spring 2020)



LEARNING

An equity focus is essential to EDvance's work.

- With increased recognition of deep disparities in academic and social outcomes and the role of systemic racism, EDvance seeks to further develop its equity focus.
- EDvance envisions a PATH pathway steeped in understanding and unpacking implicit bias, supporting dual language learners, creating inclusive classrooms.
- This approach is essential to supporting early childhood educators to work in public settings and change systems to promote equity.

LEARNING

In order to achieve its vision, the PATH curriculum uses a systems lens and practice driven coursework that builds knowledge and skills required in the field.

- ECE teachers are expected to work alongside occupational therapists, physical therapists, speech and language therapists, mental health consultants and early interventionists.

ECE teachers, particularly those working in public settings, need both knowledge and skills in how to support young children who face an array of challenges and have untold strengths and opportunities.

- PATH coursework needs to include significant focus on the physical and emotional developmental needs of young children and effectively reflect practice-based learnings and needs.
- The early childhood field is full of complexities, with a multifaceted service and funding approach. For students to maneuver effectively in the field and, if desired, move into management or policy work, an overview of the current structure of early childhood systems and its history can be critical.
- Student Learning Outcomes for PATH classes are determined by the academic department and are not necessarily aligned with California teacher preparation competencies. EDvance strives to work with faculty to create practice based assignments but it can be difficult to offer classes that fully prepare students to be effective early childhood educators.



FACILITATORS OF TRANSFORMATION

Staff & Faculty

LEARNING

PATH staff and faculty are responsive to students and support student learning and engagement.

Most students (75%) “strongly agree” that PATH staff are available when they need individualized support. Similarly, more than half of students (54%) reported that instructors are available and responsive when contacting them outside of class.

Availability of Instructors

Mid-Semester Survey (Fall 2020)

EDvance and PATH program staff are available when I need individualized support



The instructors are available and responsive when I contact them outside of class



- STRONGLY AGREE
- SOMEWHAT AGREE
- NEITHER AGREE NOR DISAGREE
- SOMEWHAT DISAGREE
- STRONGLY DISAGREE

“EDvance is a wonderful program that helps early childhood professionals to get higher education. And they have a support for the person.”

“Supportive, I can always go to them for help and they’re available.”

“And all the materials that the person needs to grow. Because they lend out books, they have a tutor, they’re willing to work with the schedule, depends on what the person needs. They’re willing to work one on one if there’s anything that is going on. This program is wonderful for everybody that are willing to take that future education. I always talk about the PATH and I say I miss it because its unique. It’s unique because it focuses on early childhood professionals and help them grow.”

LEARNING

PATH Program faculty foster learning environments that are engaging and welcoming of diverse perspectives.

Most students (72%) thought they have opportunities to ask questions in class and that their teachers are open to different and varied perspectives (44%).

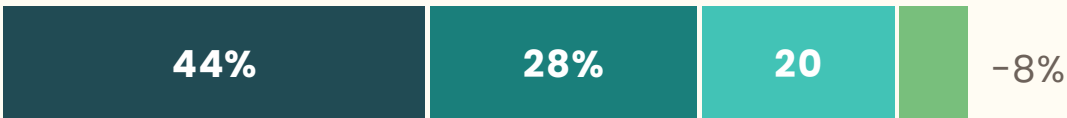
Opportunity for Engagement

Mid-semester Survey (Fall 2020)

I have the opportunity to ask questions in my classes



The instructors are open to multiple perspectives



- STRONGLY AGREE
- SOMEWHAT AGREE
- NEITHER AGREE NOR DISAGREE
- SOMEWHAT DISAGREE
- STRONGLY DISAGREE

LEARNING

Students built positive relationships with PATH staff that have influenced their learning experience and overall engagement and success in the program.

Just as students felt that they are building positive relationships with others in their cohort, the majority (75%) reported that they are also building positive relationships with PATH staff.

Relationship with Program Staff

Mid-Semester Survey (Spring 2020)

I have built positive relationships with EDvance and PATH program staff



● STRONGLY AGREE ● SOMEWHAT DISAGREE ● STRONGLY DISAGREE

“The times I most engaged are when I can come in for a drop-in session with any of the advisors who are always so willing to help me and guide me in the direction that I need to go.”

“The CAD PATH program strengths are all the support, encouragement, persistence but with love, and the caring family environment that they stand for. The PATH program is “THE BEST” and I recommend it to anyone who want to teach or work with children. I do not think I would have made it without the wonderful staff and professors.”

“In EDvance, I had Ms. Francesca, she was my advisor since I was in City College until I graduated which was great. She was my advisor and she followed me, for a few years that I had her. If I need something, I just [call her]. She used to help me. Really, that was the key...”

“They gave us an advisor, that really guide us on all the teachers, and early child development, how to focus on what classes you need to move on.”

LEARNING

PATH relies upon faculty who have experience linking theory and practice.

- EDvance programs, including PATH, support students working in the field, primarily in public ECE settings, as they progress in their academic work. These aspects of the program are intertwined and the backbone of its innovation and success.
- Students need faculty who have professional experience with public ECE settings and can teach students to effectively work in these environments.
- Traditionally, lecturers or temporary faculty are often the instructors who bridge the academic and professional experiences. As a result, EDvance and other similar programs experience challenges maintaining a consistent faculty community year after year.
- EDvance does not control who teaches PATH classes as instructors are hired and evaluated by the academic department. EDvance does not conduct instructor evaluations and does not have structural mechanisms to ensure program accountability. As such, EDvance utilizes faculty incentives and stipends to encourage participation in an optional Faculty Learning Community that fosters high impact practices.

“One of the many reasons I enjoy teaching for PATH is because I can share my skills and experience as a transdisciplinary clinician with students who value the information and apply it directly to their work in their own classrooms. Students are so generous in their feedback to me on how their practice has been impacted by the learning we do together. One example of such personal rewards is the student who, after examining the Lead Poisoning Crisis, went above and beyond her role to identify children with elevated blood Lead levels at her center and to use that data to advocate against expulsion due to “behaviors problems” for these preschoolers”

“Teaching in the PATH program is one of the reasons I have remained in the Early Childhood classroom. The reflection I do as I share my experiences with the students contributes to me being a better teacher for the children in my care. And the students in PATH have expressed that they appreciate learning from someone who is on the floor in the same way that they are.”

