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Institute Administration:

Director: Dr. Charlotte Ferretti
Associate Director: Janet Egiziano, Ed.D Candidate

Advisory Board

Special thanks and recognition go to the professional and administrative staff — Janet Egiziano, Associate Director; Judy Bonhiver, Administrative Office Coordinator; Kathleen Chug, Administrative Coordinator; and Debra Doyle, Lewis Hernandez, Jade Williams, and Michelle Weiner, student assistants — for their committed and outstanding work to support the Institute and its affiliated programs. We would also like to thank Dean Taylor, and recognize staff in the College of Health and Human Services, SFSU Office of Development, the SFSU College of Extended Learning, Academic Affairs, the San Francisco State University Foundation, and the Office of Research and Sponsored Programs all of which continually provide us with support for our projects. Without their commitment and assistance, our achievements would not be possible.

Overview:

The mission of the Marian Wright Edelman Institute is to engage with faculty, students and community to improve the quality of life for children and families. To meet this mission we:

1. Establish and maintain projects and programs that involve the education, health services, and social services for children and families.
2. Provide opportunities for faculty and students through these programs for research, internships and service that will focus on improving the quality of services.
3. Affiliate with programs and departments on campus that educate our students to become educators, and health and social services professionals. (Child and Adolescent Development Department, WiRED, Valencia Health Services)

The Institute administers six extramurally-funded demonstration, research, training and education projects, and promotes faculty research and scholarship to address issues of equity for children, youth, and their families. The Institute also affiliates with three programs. Several of the Institutes programs collaborate through data sharing, educational conferences, workshops, trainings and research. Those that have a focus on early care and education include the Child and Adolescent Development Department, educating future teachers with over 800 students enrolled, Gateway to Quality conducting research through evaluations of over 200 early care and education sites, Head Start providing care and education and family support for 1,390 children 0-5, and the Children’s Campus providing a high quality internship and research site to support faculty and students, as it cares for and educates almost 100 children of our faculty, staff and community.

Institutes Focus for 2008-2009

Major work this year was focused on the design, planning and implementation of the Children’s Campus. At the behest of the President, Provost, and SFSU Foundation, the Edelman Institute spearheaded a campus-wide effort to open an early care and education center to serve the families of faculty and staff.
and provide a lab school setting to support student internships, observation, and scholarly research. Children's Campus opened on January 28, 2009. Other projects supported by the Institute include San Francisco Head Start and Early Head Start, Gateway to Quality, Jumpstart, Diversifying Leadership in Nursing, and Cultivating Emotional Balance in the Classroom. Affiliated programs include the Department of Child and Adolescent Development, Pathways Program, College of Marin/SFSU Partnership, Valencia Health Clinic, and WiRED International.

- Names of faculty members actively engaged in Institute-related (or project/program/affiliated) research and scholarly and creative activities or its supervision will be found under each program.
- Names of undergraduate, graduate, and postdoctoral fellows directly contributing to the Institute who (a) are on the Institute (project/program/affiliate) payroll; (b) participate through assistantships, fellowships, or traineeships, or (c) are otherwise involved in the work of the Institute or its projects/programs/affiliates will be documented under each program.
- Extent of student and faculty participation from other CSU campuses or universities.

Head Start, Early Head Start --UCSF Department of family Health Care Nursing through Valencia Health Services
Head Start Early Head Start- UCSF Department of Child and Adolescent Psychiatric Services
Jumpstart- City College San Francisco
Child and Adolescent Development Program-City College, Canada Community College, College of Marin
Diversifying Leadership in Nursing- UCSF and USF
WiRED-See under program section

Budget (revenue & expenses)
Revenue for the Institute’s projects (excluding Head Start and Early Head Start) totaled $2,980,813; revenue for Institute projects administered through the SF State Foundation totaled $433,000. Head Start and Early Head Start grants and contracts totaled $17,401,747. Together, total revenue for Institute projects and Head Start/Early Head Start reached $20,815,560.

Please refer to the budget attached to the end of this report for details about each project.

Description of Institute Space
Director’s Office: HSS 257
Associate Director’s Office: SCI 394A

Any other information deemed relevant to your achievements.

Director additional activities
- First reader for 3 Masters in Nursing students Chiedu Ozoh, Nancy Rivas, and Lisa Collins
- RTP Chair for Child and Adolescent Development
- RTP Committee Member Social Work Department
- Developed Title 22 licensing application for Children’s Campus
- Serves as University Corporation Board Member
Children’s Campus has a threefold mission: To provide high quality early care and education for SFSU faculty and staff children, and the San Francisco community; to serve as a high quality internship site for the future professionals in the field; professional development for current child care providers and to support faculty research related to the study of young children.

Summary of major activities:

Upon completion of a campus wide needs assessment the Provost assigned a Children’s Campus Planning Committee, to oversee, the design, planning and implementation of the early care and education program. With the support of the Dean, Provost and University President, SFSU Capital Planning, and design assistance provided by an outside consultant, Children’s Campus was licensed and opened for business on January 28, 2009. The Children’s Campus Planning Committee was led by Janet Egiziano, Associate Director of the Marian Wright Edelman Institute, and included the following members: Dr. Charlotte Ferretti, Edelman Institute; Dr. Julie Law, CAD department; Dr. Soyeon Park, CAD Department; Sarah Johnson, Associated Students Early Childhood Education Center; Dr. Jeff Cookston, Psychology Department; Dr. David Anderson, Kinesiology Department; Dr. Maika Watanabe, Secondary Education; Susan Pelton, ORSP; and Kathleen Chug, Gateway to Quality Project. Design consultation was provided by Louis Torelli of Spaces for Children. University consultants included Dr. Shirley Girouard, Nursing, and Rosa Palafox, Gateway to Quality. Dave Pearson from Head Start provided consultation to the Edelman Director to orient and develop the licensing application.

Early Care and Education
The program is licensed for 68 children: 36 aged 6 months to 2 years and 32 aged 2 to 5 years. The maximum daily capacity of the Center is 68 children. Children’s Campus has 6 classrooms: 2 infant rooms, 2 toddler rooms, and 2 preschool rooms. All head teachers are masters prepared and all associate teachers have a bachelor’s degree. Each infant room serves a maximum of 6 children and has head teacher and an associate teacher, for a 3:1 ratio. Each toddler room serves between 8-12 children and has a head teacher and an associate teacher for a 4:1 ratio. Each preschool room serves a maximum of 16 children and has a head teacher and an associate teacher for a 8:1 ratio. In spring 2009, a total of 36 children were enrolled in 4 classrooms. This included 15 infants, 12 toddlers, and 9 preschoolers. Of these, 56% were children of faculty, 11% were children of staff, 3% were children of SFSU students, and 3% were children from the community. The summer 2009 program was divided into two sessions with session one running from June 8 to July 10. Only session one is covered in this annual report. During session one of
summer 2009, a total of 52 children were enrolled in 4 classrooms. This included 15 infants, 13 toddlers, and 24 preschoolers. Of these, 35% were children of faculty, 8% were children of staff, 5% were children of SFSU students, and 52% were children from the community.

The Children’s Campus curriculum is play-based, eclectic and grounded in research. The Center charges market rate fees based on comparable rates in the community, and seeks to closely match the rates charged at SFSU’s Associated Children’s Early Childhood Education Center for families making $50k and above.

**Research and Scholarly Activities:**
A research sub-committee was formed to develop research guidelines, protocols and process. The Committee will review applications, make recommendations to the Advisory Council for research and other academic uses of the Center. Dr. Julie Law, CAD Department, was chosen to chair this subcommittee that began work in late summer 2009.

