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Institute Administration:
Director: Dr. Charlotte Ferretti
Associate Director: Dr. Janet Egiziano
Advisory Board
Dr. Rene Dahl, Gretchen Ames, Lygia Stebbing, Nicole Giatino, Dr. Gary Selnow, Dr. Charlotte Ferretti, Dr. Janet Egiziano, Juanita Santana, and Dr. Lynette Landry.

Special thanks and recognition go to the professional and administrative staff — Dr. Janet Egiziano, Associate Director; Judy Bonhiver, Administrative Office Coordinator; Kathleen Chug, Administrative Coordinator; and Debra Doyle, student assistant — 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 Corporation, 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, youth, and their families. To meet this mission we:

- Establish and maintain projects and programs that involve education, health services, and social services for children, youth, and their families.

- Provide opportunities for faculty and students through these programs for research, internships and service that will focus on improving the quality of services.

- Affiliate with programs and departments that prepare 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 four programs: WiRED International, Valencia Health Clinic, Department of Child and Adolescent Development (CAD),
Pathways Program, and the College of Marin/SFSU Partnership. Their participation in Annual Reports of the Institute is optional and at their discretion. Several of the Institute’s programs collaborate through data sharing, educational conferences, workshops, trainings and research. Those that focus on early care and education include the Department of Child and Adolescent Development, educating future teachers with over 900 students enrolled; Metro Early Childhood Education (ECE) Academy Pilot Program, recruiting current and new students in the field of ECE at SFSU and at City College to participate in a high impact educational program; 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 ages 0-5; and Children’s Campus, providing rigorous high quality internships for SFSU students and serving as a research site to support faculty and students, while providing care and education for approximately 100 families from our faculty, staff and community.

Institute Focus for 2009-2010:

Children’s Campus, A Center for Early Care and Education, Professional Development and Research continued to draw much of our attention this year with full enrollment, many hours of professional development for staff, and additional preparation of the observation rooms for research and student assignments. Dr. Janet Egiziano led our search committee for the new Director and we successfully identified Tracy Farstad, M.A., who takes a leadership role at the Center with many years of ECE experience.

Dr. Caitlin Ryan’s Family Acceptance Project joined the Institute this year and we are very proud to count her and the cutting edge research in which she is involved as part of the Edelman Institute.

With the support of the Mimi and Peter Haas Fund, Dr. Mary Beth Love in the Health Education Department, and Dr. Rene Dahl in CAD, we launched the first dissemination of the Metro Health Academy at SFSU in the CAD Department under the Young Child concentration, and in the Child and Families Program at City College of San Francisco. The program, Metro ECE Academy, is directed by Lygia Stebbing, SFSU doctoral student. Students in the Metro ECE Academy have been recruited at both campuses and Faculty Learning Community sessions are underway.

Other projects supported by the Institute include San Francisco Head Start and Early Head Start, Gateway to Quality, Jumpstart, and Diversifying Leadership in Nursing. Affiliated programs include the Department of Child and Adolescent Development, Pathways Program, College of Marin/SFSU Partnership, Valencia Health Clinic, and WiRED International.

Students and faculty from other campuses and universities participate in several of our programs and projects, as well as affiliated programs. These include:

- Head Start and Early Head Start --UCSF Department of family Health Care Nursing through Valencia Health Services
• **Head Start and Early Head Start**- UCSF Department of Child and Adolescent Psychiatric Services
• **Jumpstart** - City College San Francisco
• Children and Families Program at City College of San Francisco
• Early Childhood Education Program at Canada College
• Early Childhood Education Program at College of Marin
• **Diversifying Leadership in Nursing**- UCSF and USF
• **WiRED International** - See program section

**Revenue & Expenses:**

Revenue for Institute projects (excluding Head Start and Early Head Start) totaled $2,980,813; revenue for Institute projects administered through the San Francisco State University Corporation totaled $4,339,000. Head Start and Early Head Start grants and contracts totaled $17,401,747. Together, total revenue for Institute projects and Head Start and 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