“When I began teaching in PATH 10 years ago, I delivered course content almost exclusively through lectures and text-based slides. I thought my job was to turn my field expertise into a one-way street of top-down content. I thought that every student needed to learn how to do college-level work in one, narrow academic way. My time in PATH has inspired me to challenge and largely change all of that. Thanks to my collaboration with colleagues and cohorts, I now organize class around students’ active contributions and collaboration. I see my job as listening and learning and inspiring small shifts in thinking, rather than pouring in content. I focus on the practical applications of higher education and work individually with students to tailor the learning to their individual real-world needs and settings. Changing your ways takes work. But I love my job so much more now.”

ENSURING TRANSFORMATION Supports

LEARNING

PATH's support services are an integral part of students' learning and academic success.

- As part of PATH, students can access services aimed at supporting early childhood professionals in reaching their academic goals. Support services include tutoring for writing assignments, coaching and academic advising. Overall, support services available through PATH have been helpful for students. All students “strongly agreed” or “agreed” that PATH provided the support they needed to succeed academically (100%). Most students “strongly agreed” that program coaches (71%) contributed to their success, while all students “strongly agreed” that academic advisors (100%) were especially important.
- Additionally, students unanimously agreed that PATH also supports them to manage non-academic responsibilities, like balancing work and family.
- Lastly, students confirmed that they had all the information they needed to graduate, a reflection of the importance and success of academic advising.

Role of Cohort in PATH Program

Post Program Survey (May 2020)



● STRONGLY AGREE ● SOMEWHAT AGREE ● NEITHER AGREE NOR DISAGREE ● SOMEWHAT DISAGREE ● N/A

Overall Student Support

Post Program Survey (Spring 2020)

Overall, the support offered by the PATH program was helpful fo me to reach my educational goals



Overall, the support offered by the PATH program was accessible and responsive



- STRONGLY AGREE
- DISAGREE
- AGREE
- N/A

“The counseling was amazing. [Academic Advisor] really helped me reach my goals even when obstacles presented themselves.”

“The PATH program has [given] me a wonderful experience and guidance to accomplish my educational goals.”

“The most important thing I think is... EDvance is a program where it guarantees you the two years. It gives you support overall. You have a counselor, you have teachers, professional, everybody that is working for your success. So, it’s not you on your own. It becomes a community and you achieving your degree, achieving the success, is the main goal.”

“For example, I ended up missing another ED class. And the counselor, Franny, that’s part of the program, she talked to me, “We can squeeze it into this semester. If it’s too much, we can do it this way. It’s structured for success. And its supportive and involves what you do on a daily basis as an early childhood educator.”

“If you’re going for your BA degree in early childhood education, EDvance/PATH program is the way to go. You will have all the support you need, the encouragement, acknowledgement - what you do good - and the help is there for your challenges. And go for it! Don’t give up! That’s how they made me feel - just so wonderful - I so appreciated. They care, they care. I still keep in touch with some of my cohort, and I have the staff phone numbers that I can contact. And they are always there. They are always there supporting you even if though you graduated, and you’re an alumnus, you can still go back and get support from them. That’s what I love too.”

LEARNING

PATH supports students to manage non-academic responsibilities such as work and family.

- Most often, students play various roles at work, home, and school, and may struggle to balance many competing priorities and expectations. As such, the PATH program aims to support students to maintain a healthy school-life balance which is important for academic success. All students “strongly agreed” (64%) or “agreed” (36%) that the PATH program provided the support they needed to manage non-academic responsibilities.
- A healthy social life also influences academic success and may help to mitigate loneliness and isolation that can be linked to academic challenges and disruptions. All respondents “strongly agreed” (79%) or “agreed” (21%) that the PATH program provided opportunities for them to be involved socially.

Non-Academic Support

Post Program Survey (Spring 2020)

The PATH program provided opportunities for me to be involved socially



The PATH program provided the support I needed to manage my non-academic responsibilities like work and family



- STRONGLY AGREE
- DISAGREE
- AGREE
- STRONGLY DISAGREE

“The PATH program has [given] me a wonderful experience and guidance to accomplish my educational goals.”

“It’s a family. So, you can be open with them too. You know what I mean? You can tell your truth if you like. They don’t force you. But it’s a comfortable space. I don’t know about all cohorts...It was a very comfortable space, where you can really talk your truth and not be judged on it.”

LEARNING

Wellbeing of PATH students is foundational to their academic and professional work.

- In order to fulfill its purpose of creating a CA workforce that is reflective of and can meet the needs of children and families in public ECE settings, PATH attracts and supports students who may themselves face barriers to enrollment, retention and graduation. As a result, providing additional coaching, mentorship, academic and emotional supports is essential to ensure students can succeed as students and as ECE teachers.
- Research demonstrates the need to support early childhood educators in self-care and wellness. PATH coursework could include more focus on teacher well-being and wellness.
- PATH and EDvance more broadly seeks to strengthen its approach to embrace a radical healing framework and implement this throughout the pathway where applicable.

LEARNING

A practice based coaching model is required to support application of teacher competencies.

- Throughout the eight years of PATH, faculty and staff have noted a need to be able to provide students an opportunity to practice the knowledge they are acquiring in their coursework, receive supportive feedback and create opportunities to refine their practice.
- While PATH has adopted a practice based coaching model for the past 4 years, faculty found it difficult to provide timely feedback for all students in order to allow time to improve practice.
- Based on this, PATH has worked to develop a coaching model and rubrics to evaluate how well students can demonstrate their knowledge and application of teacher competencies.

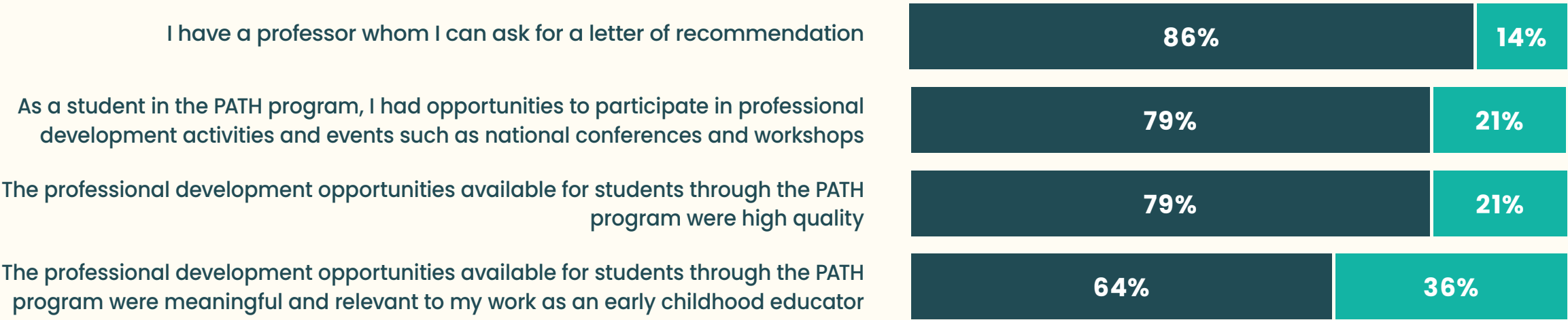
PROFESSIONAL TRANSFORMATION

LEARNING

PATH provides professional development opportunities for students that are high quality, meaningful, and relevant to their work as early childhood educators.