**Undergraduate Student internships:**
A total of 10 undergraduate students in the CAD Department completed their internship requirement at Children’s Campus in spring and summer 2009. The internship is the required culminating experience in the major for CAD students. Each student must have completed a minimum of 36 units in the major plus 6 units of prerequisites, and have completed CAD 300 with a letter grade of C or better. Students are required to work approximately 10 hours a week at the internship site throughout the semester for a total of 120 hours. In addition to the internship, students are also required to concurrently attend a weekly seminar (CAD 600). Dr. Julie Law and Kelly Dotson, Children’s Campus Program Manager, co-taught the internship seminar in both spring and summer on site at Children’s Campus. Also participating were student interns assigned to the Associated Students Children’s Center. Dr Law and Ms Dotson worked to establish and oversee the internship program and enhance opportunities for teachers to build mentorship competencies for teachers.

**Student Participation as Substitutes**
A total of six SFSU students from the Department of Child and Adolescent Development Department and other departments were paid to provide release for teachers in the classroom to take lunch breaks and attend staff meetings.

**Student Observation**
During the spring and summer semesters of 2009, the Center provided observation opportunities for 260 students from a variety of academic disciplines.

**Participation by industry and non-governmental organizations:**
The Center received a $50,000 grant from the David B. Gold Foundation for professional development of early childhood education teachers.

The Miriam and Peter Hass Fund contributed $50,000 for furnishings and equipment for the start up of the Center.

The San Francisco Foundation contributed $50,000 also for furnishings and equipment for the start up of the Center.

John and Lisa Pritzker Family Fund for $10,000 for furnishings and equipment.

$1,500 was received in individual donations.

Total: $166,500
Publications:
Parent Handbook
Staff Orientation Handbook
Center Brochure
Data forms for children’s files: Admission agreement, General Permission Forms
Parent Involvement form

Budget:
Revenue
Application fees: $10,125
Tuition: $281,008
Contributions from MWEI: $70,000
Grant funds from all sources: $166,500

Expenses
Personnel
Salaries: $274,033
Benefits: $104,637
Other Expenses
Operations $70,000
Start-up
Facility $3,200,000
Furnishings & Equipment $166,500

Space Description:
Children’s Campus is an 6,700 sq feet of usable, energy efficient “green” technology modular building located on the SFSU campus on North State Drive at Lake Merced Drive. It has 2 infant, 2 toddler, and 2 pre-school classrooms and teacher preparation areas adjacent. There is also a community room, offices, a staff lounge and multi-purpose/curriculum preparation room. Outside fenced in space is available surrounding the building and providing separate space for each classroom. The project increased the upper division laboratory capacity of HSS Department.

Gateway to Quality Program

Program Administration:
Gretchen Ames, Program Director
Kathleen Chug, Administrative Coordinator
Barbra Blender, Assessment Coordinator
Rosa Palafox, Training Coordinator
Holly Shafer, Research Consultant

Assessors:
Kelly Lopez, Anchor
Annabella Tong, Anchor

Assessors and Coaches:
Betty Rappaport
Christine O’Brien
Mara Siegel
Vivian Alipio
GTQ Assessors use the Harms Environmental Rating Scales, a nationally accepted research tool to evaluate quality of child care and education classrooms and family child care homes. Assessors who have an education in early child development and experience in classroom management are trained on the tool to 85% reliability and monitored four times per year. Scores resulting from this evaluation are used for eligibility for some City programs. The Department of Children, Youth and Their Families, First Five San Francisco, Mimi and Peter Haas Fund provide funding for this contract. Results of the assessments are used for eligibility for City funded programs.

Summary of major activities during 2008-2009:
- Performed 251 Harms Scale (ITERS, ECERS, FCCERS) assessments (80 Family Child Care homes and 171 center-based classrooms), exceeding the contract target of 250 assessments, despite a $20,000 mid-year cut
- Maintained inter-rater reliability of 85% for all assessors
- Built the capacity of all assessors to also be Coaches, capable of providing in-depth, on-site support for teachers, directors and family child care providers
- Provided 2236 hours of on-site coaching services to family child care homes and child care
- External evaluation showed that early childhood educators who participate in Gateway to Quality coaching services improve their teaching practice in five ways:
  - Teachers’ use of space, materials, and schedules
  - Increased interaction with children to support linguistic and social development
  - Teachers’ enhanced understanding of child development
  - Improvements in teachers’ reflective practice and professionalism
  - Teachers’ stronger commitment to the early care and education field
- Site leaders noted an increase in teacher-child interactions, as well:
  - Teachers are more interactive in their teaching. For example, teachers are extending conversations with children to give children the language input and stimulation. Teachers are engaged in the activities and interacting with children during activities rather than just supervising children and giving children instructions.
  - Staff members are making a great effort to ask more where, why, when, how? [They are] not just giving the child an instruction or answer.

Reports and Publications
Assessment and Coaching Process and Protocols Manual
Reports to DCYF and First Five and the Haas Fund
Analysis of data by Holly Shafer at PRI

Budget:

**Total Revenue: $1,211,025**

*Assessment contract*
- Sources: DCYF, First 5 and HSA
- Amount: $662,567

*TA/Coaching contract*
- Source: First 5
- Amount: $273,000

*HAAS grant*
- Source: Mimi & Peter Haas Fund
- Amount: $254,464

*San Mateo County contract*
- Source: San Mateo County
- Amount: $20,994
Total Expenditures: $1,172,495.08
- Assessment contract expenditures: $655,746.32
- TA/Coaching contract expenditures: $271,118.05
- HAAS grant expenditures: $231,452.72
- San Mateo County contract expenditures: $14,177.99

Description of space
- HSS 258 and Pacific Plaza, 7th Floor: research suite with 4 desks

Cultivating Emotional Balance in the Classroom

Program Administration:
Patricia Jennings, Director and Principal Investigator
Kari Snowberg, Project Coordinator

Mission:
The purpose of the CEBC project is to determine if the Cultivating Emotional Balance training can have a beneficial effect on teachers, their classrooms, and their pupils. Dr. Jennings is applying her work to improve teachers' social and emotional competence and classroom climate in association with our existing programs such as Head Start. The project is funded by the Fetzer Institute and the Garrison Institute.

The Garrison Institute was founded in 2002 to explore and demonstrate the transformative power of contemplation to create a more compassionate and resilient world. Its initiatives are based on the view that positive transformation occurs through conscious training of the mind, which enables a shift essential for the authentic social change necessary to heal the pervasive trauma in our society and environment. The Initiative on Contemplation and Education at the Garrison Institute promotes the research and implementation of interventions that employ contemplation to promote awareness and concentration in the American public school setting.

Contemplation — the practice of reflecting deeply — is a powerful means of tapping hidden resources of wisdom, morality, caring, altruism and courage. For teachers, these resources can provide the inner strength to be powerfully present and emotionally responsive. As a result, teachers become effective guides and influential models of healthy social and emotional behavior. For students, awareness and concentration promote self-regulation of attention, emotion, and behavior which is the prerequisite for healthy social and emotional behavior.

The Cultivating Emotional Balance in the Classroom (CEBC) project is a controlled, randomized trial to determine the effectiveness of the Cultivating Emotional Balance (CEB) training in improving teachers' well-being and, as a result, the classroom climate.

This program left SF State before the end of the 2008-2009 fiscal year.