**Additional activities of the Institute Director:**
RTP Chair for the Department of Child and Adolescent Development
RTP Committee Member Social Work Department
Serves as SFSU University Corporation Board Member
Head Start and Early Head Start Board Member
Policy Council Member

**Additional activities of the Institute Associate Director:**
San Mateo County Early Childhood Education Advisory Board Member
Marin County Early Childhood Education Advisory Board Member
Chair, Mission Science Workshop Advisory Board

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**Children’s Campus at SF State University**

*Center for Early Care and Education, Professional Development and Research*

**Program Administration:**
Tracy Farstad, M.A.: Director
Kelly Dotson, M.A.: Program Manager
Lynn Sudivarikan: Administrative Office Coordinator
Head Teachers:
Linda Vossler-Swan, M.A - Infant 1
Nodelyn Abayan, M.A. - Infant 2
Jennifer Delos Reyes, M.A. - Toddler 1
Elaine New, M.A. - Toddler 2
Tina Watts, M.A. - Preschool 1
Anna Tobin Wallis, M.A. - Preschool 2

Associate Teachers:
Hoai Nguyen, Infant 1
Shenna Rodeo, Infant 2
Indica Cooke, Toddler 1
Amy Kim, Toddler 1
Stacy Hoska, Toddler 2
Kirstin Pacheca, Toddler 2
Antoinette Lopez, Preschool 1
Erika Prada, Preschool 2

Advisory Council:
Dr. Jeff Cookston, 2009-2010 chair. Members: Dr. Janet Egiziano, Dr. Charlotte Ferretti, Susan Pelton (ORSP), Sarah Johnson (ASI ECEC director), Dr. Soyeon Park (CAD faculty), and Tonia Wall and Raquel Ishmel (parent representatives).

Mission:
- Provide the faculty and staff of SFSU with a high quality, accredited early care and education program with a foundation in evidence-based best practice for infants, toddlers and preschool children.
- Provide support, and training for pre-service early childhood education students.
- Expand research opportunities that add to the field of knowledge in early care and education.
- Support current early care and education teachers with professional development opportunities that support improved practice.

Summary of Major Activities:
Our summer 2009 enrollment (a normally low enrollment period) nearly doubled that of our spring 2009 enrollment, increasing from 28 to 51 children. Our enrollment continued to increase to such an extent that by fall 2009, we were able to open all six classrooms with a teaching staff of 12.

During Fall 2009 and Spring 2010, the Center partnered with Gateway to Quality to provide professional coaching to our head teachers and associate teachers.

The number of CAD interns increased from 8 in summer 2009, to 13 in fall 2009, and to 14 in spring 2010.
The Center underwent its first ITERS (Infant Toddler Environmental Rating Scale) and ECERS (Early Childhood Environmental Rating Scale) evaluation in April and May of 2010. Although
the Center had been open just a little over one year at that time, we were very pleased to receive outstanding scores that were equal to and, in some cases, exceeded those of SFSU’s ASI Early Childhood Education Center.

A software system for student and research observation sign-in and course registration was completed in fall of 2009 and fully implemented by the start of the spring 2010 semester. The process of installing audio and video system to our observation rooms is now underway with completion expected in fall 2010.

Early Care and Education:
The program at Children’s Campus is licensed for 68 children full-time: 36 children ranging in age from 6 months to 2 years, and 32 children ranging in age from 2 to 5 years. A combination of full-time and part-time schedules allows the Center to serve more children. Children’s Campus has 6 classrooms: 2 infant rooms, 2 toddler rooms, and 2 preschool rooms. All head teachers hold graduate degrees and all associate teachers hold undergraduate degrees. Each infant room serves a maximum of 6 children and has a 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 an 8:1 ratio. Interns in all classrooms reduce those ratios further.