Professional Network

Post Program Survey (Spring 2020)



● STRONGLY AGREE ● AGREE ● DISAGREE ● STRONGLY DISAGREE

- All students agreed that they had opportunities to participate in professional development activities and events such as national conferences and workshops; and overall, these professional development opportunities were high quality, meaningful, and relevant for students in their work as early childhood educators.
- Students also reported that they have a professor whom they can ask for a letter of recommendation.

LEARNING

After completing the PATH program, students view themselves as professionals and advocates in the early childhood education (ECE) field.

- One of the goals of the PATH program is to develop ECE practitioners who view themselves as professionals. All respondents agreed that since completing the PATH program they view themselves as an ECE professional (100%).
- The PATH program also aims to develop early childhood educators who view themselves as advocates for children and families. Similarly, all but one student agreed that since

completing the PATH program they see themselves as an advocate for children and families (92%).

- All PATH program alumni respondents view themselves as an ECE professional as well as advocates for children and families.

“[Since PATH], I [have] more confidence. This is not just a job, it’s a career. And as a professional, in learning all this information and guiding, as many opportunities as I have, it’s my responsibility to advocate for our field.”

Perception of Self since PATH

Post Program Survey (Spring 2020)

The PATH program provided opportunities for me to be involved socially



The PATH program provided the support I needed to manage my non-academic responsibilities like work and family



- STRONGLY AGREE
- DISAGREE
- AGREE
- STRONGLY DISAGREE

Perception of Self since PATH

Alumni Survey (Spring 2020)

I view myself as an ECE professional (n=11)



I view myself as an advocate for children and families (n=10)



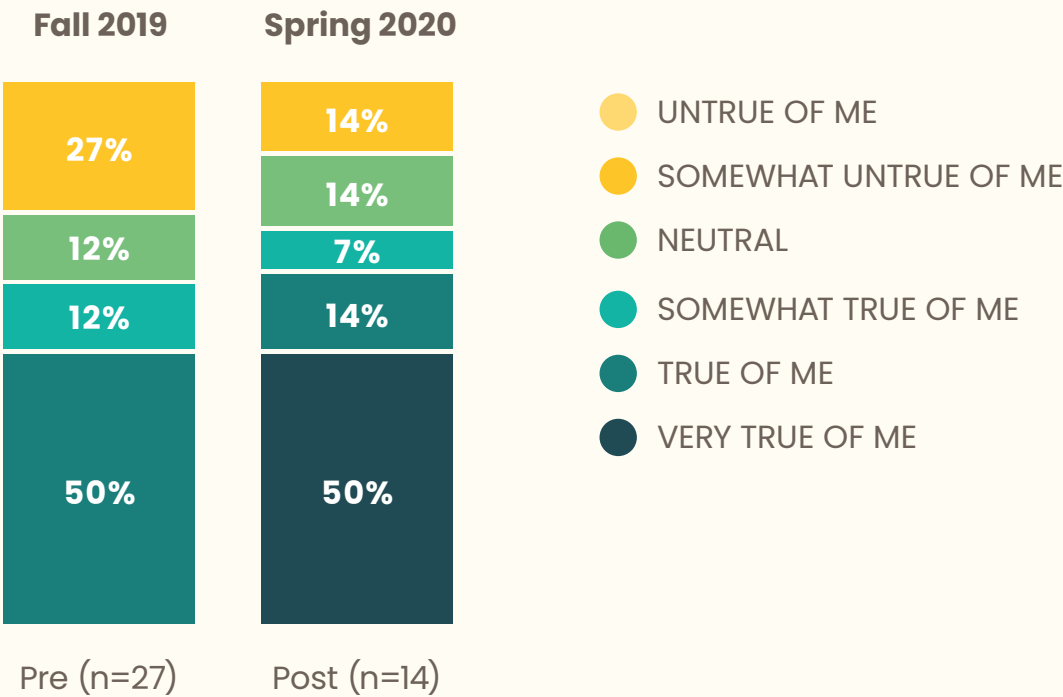
- STRONGLY AGREE
- DISAGREE
- AGREE
- STRONGLY DISAGREE

Moreover, after the PATH program, a higher percentage of students indicated that they contact policy makers about early childhood issues and motivate others in their networks to be active advocates.

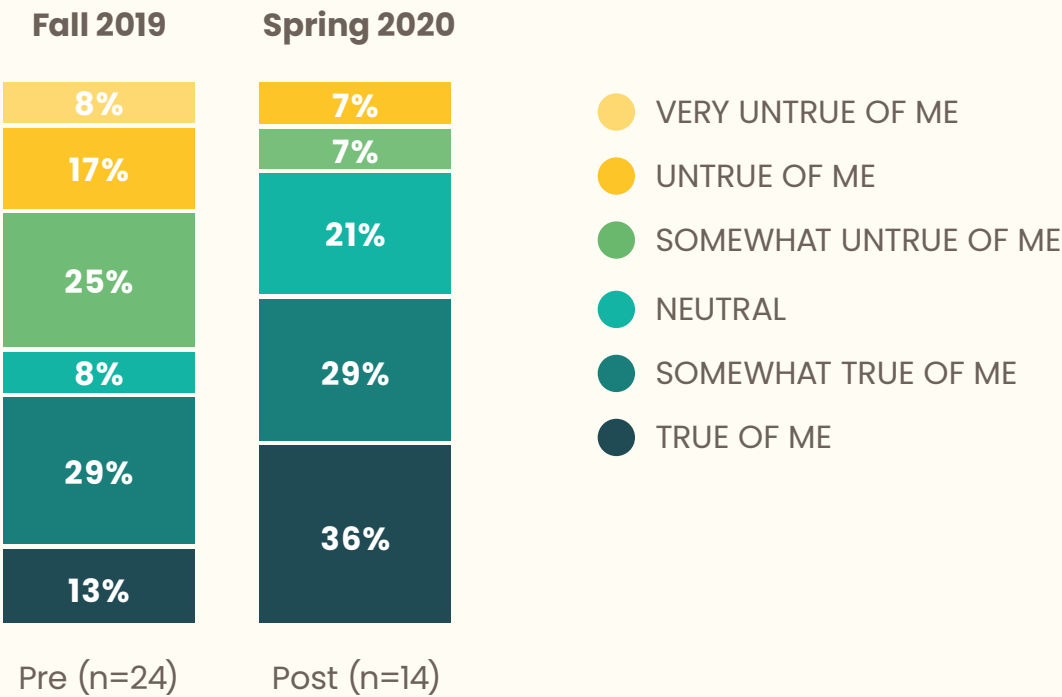
Students as Advocates

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

I contact policy makers about early childhood issues through phone calls, emails, or mail.