Description of Space:
One office cubicle, 7th Floor, Pacific Plaza
Head Start/Early Head Start Program

Program Administration:
Juanita Santana, Executive/Program Director
Silan Stallnut, Financial Manager
Tom McCaffrey, Human Resources Administrator
Fatima Sequeira, Executive Assistant
Jayne Garcia, Monitoring and Program Compliance Manager
David Pearson, Facilities and Risk Manager
Zoobi Waqar, Educational Manager
Larry Vitale, Health and Nutrition manager
Craig Zercher, Disabilities and Mental Health Manager
Martina Ayala, Family and Community Partnerships Manager
Icy Tlekelassie, MIS Manager

Summary of major activities:

Program Services to Children and Their Families
Head Start and Early Head Start are child and family development programs that provide intense, comprehensive and high quality services to children ages 0 to 5 years old and services to pregnant women.

The San Francisco State University Head Start/Early Head Start in collaboration with its community partners and delegate agencies provided services to 1,398 children 0-5 years old and their families that included the following:

Early Childhood Development and Education Services
Educational services were delivered using our Education System composed of four major components:

- Research Based Curriculum – The program implements the Creative Curriculum for Preschool age children and supplements the curriculum with practices such as the anti-bias approach. The educational approach and content lay the foundation for children’s school readiness in the areas of mathematics, science, and language arts. The program, implements Parents as Teachers as the main curriculum for children 0-3; and, Partners for a Healthy Baby for expecting families.

- On-going Assessment and Observations – The program uses Early Screening Inventory and Ages and Stages Questionnaire-Social and Emotional Development; Desired Results Developmental Profile Revised (DRDP-R); and Kindergarten Readiness Assessment tool for 4 and 5 year olds. The program uses ECERS-R to evaluate and plan improvements to classroom environments.

- Strong Parent Involvement – The program has continued to support a strong parent involvement component which involves parents in all aspects of the program planning and implementation.

- Training and Technical Assistance – The program developed an Annual Staff Development and Training and Technical Assistance Plan which supports high quality services to children and their families.
Kindergarten Readiness Assessments – All four and five year olds were assessed quarterly in three developmental categories: Early Math, Literacy & Language, Self-Regulation and, Social Skills. Each category had approximately 7 elements. The documented final scores achieved showed that 88% to 90% of children were prepared to enter kindergarten.

Children’s Computers and Educational Materials – The program purchased and installed new children computers in each classroom. The program uses Teach Smart Learning System software by HATCH which offers over 1000 classroom-tested strategies and activities. These activities are categorized in areas of literacy, language and math to prepare children for kindergarten.

Child Outcome for SF Head Start PY- 2008-2009 Analysis – The Desired Results Development Profile Revised (DRDP-R) instrument is intended to guide Head Start programs in their curriculum planning and ongoing assessment of the progress and accomplishments of children. Academic Skills: Language and Math.

During Program Year 2008-2009, teachers assessed all 3 to 4 year olds entering the program and the results indicated that only 30% of them entered the Head start program fully integrating the basics of language and only 32% of them entered integrating the basics of mathematical concepts. By the end of the program year, assessment results indicated an increase to over 88% of the children fully integrating language concepts and nearly 82% of children fully integrating mathematical concepts.

Disabilities and Mental Health Services
SFSU has developed creative partnerships and innovative practices in order to provide the best services to Children and their families participating in the program.

Innovative Practices:

- Mental Health System of Care for Head Start and Early Head Start children and their Families – Is a collaborative effort between the University of California, San Francisco/San Francisco General Hospital; Department of Psychiatry (UCSF/SFGH) and San Francisco State University HS/EHS to create a formal mental health system of care within San Francisco HS/EHS.

- Through this project two pre-doctoral interns in Clinical Psychology from the UCSF/SFGH Multicultural Clinical Training Program (MCTP), completed a 9- month community internship (September 2008-June 2009) in SF HS/EHS working closely with MCTP and HS/EHS.

- The San Francisco State University-Head Start/Early Head Start Clinical Psychology Internship program - Assigns twelve Clinical Psychology Interns each year to the HS/EHS program where they provide non-directed play therapy three hours per day, two days per week.

- Clinical Psychology Interns receive ongoing Clinical Supervision from a Licensed Supervisor employed by the Clinical Psychology Department. These hours count as part of the Intern’s clinical; hours required to obtain licensing as a Marriage and Family Therapist.
This year the internship program had a new initiative. The interns planned and conducted **Social Skills Groups** to help children learn social problem solving skills, emotional literacy, anger management, and friendship skills.

**The Center on the Social and Emotional Foundations of Early Learning (CSEFEL)**
Is a national project to help children be ready for school. Five Head Start sites are participating in the project. In the past year, a parent education and support group component has been added to the project. Twenty Family Advocates and Mental Health Component staff received training in the **Positive Solutions for Families Curriculum**.

**San Francisco Head Start/Early Head Start** has an MOU with the **Golden Gate Regional Center to Provide Personal Assistants for children with disabilities**. The program has been expanded this year to serve 5 children with intensive special needs in Head Start classrooms, including children with autism and cognitive delays.

**San Francisco State University** placed almost 100 student interns in the Head Start program in the last program year from the colleges of nursing, clinical psychology, education, and speech and language pathology.

**SFSU Head Start** has been implementing the Center on the Social and Emotional Foundations of Early Learning (CSEFEL) program for the past two years and will be serving as a **Mentor program** to other sites across as the state of California begins a statewide adoption of CSEFEL in the upcoming Program Year.

**SFSU Head Start** provides inclusive programs, serving over 130 children with disabilities each year. Our program works closely with Golden Gate Regional Center, San Francisco Unified School District, and other community programs to provide a quality preschool experience for children with disabilities and their families.

**Health and Nutrition Services**
SFSU has developed creative partnership and innovative practices in order to provide the best services to children and their families participating in the program. Below please find highlights of the program’s best practices:

- The partnership with the SFSU School of Nursing (SON) has been strengthened as the Nursing Students are trained and directed to provide ever increasing service to Head Start. In 08/09 there have been more than 50 Nursing Students assigned to Head Start Centers.
  - Students are certified to conduct Vision and Hearing screening, thus helping us to meet our 45-day requirement for sensory screening.
  - They perform Height, Weight, and Blood Pressure measurement, and calculate Body Mass Index (BMI).
  - Conduct careful file review and immunization audit, assuring the accuracy of our records and identifying missing, incomplete, or abnormal health and nutritional data.
  - Perform Health Educational lessons for children, and at times for staff and parents.
Beginning in the latter half of this program year the students have been trained by a pediatric dentist from our partner Native American Health Center (NAHC) to conduct a Pediatric Oral Health Screen.

The benefits of placing Nursing Students in Head Start sites have been limited to GOP and a few partner sites. Plans have been completed to expand this internship program to include Mission Head Start, Kai Ming, Wu Yee, and expand in SFUSD. There will be another clinical instructor taking a full cohort of students into these addition sites. Appropriate MOUs between the organizations and the SFSU SON have been developed.

Partnership with the Native American Health Center has been formalized with a recently signed MOU. The MOU includes these services:

- Establishment of a Mobile Dental Clinic that will serve Head Start Children on-site in each of our GOP centers and selected partner locations. The sustainability of the service is predicated on the ability of NAHC, as a Federally Qualified Health Center, to claim service to MediCal children. The vision is to incrementally expand service to every Head Start center in San Francisco.
- The innovative training for Nursing Students to perform Pediatric Oral Health Screening and topical application of Fluoride Varnish.