In fall 2009, a total of 96 children were enrolled in all 6 classrooms. This included 19 infants, 30 toddlers, and 47 preschoolers. Of these, 40% were children of faculty/staff and 60% were children from the community. In spring 2010, a total of 104 children were enrolled in all 6 classrooms. This included 19 infants, 35 toddlers, and 50 preschoolers. Of these, 50% were children of faculty/staff and 50% were children from the community. The summer 2010 program was held from June 7 – August 12. Four classrooms were open in the summer 2010 session with a total of 69 children enrolled. This included 7 infants, 31 toddlers, and 31 preschoolers. Of these, 30% were children of faculty/staff, 70% were children from the community.

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

Research and Scholarly Activities:
The Research and Observation Subcommittee at Children’s Campus held monthly meetings during the 2009-10 academic year. During that year, the committee developed observation and participation guidelines, protocols for conducting research at the Center, and drafted a letter to faculty who may be interested in having their students observe or participate at the Center. The committee was chaired by Dr. Julie Law, CAD faculty. Members included Dr. Soyeon Park, CAD; Dr. Leah Wingard, Communication Studies; Dr. Jae Paik, Psychology faculty; and Kelly Dotson, Program Manager at Children’s Campus. Dr. Suzanne Holguin from the Office for the Protection of Human and Animal Subjects attended the Nov. 6th meeting to answer questions and provide feedback on the research guidelines. Her feedback was incorporated into the guidelines for research at the Center, reflecting a more aligned process with the Internal Review Board (IRB) process at SFSU. The subcommittee also reviewed and incorporated research guidelines
from several university-based child care centers including Stanford, UC Berkeley, UC Davis, Ohio State University and University of New Hampshire. The research guidelines, protocols, and instructions will be added to the Center’s website in fall 2010.

To collect information from SFSU faculty and researchers as well as from those in the community regarding interest in conducting research at Children’s Campus, the Research subcommittee developed a Research Questionnaire that was distributed to over 300 faculty and graduate students including teachers from both Children’s Campus and SFSU’s ASI Early Childhood Education Center. Although the return rate was low, the committee succeeded in advertising the possibility for research at Children’s Campus, as evidenced by interest from several researchers to recruit subjects and from inquiries regarding the observation rooms and audio video capabilities. Other ideas generated by the Research subcommittee for marketing the Center as a research site include advertising in Campus Memo, providing brochures and other information about Children’s Campus in new faculty hire packets, encourage tours of the Center as part of faculty interviews, and reaching out to specific department faculty in CAD, PSY, EED, SPED, KIN and other related departments to promote opportunities for faculty and graduate student research at Children’s Campus.

Dr. Julie Law, Child and Adolescent Development, and Dr. Leah Wingard, Communication Studies, conducted a pilot filming project in the Preschool 1 classroom to test equipment and gauge possible effects on children and teachers at Children's Campus. The pilot filming project provided an opportunity to solicit feedback from teachers about filming at the center and help troubleshoot sound and image issues for future filming. The installation of video and audio to the observation rooms will increase the opportunities for research in future semesters. Completion of sound and video in the observation rooms will also likely increase the number of observers for the 2010-2011 academic year. Dr. Jeff Cookston, Psychology Department, was elected chair of the Research subcommittee for 2010-2011.

Undergraduate Student Internships:
A total of 30 undergraduate students in the Department of Child and Adolescent Development (CAD) in the Young Child and Family Concentration completed their internship requirement at Children’s Campus in fall 2009 and spring 2010. The internship is the required culminating experience in the major for CAD students with a concentration in Young Child and Family. Each student must complete a minimum of 36 units in the major plus 6 units of prerequisites with a letter grade of C or better prior to being admitted for internship. Students are required to work approximately 10 hours a week at the internship site throughout the semester for a minimum of 120 hours. In addition to the internship, students are also required to concurrently attend a weekly seminar (CAD 600) that is taught on site at Children’s Campus. Dr. Julie Law and Kelly Dotson, Children’s Campus Program Manager, co-taught the internship seminar in fall semester 2009 and in spring semester 2010, they were joined by Gena Wilson, lead teacher at ASI ECEC on campus. Also participating in the seminar were student interns assigned to the ASI ECEC. 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 qualified SFSU students from the Department of Child and Adolescent Development Department and other departments were identified and paid to provide release time for classroom teachers to take lunch breaks and attend staff meetings.

