

FY2010 Appropriations Request Form

Office of Congresswoman Jackie Speier
211 Cannon House Office Building
Washington, D.C. 20515
Phone: 202/225-3531
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Website: www.speier.house.gov

Individuals/Organizations must respond to all questions on the form. Incomplete proposals will not be considered.

All requests will be evaluated before the 12th Congressional District's Citizens Oversight Panel. Appointments to appear before the panel must be made through Cookab Hashemi, chief of staff, at 202/225-3531 or Cookab.Hashemi@mail.house.gov. The panel will convene on the following days; Saturday, March 7, Friday, March 13 and Friday, March 20, 2009. All proposals must be submitted by March 2, 2009.

Date Submitted:

3/2/2009

Project Name:

The Competency Based Education Training Initiative for an Early Child Care Workforce at San Francisco State University

Individual/Organization:

San Francisco State University

Amount Requested:

\$750,000

Appropriations Bill/Account/Relevant Authorization law/bill/status (e.g., "Public Law 107-111"; "FY2008 DOD Authorization", "Currently pursuing authorization through Agriculture Committee", "Safe Drinking Water Act" or "Hatch Act"):

Labor-Health and Human Services-Education/Department of Education/Fund for the Improvement in Education

Local Contact:

Lisbet Sunshine
Director of Government Relations

San Francisco State University
 1600 Holloway Avenue
 Administration Building
 San Francisco, CA 94132

Organization’s Main Activities.

San Francisco State University is an accredited Public University and is part of the California State University System.

Please show main items in the project and total cost in a simplified chart form. *(Please include the amount of any Federal/State/Local/Private funds, including any in-kind resources.)* (See Chart)

Budget for Technology, Training and Curriculum - Federal Proposal	Year One	Year Two	
Program Manager release time to coordinate teacher training and supervision of students	18,000	18,000	
Training Consultant for mentor teacher training for 36 teaching staff to support supervision of student learners.	4,200 2,000	4,200 2,000	
Training time for 36 teaching staff	38,880	38,880	
Establish research based curriculum focuses on large and small motor activities to increase physical activity, coordination and brain development	12,300	52,500	
Video camera in each preschool classroom to support professional development for teachers which includes observation, reflection and feedback	32,000		
Classroom video equipment for student learning and child development and interaction		15,000	
Audio equipment in each of 5 observation rooms for students, researchers and faculty to observe 4 specific developmental areas in each infant, toddler and preschool classroom.	25,000		
Technology and Equipment	126,540	132,400	
Textbooks, other learning materials and printing	96,100	132,000	
	355,020	394,980	750,000

Other Funding Sources:

Build-out of new Center SFSU	4.5 million
Mimi and Peter Haas Fund	50,000
San Francisco Foundation	50,000
Lisa and John Pritzker Family Fund	10,000
Private donations	1,540

Project Description, including a timeline, goals, expected outcomes and specific uses of Federal Funds.

The National Association for the Education for Young Children has established a set of competencies or standards for preparing Early Childhood Professionals. SFSU's early care and education program adheres to these standards or measures of competency as a measure of completion of course requirements.

Funds will be used over two years to expand the number and competencies of students graduating from the early child education program. San Francisco State University recently committed over 4 million dollars to build a Center for Early Care and Education, Research and Professional Development, also known as the Children's Campus. Requested funds will be used to bring the Center to state of the art capability and will be focused on three areas; technology, training and curriculum.

Technology: Audio/ video equipment and wiring will be purchased/installed for 5 observations rooms that will facilitate access to 800 students per semester for observation and research into 6 infant, toddler and preschool classrooms.

Training: Thirty Six teachers will receive advanced mentor training to enhance the quality of their student internship supervision skills. Teachers supervise approximately 60 early care and education students each year.

Curriculum: Outside equipment and materials that support brain development, increased physical activity and concepts of math and science will be selected to support teachers in implementing best practices in teaching, large motor activities and math and science concepts. Existing space will be fenced for safety and to increase the number of activities and curriculum opportunities.

How will this earmark serve to expand the capacity of your organization and how will your organization sustain this work beyond the federal funding?