Partnership with Prevent Blindness Northern California has provided Vision Screening Certification Training to our Fall Semester Nursing Students and FA/CD staff form GOP, Partners, and Delegates. A combined total of more than 40 nursing students and HS staff have been trained in 08/09.

During this program year, SFSU has entered into a new partnership to address the low level of Influenza Immunization among Head Start children. Head Start Performance Standards require that we assure that children are up-to-date with all immunizations recommended by the Centers for Disease Control (CDC). Because Universal Influenza Immunization has been recommended for all children of Head Start age by the CDC since 2006, we have taken steps to improve Influenza Immunization levels in San Francisco Head Start. In partnership with the SF Public Health Department, SFSU SON, and the Medimmune company (makers of the intranasal flu vaccine FluMist) 750 doses have been ordered for the exclusive use by Head Start to offer Influenza Immunization to children whose parents wish to have their child immunized. The vaccine of choice will be the minimally invasive FluMist that is administered as a nasal spray. Children for which FluMist is contraindicated will be offered an alternative Influenza vaccination that is administered as an injection. Plans are being finalized to begin this service Citywide in mid-October.

During the 08/09 program year, GOP Family Advocates and Center Directors were trained using the comprehensive Curriculum for Child Care Health Advocates, produced by the California Child Care Health Program (CCHP). The course consisted of seven 1/2-day sessions spread throughout the program year.

Collaborative efforts to improve Health and Nutrition services have continued this year with the quarterly Health and Nutrition Services Advisory Committee. The committee is consistently well attended by representatives from the SFPHD, private and public health insurers, and center parents.
Many of the innovations mentioned above have caught national attention and we have been invited to present our work at the 2009 American Public Health Association’s Annual Meeting in Philadelphia:

- Head Start for oral health: A self-sustaining model for bringing comprehensive dental services to underserved Head Start preschool children in urban DHPSA locations
- Improving preschool flu vaccination levels: An innovative partnership between local Head Start, school of nursing, and health department
- Student nurse preschool vision project: A collaborative effort helps provide valid vision screening in preschoolers to prevent permanent vision loss
- Community health nursing clinical placements in Head Start centers: A mutually beneficial partnership

In conclusion, the above initiatives have been developed to help us achieve the primary Performance Standards of:

- Assuring that our children are up-to-date with appropriate medical, dental, and nutritional assessments,
- That appropriate follow up takes place when medical, dental, or nutritional problems are identified, and
- That we maintain a safe and healthy environment at all times in our centers

Family and Community Partnerships Services
SFSU had developed creative partnership and innovative practices in order to provide the best services to children and their families participating in the program. Below please find highlights of the program’s best practices:

- Developing and Implementing Individualized Family Partnership Agreements - The SFSU Head Start/Early Head Start program focus on both child development and family growth and development by providing comprehensive, continuous, intensive services. The program activities provide ongoing support for parents as the primary educators and advocates for their children.
  - Parents are involved in the development and implementation of an individualized Family Partnership Agreement that describes family goals, responsibilities, timetables and strategies for achieving their goals, as well as progress in achieving them.
  - The Family Partnership Agreement takes into account, and builds upon, as appropriate, information obtained from the family and other community agencies concerning preexisting family plans.
  - The plans have clearly stated goals, objectives, timelines and names of individuals and/or agencies responsible for carrying out specific activities to ensure that child, parent, and family’s goals are successfully achieved.
  - SFSU Head Start/Early Head Start Case Management Interdisciplinary Model - Through SFSU Head Start/Early Head Start’s Case Management interdisciplinary model, staff members meet regularly to discuss issues related to an individual child and family from the perspective of their service area. These meetings are attended by staff working with families, e.g., Early Childhood Development/Education Manager, Mental Health Consultant, Health Services Manager, Family and Community Partnerships Manager, Disabilities Services Manager, Center Supervisor, Teacher, and staff and professionals, as appropriate.
This interdisciplinary team discuss major issues and problems, make recommendations and develop strategies to meet the needs of the child and family.

- **SFSU Head Start/Early Head Start Governance System** - Parents are encouraged to participate on the **Policy Council** and in **Parent Center Committees** which are the backbone of the SFSU shared governance model. One Parent from the **Policy Council** has a voting seat in the **SFSU Governing Body**; and, one member from the **Governing board** has a voting seat in the **Policy Council**. Parents are also encouraged to serve on **Head Start Advisory Committees**. Parents are actively recruited for involvement at all levels of program Governance, planning, and monitoring.

- **Parent Involvement**: The Parent/child relationship is the most important one in the child’s life and this relationship has the greatest influence in the child’s future success in life. SFSU Head Start/Early Head Start promotes and develops staff’s skills to establish strong partnerships with parents through professional and supportive relationships.

- **Families’ Success Stories**

**Budget:**
San Francisco State University is the Grantee for the Head Start and Early Head Start Program in the City and County of San Francisco. The program operates with the following contracts and grants:

**I. Department of Health and Human Services-Administration for Children and Families**

A. Head Start Basic Grant - $12,008,698.
   Head Start Training and Technical Assistance - $130,684
B. Early Head Basic Grant - $791,913
C. Early Head Start Training and Technical Assistance - $19,798

**II. State, Local and Other Funding Sources**

A. California Department of Education – State Preschool Program (CPRE) - $771,524
B. California Department of Education – Family Literacy (PKFLF) Full-Day Program - $126,726
C. California Department of Education – Family Literacy (PKFLP) Part-Day Program - $359,036
D. California Department of Education – State Preschool (CPKS) - $17,500
E. Preschool for All (PFA) - $105,698
F. Low Income Investment Funds (LIIF) Classroom Materials - $36,000
G. Higher Education Hispanic Service Institution Partnership - $150,000
H. First 5 San Francisco Dual Language Grant - $385,000
J. Good Samaritan/State Pre-school Sub-Contracts - $54,035
K. Golden Gate Regional Center - $45,459
L. CA Department of Education Food Program - $768,999
M. Head Start and Early Head Start Cost of Living Adjustment and Quality Improvement Funds - $1,165,969.

*Total Funding for Program Year 2008-2009.* $17,401,747
Jumpstart San Francisco

Program Administration:
Nichole Schultz, Senior Site Manager
Lauren Bedell, Associate Site Manager
Taryn Tong, Associate Site Manager
Annaleah Glick, Program Associate

Students-127 total sfsu students participated

Summary of major activities:
- Hired and Recruited SFSU undergraduate and graduate students:
  During the 2008-2009 school year Jumpstart sought to engage 120 Corps members in service for the 2008-2009 school year. We recruited a total of 127 Jumpstart Corps members from San Francisco State University. These students contributed 51,500 hours of community service to benefit 450 children in 18 preschool classrooms across the city.
- Piloted Jumpstart’s new curriculum and develop a delivery mechanism for home library distribution:
  During the 2008-2009 program year, Jumpstart introduced its Curriculum Pilot Project (CPP) to all 18 preschools served. As part of the CPP, Jumpstart distributed 20 ‘core story books’ to every child we serve in San Francisco via two different methods: in classrooms and at our Family Workshop Series. One of the central changes in the new curriculum is the focus on fewer, more targeted skills that better support children’s language and literacy development. These six skills are highlighted below:

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<th>Language and Literacy Domain</th>
<th>Skills</th>
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<td>Alphabet Knowledge</td>
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<td>Meaning and Use of Print</td>
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<td>II. Phonological Awareness</td>
<td>Phonemic Awareness</td>
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<td>Rhyme Awareness</td>
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<td>III. Oral Language</td>
<td>Vocabulary</td>
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</tbody>
</table>

Jumpstart’s 2008-2009 School Success Assessment results show that 55.2% of children made gains of 25% or greater on all scales of the School Success Checklist. The graph below illustrates child gains on the language/literacy subscale, the initiative/social relations subscale, and the total...
Increased Family Involvement among families in the Bayview and Visitacion Valley neighborhoods:
- Jumpstart held two or more family involvement events at each preschool served
- Jumpstart hosted a variety of community events. Events included a Family Ice Skating Day at the Embarcadero, a literacy event at Candlestick Park, and Jumpstart for a Day at City Hall.