Student Observation:
During the fall 2009 and spring 2010 semesters, the Center provided observation opportunities for 640 students from a variety of academic disciplines.

Publications:
Parent Handbook
Staff Employee Handbook
Student Handbook
Intern Handbook
Center Brochure
Data forms for children’s files: Admission Agreement, General Permission Forms
Parent Involvement form

Budget:
Revenue
Application fees: $ 3,775
Tuition: $ 919,000
Total $ 922,775

Expenses
Salaries: $ 656,000
Benefits: $ 163,351
Operations $ 78,500
Total $ 897,851

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 surrounds the building, providing separate outdoor classroom 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 & Coaching Coordinator
Holly Shafer, Research Consultant
Assessor/Anchors: Kelly Lopez, Annabella Tong, Rosa Palafox
Assessors/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. The environmental rating scale scores from Gateway Assessments are used for eligibility for some City subsidy programs. The Department of Children, Youth and Their Families, First Five San Francisco, Mimi and Peter Haas Fund provide funding for this contract.

Summary of major activities during 2009-2010:
- Performed 170 Harms Scale assessments (ITERS, ECERS, FCCERS) for 56 Family Child Care homes and 114 center-based classrooms (at 53 centers).
- Provided on site, in-depth coaching services to 21 child care centers and 12 family child care providers, totaling over 2000 hours.
- Maintained inter-rater reliability of 85% for all assessors.
- Built the capacity of all assessors to also perform CLASS assessments.
- Meet monthly with the funders to review data collection, process and updates.
- Reports and Publications.
- Reports monthly to DCYF and First Five and the Haas Fund.
- Analysis of data by Holly Shafer at PRI twice per year.

Budget:
Total Revenue: $970,635
Assessment contract
Sources: DCYF, First 5 and HSA
Amount: $470,531
TA/Coaching contract
Source: First 5
Amount: $275,925
HAAS grant
Source: Mimi & Peter Haas Fund
Amount: $192,362
San Mateo County contract
Source: San Mateo County
Head Start/Early Head Start Program

Program Administration:
Juanita Santana, Executive/Program Director (through June 30, 2010)
Silan Stalhut, Financial Manager
Victoria Narkiewicz, Human Resources Administrator
Fatima Sequeira, Executive Assistant
Jayne Garcia, Center Operations and Program Compliance Manager
David Pearson, Facilities and Risk Manager
Zoobi Waqar, Education-Early Childhood Development Manager
Marcy Spaulding, Health and Nutrition manager
Craig Zercher, Disabilities and Mental Health Manager
Kimberly Jones, Family and Community Partnerships Manager
Icy Tekleselassie, 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 Math, Literacy, Study Starters and 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 (ESI-P) and Ages and Stages Questionnaire-Social and Emotional Development; Desired Results Developmental Profile Revised (DRDP-2010); and Kindergarten Readiness Assessment tool for 4 and 5 year olds. The program uses Creative Curriculum Checklist, Language assessment for
classrooms serving dual language learners, 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.

Intentional Strategies to Support Language and Learning: Positive teacher-child interactions are a primary ingredient of quality early childhood experiences that launch future school success. San Francisco Head Start grantee sites worked in alignment of this objective and introduced a work plan to address dual language acquisition. The two Cohorts will support teaching staff with the language tools to consistently map his or her own actions and the child’s actions through language and literacy. Cohort 1 started with a series of four seminars through 2009 to 2010. Each seminar teachers were provided with language techniques by a consultant who assigned teachers to document an action plan to establish the methodology to introduce the steps learnt during the seminar. The Education team conducts a follow up to observe and provide coaching in the areas of intentional strategies in language and learning.