I engage and organize others in my own network to be active advocates.



“The CAD PATH program was a life changing experience for me. It is my foundation and where I found my love and passion for advocating for changes in our field. It has provided me various learning opportunities to develop my sense of self and knowledge. It connected me with great peers that I will always learn from and support.”

“One of the classes I really enjoyed was Public Policy. The policy and so it really gave me a guidance of like, we as early childhood educators - I started off as a substitute teacher and now as a center manager, I think that we really have to stand up for what we believe in and push to go in different levels, to advocate for teachers. And that is a higher level of policymaking, the teachers view is needed in those levels.”

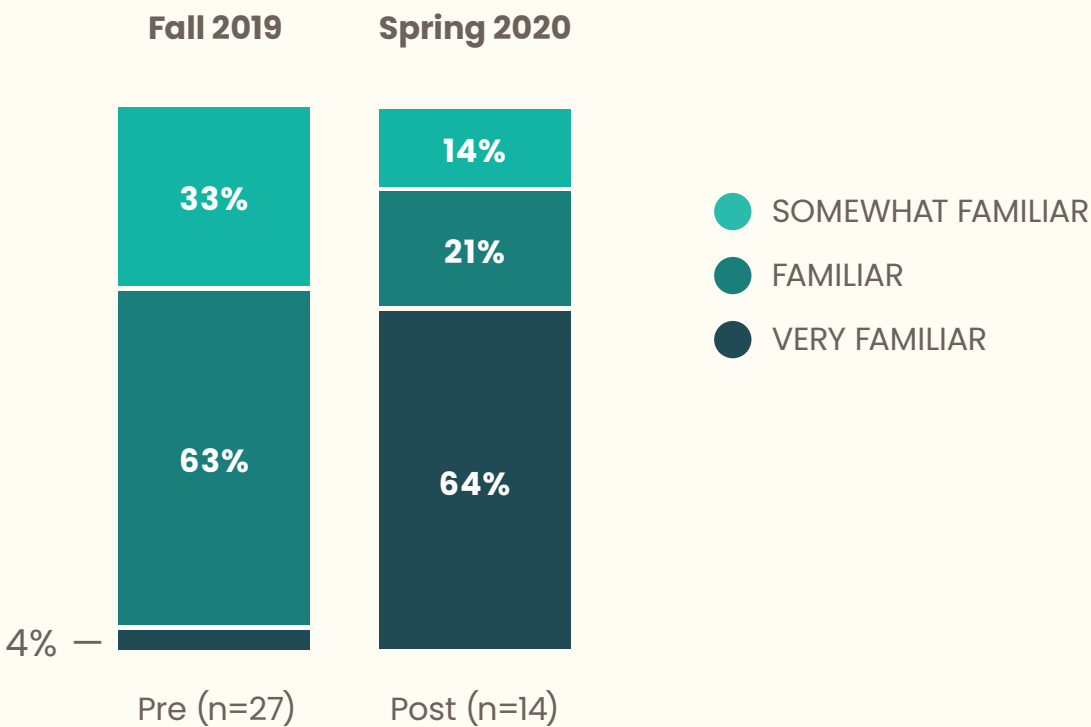
LEARNING

After the PATH Program, alumni and students felt more confident and prepared to apply their knowledge, skills, and competencies as early childhood educators.

Familiarity with Competencies

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

How familiar are you with early childhood competencies that outline the knowledge and skills early childhood educators should have as professionals?



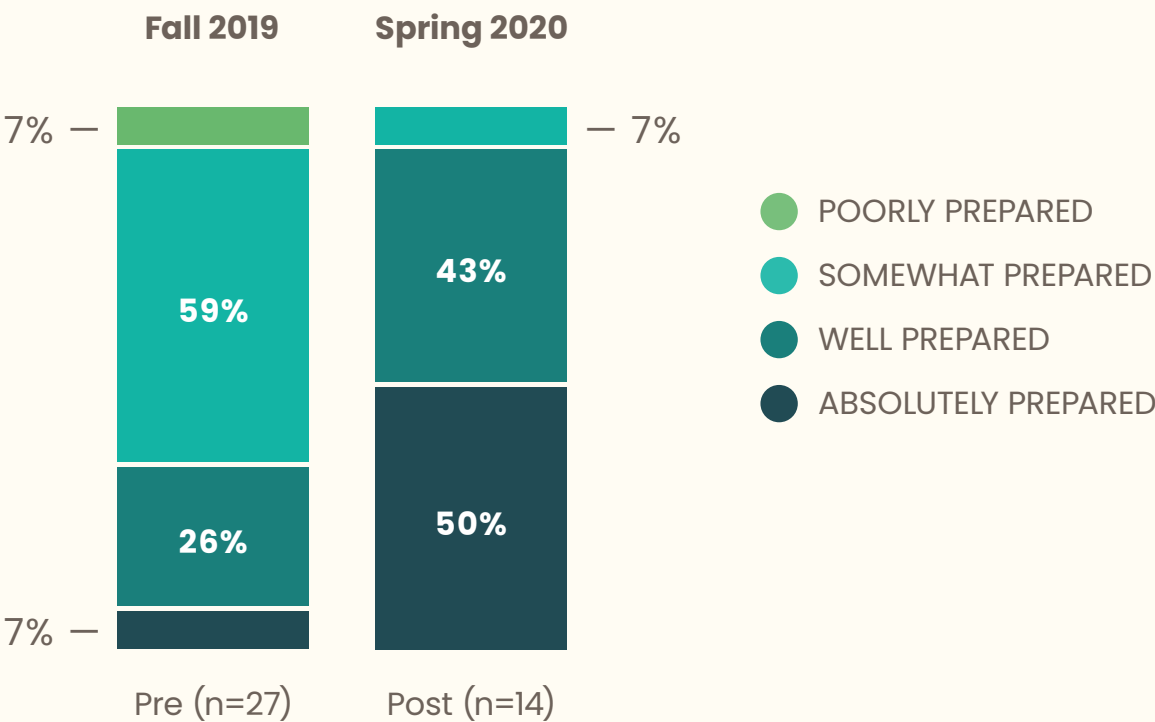
After participating in PATH, the percentage of students who rated themselves as being “very familiar” with early childhood competencies increased from 4% to 64%.