Jumpstart’s Read for the Record in 2008 was a great success, with over 700,000 national participants. Jumpstart San Francisco leveraged this national campaign to create local awareness by:
- Generating nearly 3 million media impressions via our high-profile event at the San Francisco Public Library with guests ranging from entertainer MC Hammer to State Senator Mark Leno
- Distributing 6,000 copies of Corduroy to low-income children in the Bay Area
- Registering 42 events in San Francisco alone for Jumpstart’s national celebration of reading.

Faculty members actively engaged in program-related research or its supervision:
Dr. Charlotte Ferretti
Dr. Rene Dahl
Dr. Julie Law

Budget
Please refer to budget spreadsheet at the end of the Institute’s report.

Description of space:
SFSU, HSS 244
SFSU, HSS 266
Diversifying Leadership in Nursing

PI, Charlotte Ferretti
Coordinator, Lynette Landry

This program's goal is to support underrepresented masters in nursing students who are motivated to pursue a Ph.D program and focus their efforts on reducing health disparities. This is accomplished by providing academic support, scholarships, mentorship and clinical research opportunities to students, from underrepresented minority communities.

Initially supported by the National Cancer Institute and the National Institutes of Health, the project currently receives funding from the California Wellness Foundation.

This year Dr. Lynette Landry, faculty in the School of Nursing, coordinated the project and recruited 2 students in the Masters Program in Nursing. We tried a new selection process this year, pulling from the RN to Masters Student group instead of the Generic Masters pool of students.

Our collaboration with the National League for Nursing (NLN) in New York was very successful. The executive Director of the NLN, Beverly Malone, identified a project in New York for one student to become engaged with that focused on comparison of college nursing programs serving historically black colleges to those other college nursing programs using a list of variables. The student spent one week orienting in New York and continued the project in San Francisco.

Both students had the opportunity to attend the National League for Nursing Summit, where they experienced modeling from true leaders in the field, including the Executive Director who is African American and so well respected throughout the field of nursing.

We are currently working closely with our colleague Dr. Judy Martin Holland, Dean of Recruitment and Retention at UCSF School of Nursing, who is on our Diversity of Nursing Leadership Advisory Board, to identify additional underrepresented students to meet our quota.

What was exciting to reaffirm were the benefits of the national leadership experience for the student. To experience leaders and mentors at this level is both inspiring and motivating. It provides students with exposure to not only the qualities of leadership as they may read about them but the application and modeling of those qualities in action. If at all possible it would be beneficial to have all students engaged in such an opportunity.

Budget
California Wellness Foundation: $273,000 for three years. Completed Year 1.

Reports
Student field studies at completion of program
Report to the funding agency
EDELMAN INSTITUTE AFFILIATED PROGRAMS

Department of Child and Adolescent Development

Department Administration
Department Chair
Rene F. Dahl, PhD., Professor

CAD Faculty
Amy Conley, Ph.D., Assistant Professor
Julie Law, Ph.D., Assistant Professor
Laurie Meschke, Ph.D., Assistant Professor
Soyeon Park, Ph.D., Assistant Professor (on leave for Presidential Scholarship Award)

Long-term Lecturers
Laura Monterosso, M.Ed.
Elaine Schilling, MPA
Jade van Hasselt, M.Ed. (also Internship Placement Coordinator)

Off Campus/Pathways Program Coordinator
Janet Egiziano, M.A., Ed.D. Candidate

College of Marin/SFSU Partnership
Janet Egiziano, M.A., Ed.D. Candidate – Program Manager
Jeanie Jacobson, MA – Program Coordinator

Summary of major activities during 2008-2009:

- Graduated most of Dual Language Cohort I.
- Hosted 100 students from Japan’s Tokyo Seiitoku University for their third annual 3-day visit to SFSU.
- Continued to offer BA degree completion program at Cañada College in spite of budget reductions to the university.
- Through the Pathways Program, a total of 27 courses were held on three community college campuses: Cañada College, City College of San Francisco, and College of Marin Indian Valley Campus.
- Co-sponsored and hosted 20th Annual Infant Toddler Conference for Parents and Professionals by Resources for Infant Educarers (RIE).
- Offered CAD 680 class to Central America with School of Nursing faculty and students.
- GWAR course approval – CAD 500 approved as the Junior English Proficiency course effective Fall 2009.
• Asst. Professor Soyeon Park, Ph.D. awarded SFSU Presidential Professional Development Award and took off the 2008-09 academic year to conduct research in Korea and the US
• Established CAD faculty liaison position with Children’s Campus to develop and facilitate relationship between CAD; supported by MWEI
• Established an internship program for the Young Child concentration with the new Children’s Campus program at SFSU and set up CAD 600 Seminar specifically taught for those students
• Completed successful pilot project of student electronic portfolios in CAD 600, Internship Seminar
• Academic Senate approval for two CAD courses: CAD 520 Applied Research and Analysis in CAD and CAD 360 Ecological Perspectives in CAD.
• Academic Senate approval for CAD 410 Applied Development in CAD and CAD 360 Ecological Perspectives in CAD to be included in General Education, Segment III clusters.

Faculty members actively engaged in Institute-related research and scholarly and creative activities or its supervision:
  Rene F. Dahl, Ph.D., Professor
  Amy Conley, Ph.D., Assistant Professor
  Julie Law, Ph.D., Assistant Professor
  Laurie Meschke, Ph.D., Assistant Professor
  Soyeon Park, Ph.D, Assistant Professor

Undergraduate students involved in the work of the CAD Department:
  Michelle Weiner

Publications:
  These activities are listed under each faculty name and combine publications with other faculty involvement.

Amy Conley, Ph.D.
  Assistant Professor, Department of Child and Adolescent Development

Peer reviewed journal articles

Edited books

19

Chapters in edited books

Bulletins and Technical Reports


Unpublished, peer-reviewed conference presentations
17th National Conference on Child Abuse and Neglect, Atlanta, GA. Topic: Community-based child abuse prevention: Outcomes associated with a differential response program in California, April 2, 2009

Expert panels
Disproportionality Summit on Differential Response in Child Protective Services, Columbus, OH

Curricular innovations

Awards and distinctions
2009 ORSP Interdisciplinary Research Funding for Public Policy Research Group (co-principal investigator, with Sheldon Gen).
2009 SFSU Vice-President’s Assigned Time Award