Literacy Initiatives: An Education-ECD service has developed several partnerships in San Francisco in order to provide evidenced based practices for high quality services for income eligible children and families. SFHS Education-ECD services collaborate with San Francisco State University-Marian Wright Edelman Institute, Child and Adolescent Development Department, Jumpstart, another research sponsored programs and faculty at SFSU. We provide space, resources and teacher support for Jumpstart Corps members to work with children for two half-days a week, link Jumpstart corps members and staff to families. We receive students enrolled in Early Childhood courses from San Francisco State University and San Francisco City College to volunteer in the classrooms to gain teaching experience. Partner with Raising A Reader, a take home book bag program offered to early childhood educators. The program delivers workshops for parents at the centers on pre-literacy easy and enjoyable reading books to children, age appropriate art activities and multicultural themes to inspire non-reading or limited English speaking family with their child.
Child Outcome for SF Head Start PY- 2009-2010 Analysis – The Desired Results Development Profile 2010 (DRDP-2010) instrument has been revised and 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 2009-2010, teachers assessed all 3 to 4 year olds entering the program and the results indicated that only 31% 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 88.5% of the children fully integrating language concepts and nearly 82.8% of children fully integrating mathematical concepts.

Innovative Practices:

SFSU Head Start received a Head Start grant to fund a program of Early Learning Mentor Coaches. The awarding of this grant recognizes the success of a number of current SFSU initiatives in support of enhanced outcomes for children. Through this grant SFSU will be involved in the U.S. Department of Health and Human Services’ effort to foster innovation, and continual improvement in Head Start and Early Head Start programs. Three early Learning Mentor Coaches will provide classroom based coaching and mentoring to Head Start and Early Head Start Teachers. The Coaches will interact with six new National Centers that will provide training in the use of evidence-based practice. Four university faculty members will provide training and technical assistance to the coaches as a Coach Resource and Support Team.

Disabilities and Mental Health Service:

SFSU has developed creative partnerships and innovative practices in order to provide the best services to children and their families participating in the program.

Mental Health System of Care for Head Start and Early Head Start children and their Families – In 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 2009-June 2010) in SF HS/EHS and provided on-site mental health services to Head Start Children and Families.

The San Francisco State University-Head Start/Early Head Start Clinical Psychology Internship program – Assigns eight Clinical Psychology Interns each year to the HS/EHS program where they provide non-directed play therapy, social skills groups, and classroom services three hours per day, two days per week. Clinical Psychology Interns receive ongoing Clinical Supervision from a Licensed Supervisor in 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.
The Center on the Social and Emotional Foundations of Early Learning (CSEFEL) is a national project to help children be ready for school. In the past year five new Head Start sites are participating in the project, joining the original five sites. All SFSU Head Start sites are now participating in the project, which has been recognized by the California Department of Education Mentor Site for the state-wide adoption of CSEFEL.

In the past year, 60 parent education and support groups were conducted at Head Start sites. Head Start Family Advocates and Mental Health Consultants from the Early Childhood Mental Health Consultation Initiative presented the CSEFEL Positive Solutions for Families Curriculum to parents and caregivers.

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.

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 partnerships 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:

SFSU Head Start has continued its strong collaboration with the SFSU School of Nursing to improve services and help our children to meet their screening and other health requirements. In 2009-2010, more than 50 nursing students have provided services to our Head Start centers, including Grantee-Operated, Partner, and Delegate sites. SFSU nursing students:

- Are certified to conduct Vision and Hearing screening, thus helping us to meet our 45-day requirement for sensory screening.
- Perform Height, Weight, and Blood Pressure measurement, and calculate Body Mass Index (BMI).
- Conduct careful file reviews and immunization audits, 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.
- Conduct dental screenings after training from a pediatric dentist from our partner, Native American Health Center.