The percentage of students who felt they were “absolutely prepared” or “well prepared” to implement early childhood professional standards in their workplace increased from 33% to 93%.

Preparation for Professional Standards

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

How prepared do you feel to implement early childhood professional standards in your workplace?

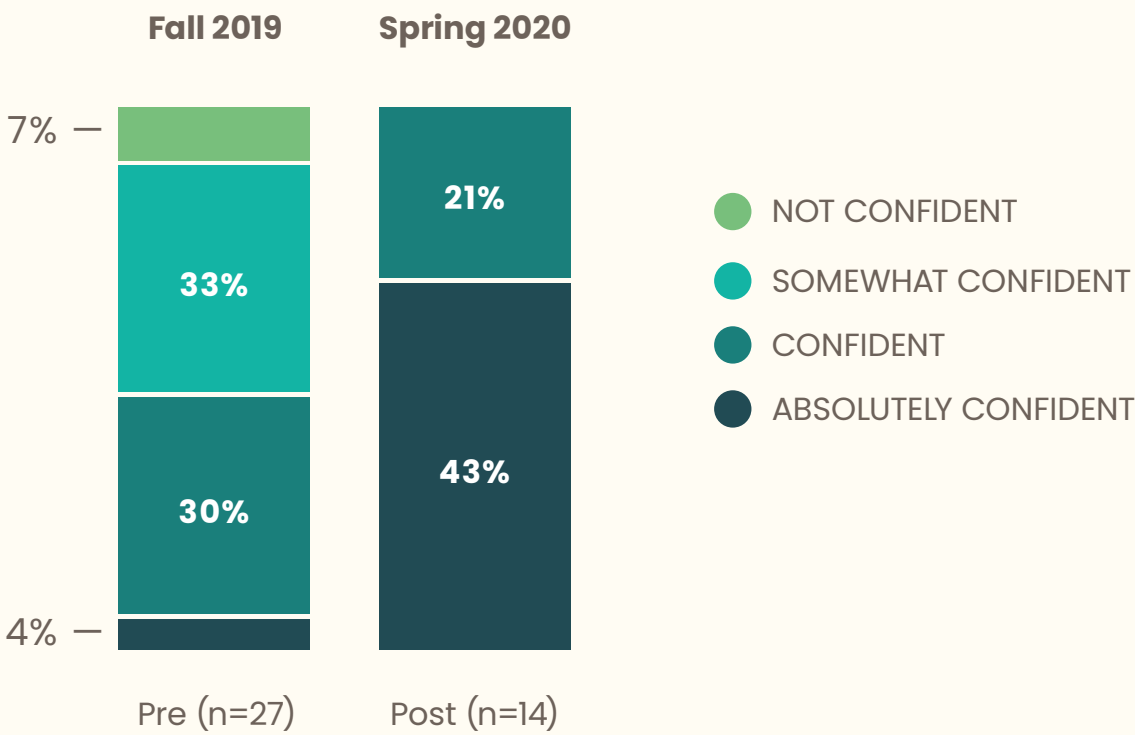


The percentage of students who felt they were “absolutely confident” or “confident” that they can incorporate early childhood competencies into their classroom activities increased from 30% to 64%.

Confidence in Classroom

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

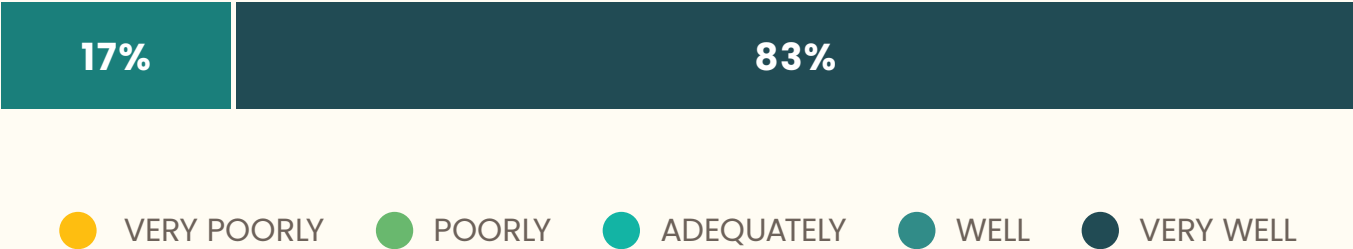
How confident do you feel that you can reference and incorporate early childhood competencies into classroom activities?



- Overall, alumni thought that the PATH program prepared them “very well” or “well” to be an early childhood educator.
- All alumni respondents indicated that they are prepared to implement early childhood practices in their classrooms.