Julie Law, Ph.D.
Assistant Professor, Department of Child and Adolescent Development
Faculty Coordinator of Internship Program and Staff Development at Children’s Campus
Contributions to Children's Campus
- Member of Planning Committee 2008
- Member of Advisory Council 2009
- Chair of Research Subcommittee
- Assisted in hiring Program Manager and Director
- Lead and organized the hiring for Head Teachers and Associate Teachers
- SP09 served as Faculty Coordinator duties included:
  o Assisting Program Manager to settle into position by sharing notes from planning committee meetings, policies developed, handbooks etc.
  o Met with Director when requested
  o Support teachers as they settled into their classrooms
  o Developed Center Handbooks with Program Manager
    ▪ Staff
    ▪ Intern
    ▪ Parent
  o Developed speech and action guidelines for implementation in classrooms and use as evaluation criteria for interns
  o Curricular innovation of the Young Child Internship (CAD 600/601)
    ▪ Revised course content and assignments for YC focused internship
    ▪ Created assessment tool to evaluate interns
  o Developed training materials, discussion and reading for staff development with Program Manager
    ▪ June 2009
    ▪ August 2009
    ▪ Assisted in planning topics, discussion and readings for twice monthly Head Teacher meetings
    ▪ Assisted in planning topics and readings for All-Staff monthly meetings
  o Observed and served as a resource and support for teachers
  o Observed student interns and conducted site visits

Conference Presentations
  o Early Childhood Education Academy – Oct. 4, 2008 – SFSU Jumpstart – Supporting Social Emotional Development
  o California Association for the Education of Young Children (CAEYC) – March 28, 2009 – Sacramento, CA - Taking the Student Perspective on Leadership in Early Childhood Education: Using Coursework Objectives to Cultivate Leaders
  o Early Childhood Mentor Institute – June 6, 2009 – Berkeley, CA - Social Emotional Awareness in Group Care
  o National Association for the Education of Young Children (NAEYC) National Institute for Early Childhood Professional Development – June 17, 2009 – Charlotte, NC - Valuing Experiential Learning: Reflections from students enrolled in an early childhood education BA degree program (accepted – unable to attend due to cost)

Community Presentations
  o Family Child Care Workshop – Sept. 20, 2008 – Fremont, CA – Loss and Trauma
  o Family Child Care Workshop – Oct. 18 & Nov. 1, 2008 – Hayward, CA – Infant and Toddler Relationships
  o Family Child Care Workshop – Feb. 7 & 21, 2009 – Holister, CA – Guiding Young Children
Family Child Care Workshop – April 4, 2009 – Travis AFB; Vacaville, CA – Building Numeracy Skills
Family Child Care Workshop – April 18, 2009 – Napa, CA – Social Competence
JCC – After School Staff Workshop – April 17, 2009 – Cesar Chavez Elementary School – SF, CA - Child and Youth Development: Practical Applications for School Settings

Scholarly Activity
- Does using video enhance the competencies in early childhood education teachers? - Proposal submitted May 18, 2009 by Julie Law, Ph.D. and Leah Wingard, Ph.D. ORSP Facilitating Research and Creative Work through Cross-Disciplinary Teams (not funded)
- Teaching methods to support student learning. – Proposal submitted May 18, 2009 by Scholarship on Teaching and Learning Affinity Group - Chair Erik Rosegard, Ph.D. - ORSP Facilitating Research and Creative Work through Cross-Disciplinary Teams (not funded)

Soyeon Park, Ph.D.
Assistant Professor, Department of Child and Adolescent Development

Peer reviewed journal articles, forthcoming


Reviewer for Peer Reviewed Journal
2008: Reviewer, International Journal of Child Care & Education Policy

Awards and distinctions
Presidential Award for Professional Development of Probationary Faculty, San Francisco State University (Leave with pay for the 2008-2009 academic year)

Rene F. Dahl, Ph.D.
Professor/Dept. Chair, Department of Child and Adolescent Development

Articles

Awards
pathways in early care and education (BPECE). Lucile and David Packard Foundation. Continuation Grant. Co-Investigator. Awarded $205,000

Presentations

Presenter (March 2009). Depth, breadth, and rigor: Baccalaureate competencies for California’s ECE professionals, California Association for the Education of Young Children (CAEYC).


Description of space:
Department office and faculty offices: SCI 389, 390, 393, 394, 394-A
Faculty offices are shared, either by two FT tenure track faculty, or by one FT tenure track faculty sharing with lecturers. SCI 394-A serves both CAD and the Marian Wright Edelman Institute.

Pathways: CAD Off-Campus Partnership Programs

Program administration:
Janet Egiziano, Ed.D Candidate – Program Coordinator
Rene Dahl – Professor and CAD Department Chair

Summary of major activities during 2008-2009:
CAD’s off campus programs are designed to serve students who would not ordinarily consider taking upper division courses or who do not have easy access to such courses. Janet Egiziano coordinated these off campus efforts which ranged from scheduling courses at three different sites -- Cañada College, City College of San Francisco, and College of Marin-Indian Valley Campus -- to developing the entire university’s outreach plan to a campus. Each campus will be discussed briefly below.

Cañada College. CAD continued to offer its BA degree completion program with two concentrations, Young Child and Family, and School Age Child and Family. This includes: scheduling 8 courses in the fall and spring semesters and 3 classes in the summer. Course offerings include those in the CAD major as well as those in GE Segment III, and upper division English requirements (JEPET and ENG 414) for students in the CAD program as well as SFSU students in the BS Nursing program at Cañada College). Other activities include outreach to the local communities the college with presentations, on-site advising once per week, and working with First 5 San Mateo County, CARES, Skyline College, Cañada College, and Preschool For All to design and deliver two joint presentations to early care and education workers in San Mateo county.

City College of San Francisco. Scheduling 2 to 3 courses per semester, including the summer, to meet requirements for the core curriculum and/or Young Child and Family concentration.

College of Marin-Indian Valley Campus. Scheduling 2 to 3 courses per semester but not during the summer.
Highlights include:

- A total of 27 CAD program courses were held on the campuses of Cañada College, City College of San Francisco, and College of Marin (COM) Indian Valley campuses.
- A collaboration of SF State’s CAD program, Cañada College (University Center, counseling, and ECE program), SamCares, First 5 California, and the California Commission on Child Care (aka “4 C’s”) continued their San Mateo county wide education outreach effort to early care and education workforce. One event was held in fall 2008 at Skyline College and a second in spring 2009 at Cañada to provided information on higher education pathways and resources. More than 200 people attended the spring 2009 event and over 100 attended the fall 2008 event.
- A total of 68 hours of advising was provided on the Canada College campus and two advising nights were held at College of Marin.

Participation by industry and non-governmental organizations:
SamCares, First 5 California, and the California Commission on Child Care (aka “4 C’s”) collaborate with Pathways and the Department of Child and Adolescent Development for outreach and recruitment.

Publications:
Janet Egiziano (2008), “Pathways to Higher Education”. An illustrated one-page guide to higher education success in early childhood education. Used as a planning tool at San Mateo county community colleges and high schools and provided to the workforce community at presentations of the San Mateo ECE Collaborative Group (CAD, Skyline College, Cañada College, SamCares, First 5 California, and the California Commission on Child Care (aka “4 C’s”).