SFSU Head Start has also hosted SFSU graduate community health nursing interns who have assisted the program by assisting with coordination of dental and flu immunization clinics, grant writing, community assessment, and other projects.
In an effort to improve dental services, dental follow-up, and oral health outcomes in Head Start children, SFSU Head Start has a continued partnership and an established MOU with the Native American Health Center (NAHC) in San Francisco. In our partnership with NAHC we have established the Head Start for Oral Health portable dental clinic program.

Starting in February, 2010, we began providing dental services on site in the GOP Head Start centers, including: dental exams; preventive care including cleaning, fluoride varnish and sealants when indicated; and minor follow-up treatments, such as fillings. We also assist families with dental follow-up and connect children to needed care if more services are needed than can be provided on site. The program is free to all participants, and is funded through MediCal reimbursement and grant funds through NAHC.

Through a partnership with Prevent Blindness Northern California, we have provided Vision Screening Certification Training to our Fall Semester Nursing Students and to staff form GOP, Partners, and Delegates.

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 Department of Public Health, SFSU School of Nursing, and the MedImmune company (makers of the intranasal flu vaccine FluMist), SF Head Start began offering FluMist nasal spray vaccine to Head Start children in GOP, Partner, and Delegate programs in 2009, and did so again in 2010. In 2009, more than 100 Head Start Children were vaccinated against the Seasonal Flu and H1N1.

SFSU Head Start provided a series of nurse-run evening drop-in clinics to help our children get up-to-date on recommended immunizations and screenings by offering: injectable seasonal flu, H1N1, Hepatitis A, and Pneumococcal vaccines; lead testing (through a partnership with the Mayor’s Office of Housing); and hemoglobin testing.

Collaborative efforts to improve Health and Nutrition services have continued this year with the Health and Nutrition Services Advisory Committee. The committee is consistently well attended by representatives from the SF Department of Public Health, various community agencies, and center parents. In the 2010-2011 program year, this committee will also include a Nutrition Subcommittee and a Policy Subcommittee in an effort to further improve parent and community input on Head Start health and nutrition services.

In 2010-2011, SFSU Head Start has plans to fully implement the I Am Moving, I Am Learning initiative from the Office of Head Start through staff training and mentoring, in an effort to improve nutrition and physical activity among Head Start children, parents, and staff.

Family and Community Partnerships Services
The Family Community Partnerships service area has undergone some changes to its staff training structure in order to enhance services to families. Also the program governance for 2010-11 program year has been formed.

This summer the FCP Manager developed a Core Competencies training curriculum to enhance the case management practices within the Family Community Partnerships service area. This year long curriculum is designed to stimulate the professional growth and development of Family Advocates and Home Visitors in monthly training modules. The curriculum borrows from a variety of disciplines including Social Work, Psychology, Counseling and Sociology. Training methods include providing professional articles, books and research studies for review and discussion. Discussions are followed by reflective exercises to enhance self awareness and coaching on implementing and applying the concepts. The curriculum was introduced this school year and has been well received by the Family Advocates and Home Visitors. Some featured topics introduced so far include case management concepts and approaches, Family Life Cycle theory, Constructivism and Family Resiliency studies. This curriculum serves as the foundation to the development of a case management model.

The FCP service Area also began utilizing case presentations this year as an additional tool for enhancing the assessment skills for Family Advocates and Home Visitors.

Program Governance: Parent Committees have been formed in all of our center for the new program year and the new 2010-2011 Policy Council was seated in our Annual Seating ceremony November 10th.

Program Governance:
Our Education, Health and Family and Community Partnerships Advisory Committees have been formed for this new program year with new Parent Representatives selected for each GOP site.