There is a lack of high quality internship sites for students in early care and education. This lack of qualified supervision and high quality environments does not support student application of knowledge or competency attainment in many standardized areas. By having the capacity to have all early care and education students receive their internships at SFSU, in a high quality environment, with expert mentor teachers, we can assure that the workforce for both San Francisco and San Mateo will meet the highest standards for families and children. Additions to the Center in technology, training and curriculum will be available to all students. The Center for Early Care and Education, Research and Professional Development has a mandate to be self sustaining from enrollment revenues. The program will be ongoing.

What is the local significance of this project?

The significance is national and reflected locally. Many studies point to the knowledge and skills of early childhood program staff as the cornerstone of high quality early childhood education programs. Specialized knowledge and professional development in how young children develop and learn is critical, as is the quality of interactions between program staff and children (Shonkoff & Phillips 2000). In San Francisco where research and evaluation of all licensed care has been conducted since 2004, only one half of child care centers are considered “good” (Gateway to Quality). Unfortunately, the qualifications of early childhood educators in child care centers and family child care homes is declining and highly qualified professionals are retiring (Herzenberg, Price, & Bradley 2005). Additionally, a recent national survey of early childhood teacher preparation programs in two- and four-year colleges and universities indicates that a majority of early childhood personnel—teachers, administrators, are not adequately prepared to educate young children with disabilities (Chang, Early, & Winton, 2005).

Reserve Chairman Ben Bernanke said, “Although education and the acquisition of skills is a lifelong process, starting early in life is crucial. Recent research—some sponsored by the Federal Reserve Bank of Minneapolis in collaboration with the University of Minnesota—has documented the high returns that early childhood programs can pay in terms of subsequent educational attainment and in lower rates of social problems, such as teenage pregnancy and welfare dependency (Arthur J. Rolnick and Rob Grunewal). Enhanced capacity that results in highly qualified teachers and competency based graduates will support families and children in the communities in which they work

How many residents of the 12th CD will benefit from this project?

Residents of the 12th Congressional District who will benefit include the students who are at Canada Community College and intern at the Center, children’s families that they educate and the future children they teach. SFSU early care and education students are transfer students from all the surrounding community colleges specifically San Mateo. Since 2003 SFSU has provided two years of the baccalaureate degree program at Canada College. Thirty-seven students have graduated through this program and 35 students are currently participating. These types of community college courses help disadvantaged ECE students enter into and remain in the higher education pipeline. SFSU is actively engaged in preparing the ECE workforce in San Mateo through involvement in a multi-year collaboration with the San Mateo Community College District ECE programs, the San Mateo 4Cs (local CARES), and the Preschool for All First 5 program at the San Mateo County Office of Education.

These education supports facilitate an educational pathway and time frame for highly diverse students to achieve their career and educational goals in early childhood education / child development.

List any other organizations or state/local elected officials who have expressed support for the project in writing.

Letter of support from Canada Community College requested.

Does the organization have any other funding requests for this project?

No

Has the organization previously received Federal funds for this project?

No

Please attach a list of your organization's staff and board members

San Francisco State University is part of the 23-campus California State University System. Relevant staff and board members include:

Dr. Robert Corrigan, President, San Francisco State University

President's Cabinet:

Patty Bartscher, University Counsel

Lee Blitch, Vice President for University Advancement

John Gemello, Provost and Vice President for Academic Affairs

Leroy Morishita, CFO and Vice President for Administration and Finance

Penny Saffold, Vice President for Student Affairs

Don Scoble, Chair, SF State Foundation*

Sheila McClear, Staff to President's Cabinet.

Dr. Charles B. Reed, Chancellor, California State University System

California State University Board of Trustees:

Jeffrey L. Bleich, Chair

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Bob Linscheid

Peter Mehas

Henry Mendoza

Lou Monville

Craig Smith

Russel Statham

Glen Tomey

Kyriakos Tsakopoulos

Please attach any additional relevant materials.

Project Impact in 2 years

Number of ECE student Internships	120
Number of student observations	1600
Number of teachers trained	36
Number of children impacted	120

Project Impact over 5 years and ongoing

Number of ECE students Internships	360
Number of student observations	3000
Number of teachers trained	76
Number of children impacted	240