Budget:

<table>
<thead>
<tr>
<th>Revenue</th>
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<tbody>
<tr>
<td>$111,888 Instructional Fees</td>
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</tr>
<tr>
<td>$6,900 Off-Campus Course Support</td>
<td>Provided by Academic Affairs</td>
</tr>
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</table>

Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Reimbursed to CAD by SFSU Academic Affairs</th>
<th>Reimbursed to CHHS by SFSU Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,200 Travel (Mileage)</td>
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<tr>
<td>$3,750 Personnel</td>
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</tbody>
</table>

Description of space:
SFSU - SCI 394A
Cañada College - Building 22, room 107

Program Administration:
Janet Egiziano, Program Manager
Jeanie Jacobson, Partnership Coordinator

Summary of major activities:
- Jeanie Jacobson and College of Marin’s(COM) ECE chairperson, Peggy Dodge, successfully collaborated to secure a $16,068 grant from COM’s Educational Excellence Innovation Fund. The grant commenced in the fall 2008. Funds were used to facilitate and ensure the success of newly formed supportive Student Learning Communities (see “Partnership Task Force Meetings” below).
Outreach and Recruitment Efforts:

- A full page ad promoting the CAD’s fall schedule of classes as well as the partnership appeared in the Marin Independent Journal.
- An annual review of the community calendar ensured that all recruitment opportunities were identified.
- Marketing events were held in a variety of settings: Marin Cares meetings, Head Start meetings and sites, private daycare centers, Marin County high school career centers, community groups including the Novato Chamber of Commerce, Rotary, COM Emeritus meetings, ECE classrooms, Marin County Office counselors’ meetings, Marin County Career Centers Advisors Workshop at the Walker Creek Ranch, Marin County Preschool Directors Forum, NorCal ECE Conference (Sacramento, August 2009) and Head Start August “beginning of school” conference.
- College Day, planned and sponsored by MarinCARES and held on the IVC campus, drew over 80 potential students for the ECE/CAD program.
- Supportive Learning Communities (SLCs) were established to help students enroll in general education pre-requisite courses necessary to matriculate to the SFSU CAD program.
- Three eight foot banners were produced and are currently displayed on (1) Sir Francis Drake Blvd. at the entrance to COM Kentfield, (2) on Ignacio Blvd. at the entrance to IVC, and (3) at various Marin County venues (e.g.: the Marin County Fair, Farmers Markets and at the athletic facilities that sponsor the Marin County Grand Prix Tennis Series.)
- Approximately 75 informational posters promoting the partnership are put on display at both the Kentfield and Indian Valley campuses of COM each semester. Over 500 flyers and CAD program brochures are distributed at Marin County educational meetings, ECE advisory committees, coordinating councils, and daycare centers, and mailed to potential students who were referred by MarinCARES.
- Jacobson developed a Microsoft ACCESS database to record survey responses from over 200 ECE students. (See Additional goals of the Task Force below)
- To improve visibility and communications, the CAD website was linked to the COM website at http://www.marin.edu/ProgramDirectory/CAD.htm. In spring 2009, the partnership established its own easy-to-remember website, http://www.sfsu-ivc.com.
- COM created a graphic visualization of “IVC’s Pathway to Career in Teaching” to demonstrate how courses offered at IVC could fulfill the needs of students seeking to move through ECE certificate and AS degree programs could prepare for transfer to the CSU.
- Meetings were held with College of Marin counseling faculty and information about the Partnership was published by Karen Robinson in a COM bilingual counseling handbook.

SFSU Classes at COM

- In 2008/2009, a total of 7 classes in the CAD major were offered on the IVC campus. It should be noted that there are no lower-division equivalents for these courses.

Partnership Task Force Meetings

The Partnership Task Force held several meetings which resulted in refined Partnership goals which are to create coordinated, responsive, flexible pilots programs with ECE/CAD the first. The lack of transfer readiness was identified as being the main obstacle to formation of a critical mass of potential SFSU students for the CAD at COM program. Students cited lack of transfer classes and scheduling at inconvenient times as being obstacles to completion. To address this problem, the Task Force developed Supportive Learning Communities (SLCs) for the ECE program.
Supportive Learning Communities (SLCs) for ECE:
- COM and MarinCARES recruit students who have earned 12-24 ECE units into COM’s Early Childhood Education program;
- General education transfer classes are scheduled on convenient days/times on the IVC campus which is key to the future of other potential SFSU/COM partnership programs;
- An identified counselor assigned to the program ensures that students are taking appropriate tests and are selecting appropriate ESL, remedial and GE transfer classes;
- MarinCARES stipend recipients are assigned a MarinCARES advisor to assist with professional development planning; and
- Four levels of specialized learning communities are identified, depending on the number of General Education (GE) units required and the design of a course sequence to fit those who had passed all the ESL pre-requisites was established. These learning communities are now underway.
- Development of a Microsoft ACCESS database to record survey responses from over 200 ECE students. The database will provide for the sorting of students into similar groupings (SLCs) based on their relative progress toward educational goals. This information has been key to the design and delivery of general education course sequencing.

Additional goals of the Task Force include:
- Developing the necessary organizational infrastructure at College of Marin to facilitate this project (e.g., changes to the enrollment process, counseling, information system/technology support, etc); and
- Increasing community awareness of COM-SFSU relationship and the current Child and Adolescent program.

Participation by non-governmental organizations:
Marin Community Foundation – funding provider
MarinCARES – Task Force Partner
Marin Head Start – Marketing Partner

Budget:
Funds are managed by the University Corporation
Revenue: $78,000 (Marin Community Foundation)
Expenses: $78,000

Description of space:
SFSU - SCI 394A; College of Marin, Indian Valley Campus - Ohlone Building 19, rm.149

Valencia Health Services
Director Helen Martin, RN, MSN, NP
PI UCSF: Dr. Janice Humphries
PI SFSU: Dr. Charlotte Ferretti
Dave Walsh, Ph.D, SFSU Faculty
http://www.valenciahealth.com
SFSU Students: 7 total: Angela Macleod, Katie Skillin, Michelle Salles, Patrick Miers, Kelly Stobel, Kaitlin Martinez, Donnell Scobie.
13 youth from the community

The Edelman Institute collaborates with the University of California, San Francisco’s School of Nursing to support Valencia Health Services, a nurse-managed, community based, non-profit health center in San Francisco’s Mission District. Valencia Health Services is a primary care, state licensed health center that provides a range of services including screening examinations, vision and hearing assessments, immunizations, and health education to 1,800 area residents. Valencia Health Services serves as a clinical training internship site for the University of California and San Francisco State University students.

During 2008-2009 providers at Valencia Health Services:

- Provided clinical internship opportunities to over 100 nursing students;
- Provided an average of 480 patient visits per month to a total of 1,800 infants and children for acute, chronic health problems, and as well as primary care needs, for young women between 20-35/month coming to the clinic for family planning services;
- Completed Year Four of the HRSA grant to reduce obesity and increase physical activity
- Under efforts to increase physical activity, with direction from Dave Walsh, seven SFSU students have directed organized activities for community youth. Students are working with the youth and have advanced to developing the program activities. (e.g., how much time we spend in weight training, martial arts, yoga, or calisthenics).
- Leadership training has resulted in one of the youth taking on a major role of running the dance station for the rest of the group. With the help of SFSU students they teach either Salsa or Hip Hop.

HRSA Sub Contract from UCSF

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**WiRED International**

**Program Administration:**
Gary W. Selnow, Ph.D., Professor, SFSU and Executive Director of WiRED International
Robert Ohrenschantz, Chairman of the Board, WiRED International.

**Summary of major activities:**
WiRED’s activities during this period fall into three areas: Iraq programming; Central America installations and programming; International Telemedicine Network establishment

**Iraq**
Medical Information Centers and Video Conferencing Facilities. The work in Iraq continued on several levels, including support of the Medical Information Centers (MICs) in key locations. Of the 39 original MICs, a dozen or so are still in operation. Most of the others have been destroyed, looted or converted to other uses. Local officials now own and operate the facilities; WiRED has no administrative input.
In 2006, WiRED supplied four Iraqi medical schools with video conferencing facilities (Baghdad, Basrah, Erbil, Mosul), and arranged medical lectures between U.S. and Iraqi educators. With several grants, we resumed operation in 2008. We encountered minor bandwidth problems and coordination issues with Iraqi officials, leading to a more limited program than we envisioned. That program ended in 2008.