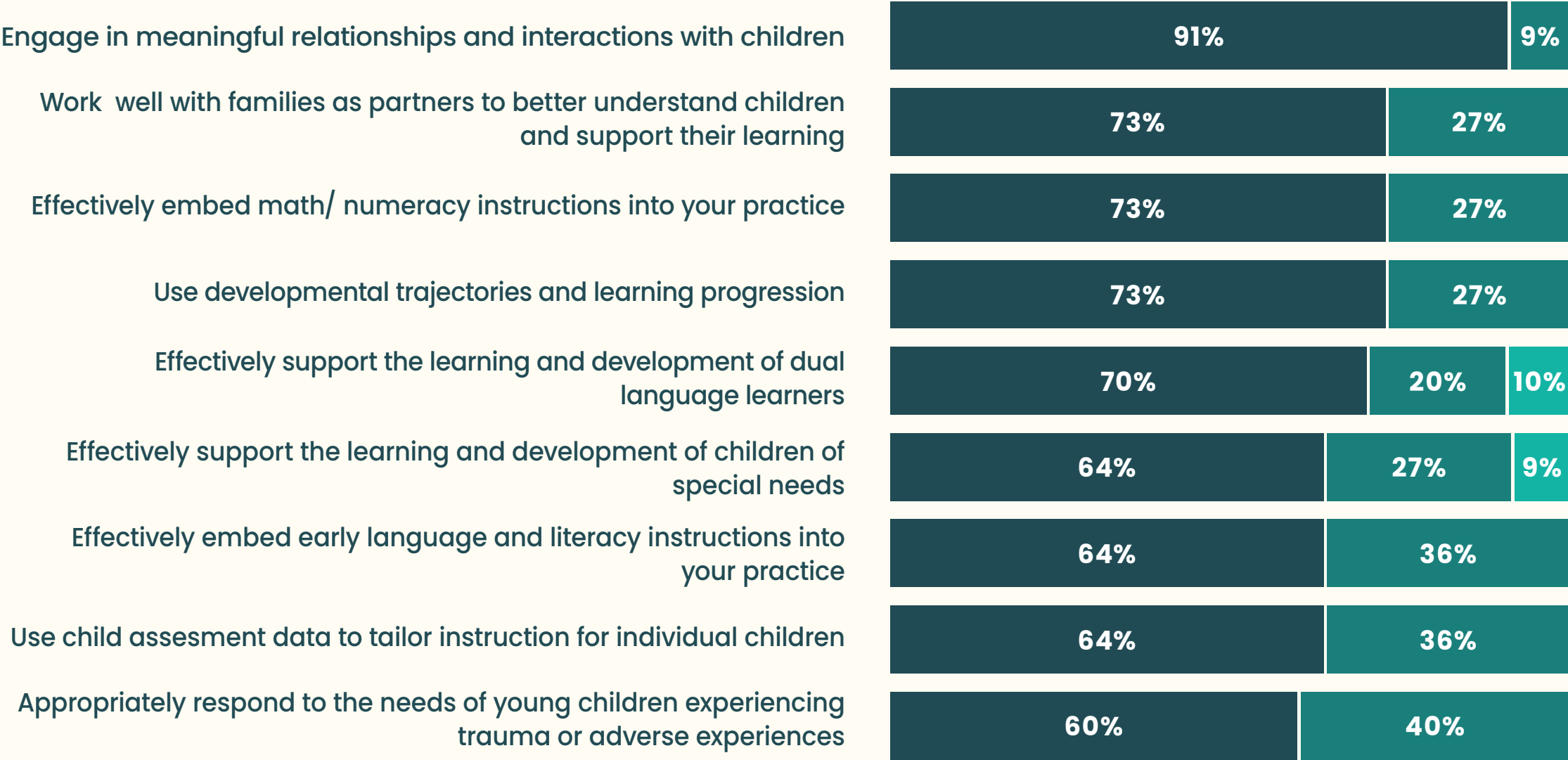
Overall, how do you feel the PATH program prepared you to be an early childhood educator?

Post Program Survey (Spring 2020)



Reflecting on your roles as an early childhood educator, how well do you think the PATH program prepared you to implement the following practices?

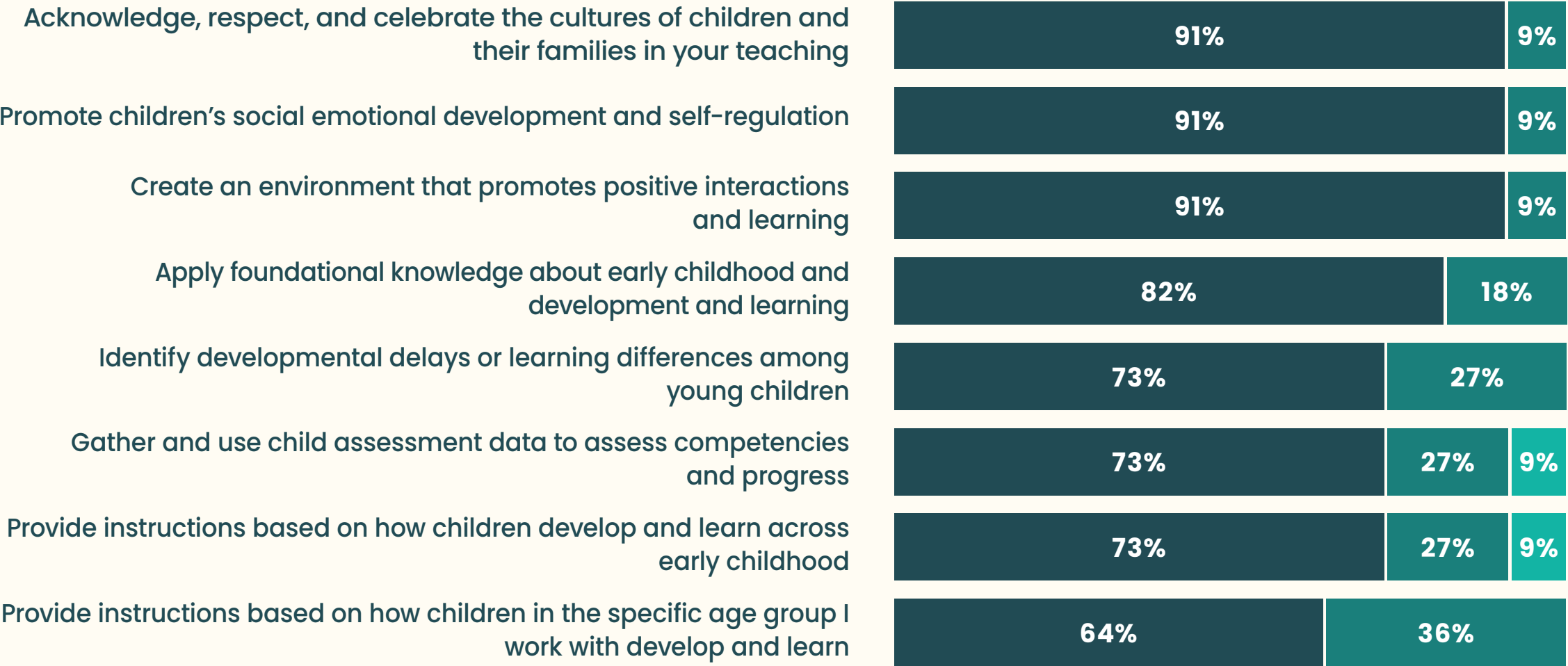
Alumni Survey (Spring 2020)



● VERY WELL ● WELL ● ADEQUATELY ● POORLY

Reflecting on your roles as an early childhood educator, how well do you think the PATH program prepared you to...?

Alumni Survey (Spring 2020)



● VERY WELL ● WELL ● ADEQUATELY ● POORLY

“As a student, more confident working with children, like I know the steps in terms of development appropriate - what comes with these different children with development that children sometimes do not write into grownups that they can understand them.”