**Kirkuk Cholera Outbreak.** In summer, 2008, officials in Kirkuk needed immediate help containing a cholera epidemic. They contacted WiRED with an urgent request for training programs to help Iraqi physicians cope with the outbreak. Within an hour of receiving the request, WiRED contacted infectious disease experts at Harvard (a WiRED ITN partner), who, in turn, put WiRED in touch with the ICDDR,B (the International Centre for Diarrhoeal Disease Research, Bangladesh), an award-winning, international health research institution in Dhaka.

WiRED arranged to convert and install an ICDDR,B cholera training program on WiRED’s Web portal for quick access by physicians in Kirkuk. Several days later, after physicians had an opportunity to study the material, WiRED arranged for live teleconferences between doctors in Kirkuk and the ICDDR,B.

"Combining the expertise of WiRED International with the knowledge of the ICDDR,B proved to be an extremely efficient tool," said Dr. Stacy Lamon, Senior Public Health Advisor with the U.S. Department of State's Kirkuk Provincial Reconstruction Team (PRT). "The videoconference proved to be a major success for two reasons: It allowed for communication between healthcare experts in Kirkuk and national and international experts in Bangladesh and it demonstrated the power and potential of videoconferencing in the areas of health and public health."

Concluding Programs in Iraq. WiRED’s funding for Iraq has now expired, and its programs there, having run now for six years, is ending in 2009. WiRED has been the longest-serving NGO to provide medical education in Iraq.

**Central America**

In August 2008, WiRED opened Medical Information Centers (MICs) in Nicaragua, Honduras and El Salvador.

**Ocotal, Nicaragua.** On August 25, WiRED inaugurated a MIC at the Dr. Alfonso Moncada Guillen regional hospital serving the community of 32,000 people, and a larger population within a 75-mile radius. The MIC provided access to WiRED's medical resources and to the World Health Organization's huge database of biomedical journals and textbooks. Ocotal is the second city in Nicaragua to open a WiRED MIC; the first three MICs in Nicaragua opened in Leon.

**San Marcos de Colón, Honduras.** This opening, at the hospital Proyecto de Salud San Marcos de Colón, marked the third MIC in Honduras. The first two, at hospitals in Choluteca and Tegucigalpa, opened in 2005. Doctors, medical professors, nurses and people from the surrounding community attended the ceremony.

The mayor of San Marcos de Colón, Marco Antonio Mendoza, who spoke at the opening ceremony described this new facility as central to the development of health care in the city. The Education Delegate of the San Marcos Community, Mrs. Grace Rodriguez, said, "Education and health go hand in hand; you cannot teach people who are not healthy and you cannot advance healthcare without education." Dr. Gary Selnow, Executive Director of WiRED, described how the center would serve as a bridge between doctors in Honduras and medical communities around the world.

**Nueva Guadalupe, El Salvador.** At the National Hospital of Nueva Guadalupe near San Miguel, WiRED opened its first center in El Salvador. Six workstations provide full access to medical libraries and
journals available in about 20 languages, including Spanish. At the ribbon cutting, the conference room was filled with physicians, students, staff from the hospital and members of the Rotary Club of San Miguel.

International Telemedicine Network
WiRED coordinated a consortium of leading medical, technology, and nonprofit organizations from across the country to form the International Telemedicine Network (ITN). It initiated the ITN at a meeting at Children's National Medical Center in Washington, DC on September 25th, bringing together telemedicine experts from participating institutions. Consortium participants (including Dr. Charlotte Ferretti, director of the MWEI) explored ways to pool their skills, experience, and resources through a network to deliver medical education and information systems to the world's poorest developing countries.

"Sadly, those regions of poverty, isolation, and conflict also suffer the greatest need for medical knowledge," said Gary Selnow, Ph.D. in his address to the consortium. "This is where we propose to focus the efforts of the International Telemedicine Network—on the countries in greatest need—where delivering services is most difficult."

In coordination with members of local medical communities, the ITN will help design medical education programs delivered through IT. The ITN will also provide rapid response programs for epidemics and medical emergencies (for example, see above for the cholera program in Kirkuk, Iraq).

At the ITN meeting, WiRED board member, Robert S. Northrup, M.D., led a discussion of methods for delivering patient consultations and continuing medical education (CME) to countries in need. These included digital video lectures, Web-based medical libraries, live seminars, online tutorials, and indexed digital recordings. A discussion of program evaluation and outcomes assessment, critical elements in the ITN program, was led by William D. Crano, Ph.D. a professor of psychology at ITN partner, Claremont Graduate University.

In June, 2009, the ITN Web portal stared operation on a test basis. Harvard University and San Francisco State University created courses for the International Telemedicine Network (ITN), which launched the website. These are the first two courses—modules—developed specifically for the ITN, rather than adapted from existing seminars. The Harvard course on TB-HIV co-infection was designed with East African physicians, although it is useful for healthcare providers in many countries. The San Francisco State course on diabetes was created primarily for an international audience of nurses.

Miscellaneous Programs
WiRED continued its programming activities in Bosnia (Banja Luka and Mostar) and Kosovo (Pristina and eight other cities). These largely involve operation of the MICs and coordinating video conferences. Further, WiRED has supported the operation of the Community Health Information Center program in Kenya, although on a very limited basis. In mid-2009, WiRED planned a major fund drive to restore the full operation of the CHIC program. Finally, working with medical partners, WiRED began exploring projects in Malawi (with the Malawi Medical Society) and in Peru (with the Polus Foundation).

Names of faculty members actively engaged in program research and scholarly activities or its supervision:
Gary W. Selnow, Ph.D., Professor.

Postdoctoral fellows involvement:
Skip Davis, Ph.D., Associate Professor at San Francisco State University, Also, an Adjunct Researcher at the University of California, San Francisco.

29
Charlotte Ferretti, RN, Ed.D., Professor of Nursing and Director of Marian Wright Edelman Institute for Children, Youth and Families, Adjunct faculty at UCSF Nursing

Lynette Landry, RN, Ph.D., Associate professor of nursing at San Francisco State University in San Francisco, California.

Gary Selnow, Ph.D., Professor, Edelman Institute, San Francisco State University.

Lena Zhang, Ph.D., associate professor in communication at San Francisco State University.

Extent of student and faculty participation from other CSU campuses or universities:
No other CSU campuses participate.
UCSF School of Medicine is a participating member of the ITN. Faculty and administrators from UCSF are involved in these projects.

Extent of participation by industry and non-governmental organizations:
WiRED works with a number of organizations, corporations, foundations and institutions. They provide funding, medical content, software, IT consulting and connectivity for programs abroad.

Publications:
Professors named in Item #4 above have developed an extensive diabetes training module (see http://itnhealth.net/medicalFiles/eme_series/Module-003-SFSU/M003-1.html). This is distributed worldwide for practicing nurses and nursing students.

WiRED personnel have produced large numbers of medical training programs, Website resources, stories and interactive programs. These are found on WiRED-operated Websites (wiredinternational.org and ITNhealth.net)

WiRED is a 501c3

Description of space:
No university space is used by this affiliated program.

Any other information deemed relevant to your achievements:
WiRED received the University of California, Berkeley, School of Public Health's 2009 Organizational Public Health Hero Award, March 2009.