“I cannot say enough about how much this program empowers me to believe in myself and what I can offer to children and families.”



LEARNING

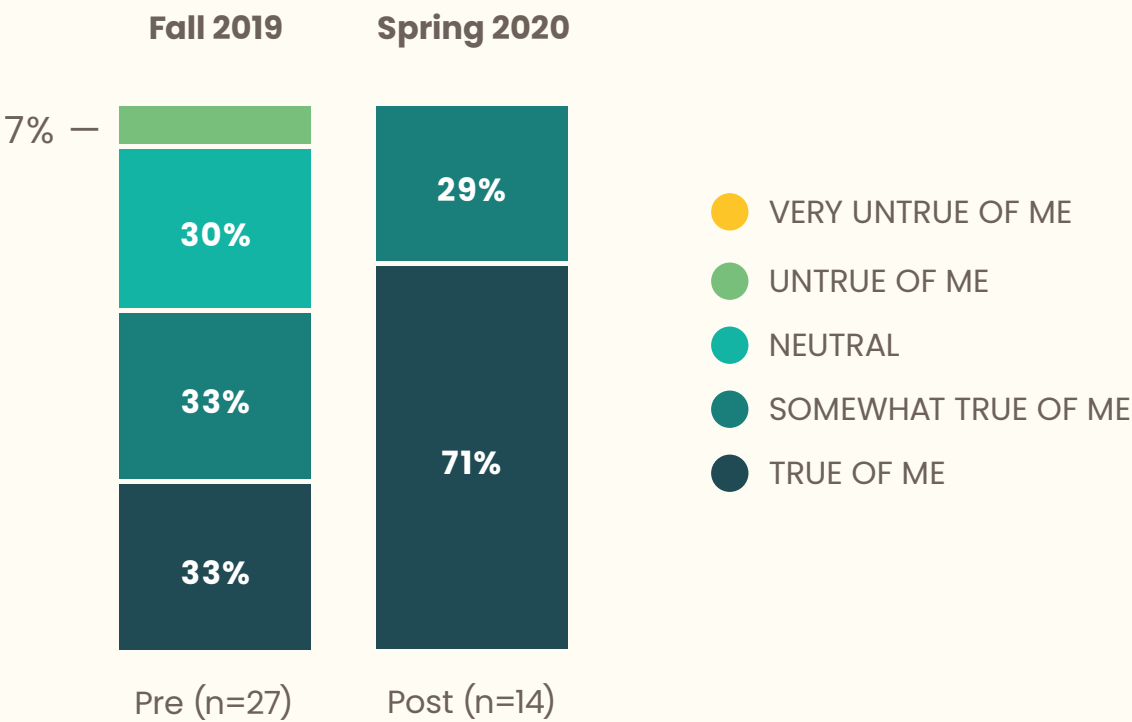
PATH helps students to develop self-advocacy skills that they use in the workplace and school.

After the PATH Program, the percentage of students who expressed that they were comfortable (“true of me”) advocating for their professional needs with a supervisor increased from 33% to 71%. The percentage of students who felt comfortable bringing up issues with their working conditions to a supervisor (“very true of me”) also increased (15% to 64%) after completing the PATH Program.

Confidence in Classroom

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

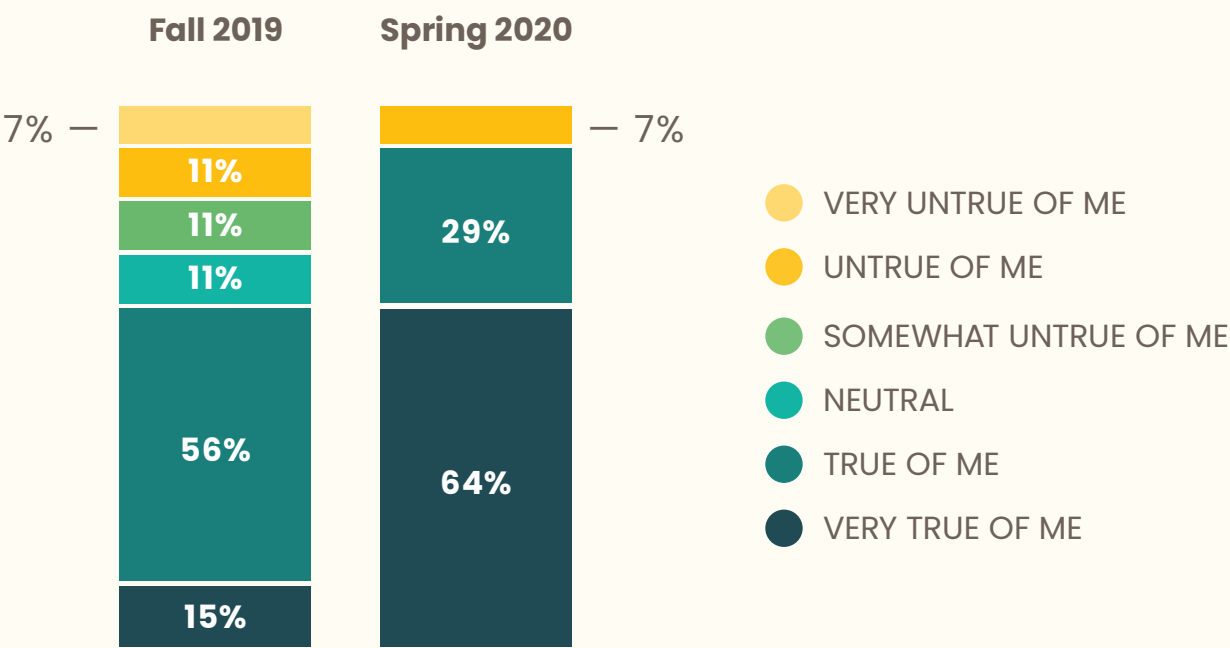
I feel comfortable suggesting the type of professional development and support I need to a supervisor.



Comfort Making Suggestions

Pre Program Survey (Fall 2019) and Post Program Survey (Spring 2020)

I feel comfortable bringing up issues with my working conditions with a supervisor.



“This goes back to like, I can really express more directly with my director. I can really open up my ideas in terms of expanding things, changing certain schedules that I think is not working out because it’s not happening. And I can tell her that I feel. And she always [asks] me, “Tell me the reasons what you think” - And I always have a reason.”

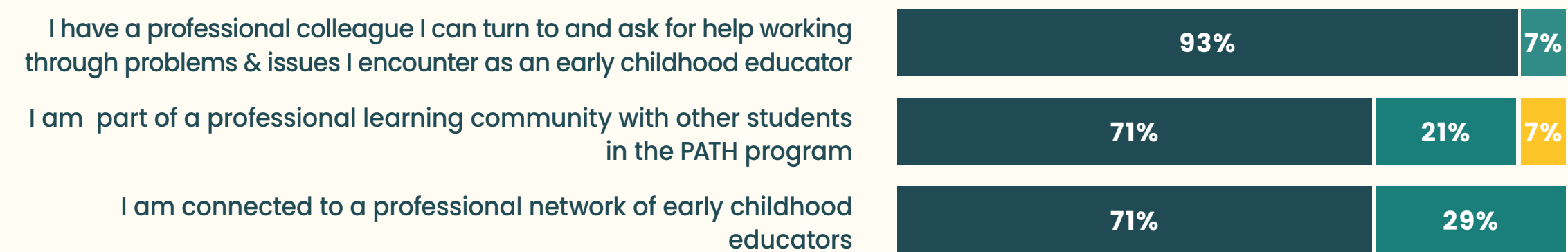
LEARNING

PATH students and graduates become part of a professional network of early childhood educators.

One of the goals of the PATH program is for students to graduate with a professional network. Overall, students agreed that they are connected to a professional network of early childhood educators (100%) and that they are part of a learning community with other students in the PATH program (92%).


Professional Network

Post Program Survey (Spring 2020)



● STRONGLY AGREE ● AGREE ● DISAGREE ● STRONGLY DISAGREE ● N/A

All students also agreed that they have a professional colleague to turn to and work through issues that they might encounter as early childhood educators.



“And so, during PATH and after PATH, I realized that what is really important and needed is making sure that you collaborate. Collaboration with other early childhood educators and collaborating information and pulling it together is really important because it really takes a village and a community to make change.”

“My favorite aspect of EDvance is the opportunity to connect, network and collaborate with other educators in the classroom.”

LEARNING

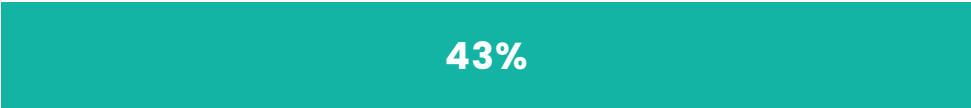
Many students are retained in the ECE field after the PATH Program and are inspired to pursue higher education.

- After the PATH program, most students plan to continue their education (43%). Students also plan to continue working in their current placement (36%) or start a new position in the early childhood education field (21%).
- Among those who plan to continue their education, most students would like to attain a Master’s degree (75%). And two students shared they would like to pursue a teaching credential.

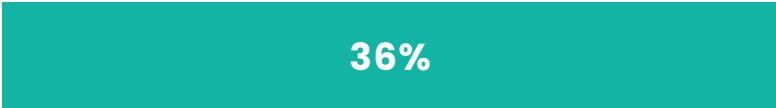
Student Plans after the PATH Program

Post Program Survey (Spring 2020)

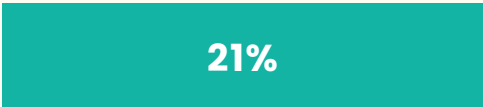
Continue my education



Continue working in current placement



When placement ends, start a different job in early childhood education



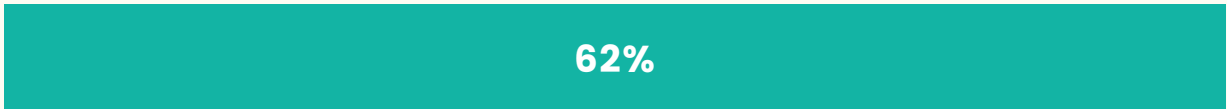


Among alumni respondents, all except one are currently employed in the ECE field.

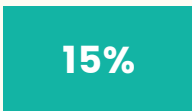
Retention in the ECE Field

Alumni Survey (Spring 2020)

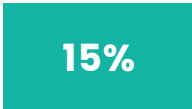
Employed in a classroom and working with young children



Another role within or serving the ECE field



Administrator of a program that has direct care of young children



Not currently employed in the early care and education field



When asked to comment on their plans for the future (1-2 years), more than half indicated that they would continue working in their current ECE position (55%) and 18% indicated that they plan to continue their education. No one indicated that they would discontinue working in the ECE field.

Future Plans

Alumni Survey (Spring 2020)

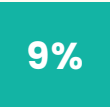
Continue working in current employment in the field



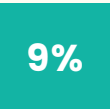
Continue my education



Other*



Work as an education administrator



Start a different job in early childhood education



TRANSFORMATION OF THE FIELD

LEARNING

PATH and EDvance are recognized models and can change the ECE field.

- EDvance is seen as a model for early childhood educator preparation and has significant opportunities to have a long-lasting impact on the field.
- Today, unprecedented will and resources exist at the state level to increase access to ECE for children and families and strengthen the workforce.
- At the local level large investments are being made in professional development of the field. EDvance is well positioned to capitalize on this commitment, ensure sustainability of the program and make the needs of ECE educators more visible.
- Through EDvance, SF State has the opportunity to play a critical role in strengthening the CA ECE system.

- The structure of EDvance as a partnership between practice based stakeholders and an academic institution has tremendous possibility and has challenges. EDvance does not grant students a degree and relies upon an academic department for implementation of an effective curriculum, relevant courses and high impact pedagogy. Furthermore, as a grant funded program, EDvance has flexibility and resources to develop innovative and intensive program components not often found in public higher education programs. At the same time, relying upon grant funds results in a lack of institutionalized staff positions and program components as well as an uncertain future. The features that distinguish EDvance and PATH as a model degree pathway are difficult to sustain in the current resource challenged climate in higher education.

LEARNING

PATH and EDvance are responsive to changes in the ECE field at the national, state and local level.

- In order to be relevant and effective at preparing teachers to enter the workforce, EDvance responds to changes in the ECE field and emerging issues.

- Changing professional standards and lack of a unified approach to ECE teacher certification forces EDvance to be flexible and at times alter its content and requirements including the pathway of courses, learning objectives and assignments.
- EDvance understands and is responsive to the complex challenges facing public early childhood education settings and helps students to navigate in these environments.
- The ECE system includes a focus on children with severe disabilities. However, much more pervasive and pressing are the needs of children affected by trauma and detrimental community conditions. EDvance students need training and support to effectively step into leadership roles and work with these children and their families.









IV. The Impact of PATH