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:

- Department of Health and Human Services-Administration for Children and Families
  - Head Start Basic Grant - $12,542,917
  - Head Start Training and Technical Assistance - $125,684
  - Early Head Basic Grant - $914,284
  - Early Head Start Training and Technical Assistance - $19,798
  - Head Start and Early Head Start Cost of Living Adjustment and Quality Improvement - $725,116
  - Early Head Start and Early Head Start Cost of Living Adjustment and Quality Improvement - $49,154
- State, Local and Other Funding Sources
- California Department of Education - State Preschool Program (CSPP) - $1,548,333
- California Department of Education - State Center Based Program (CCTR) - $103,516.38
- California Department of Education - State Preschool (CPKS) - $20,000
- California Department of Education - State Preschool (CIMS) - $1,781
- Preschool for All (PFA) - $356,693
- Low Income Investment Funds (LIIF) Classroom Materials/Facility - $117,898
- Higher Education Hispanic Service Institution Partnership - $150,000
- First 5 San Francisco Dual Language Grant - $255,000
- California Department of Education - Facilities Renovation and Construction Grants: $
- Good Samaritan/State Pre-school Sub-Contracts - $114,352
- Golden Gate Regional Center - $26,114
- CA Department of Education Food Program - $755,582
- City of San Francisco - Treasure Island Project - $165,000
- Native America Health - $6,000

**Family Acceptance Project**

**Program Administration**
Caitlin Ryan, Director
Jorge Sanchez, Project Coordinator

**Program Staff:**
Kurt Schroeder, Evaluator
Gill Woo, Family Support Advocate (UCSF)

**Collaborators:**
Lynn Dolce, Clinical Coordinator (UCSF)

**Consultants:**
Rafael Diaz, Senior Quantitative Analyst

The Family Acceptance Project™ (FAP) is a community research, intervention, education and policy initiative that works to decrease major health and related risks for lesbian, gay, bisexual and transgender (LGBT) youth, such as suicide, substance abuse, HIV and homelessness – in the context of their families. We use a research-based, culturally grounded approach to help ethnically, socially and religiously diverse families decrease rejection and increase support for their LGBT children.

The Family Acceptance Project™ has conducted the first comprehensive research on LGBT youth and families. FAP provides the first empirical findings that link specific behaviors that families use to express acceptance and rejection of their LGBT children with health and mental health outcomes in adulthood, including suicide attempts, substance abuse, and risk for HIV, as well as self-esteem and well-being.
FAP was designed to conduct high level, community-based research to: 1) strengthen and help ethnically and religiously diverse families to support their LGBT children; 2) improve the health, mental health and well-being of LGBT children and adolescents; 3) help maintain LGBT youth in their homes to prevent homelessness and the need for custodial care in the foster care and juvenile justice systems; 4) inform public policy and family policy; and 5) develop a new evidence-based, family model of wellness, prevention and care to promote well-being and decrease the high levels of risk for LGBT young people that restrict life chances, positive youth development and full participation in society.

FAP has received a matching grant from the Robert Wood Johnson Foundation to develop the first evidence-based family model of wellness, prevention and care for LGBT children and youth. Once developed, we will disseminate our model across the U.S. and to groups we work with in other countries.

Funding

FAP has a 3-year Robert Wood Johnson Foundation grant of nearly $500,000, matched by local funders and donors. Contributors in the fiscal year include a $175,000 grant from an anonymous donor, a $50,000 grant from the San Francisco Foundation, $20,000 Ittleson Foundation, $10,000 Johnson Family Foundation and $30,000 contributed by individual donors.

During the fiscal year we report the following accomplishments:

**Outreach Network & Family Education & Support Services:**
Initiated first family education & support services for ethnically & religiously diverse families with LGBT children in SF County

Built county-wide referral network – SF County (7/09 – present)

Individual meetings with 180 agencies, providers & clergy that serve children, youth & families

Developed project database to track interactions with families, agencies, providers, including in-services and training sessions

Expanded services into Contra Costa & Alameda Counties

Collaborated with managers and planning staff from Contra Costa County Mental Health to plan new services for LGBT youth in families, schools and communities. This the first jurisdiction to systematically integrate LGBT services into all of their public agencies, and this new LGBT initiative is based on our research from the Family Acceptance Project. This is a 3-year initiative, with mental health services funded by county Mental Health Services Act funds.

**In-Services & Training:**
Provided in-services, training, and presentations for 4,552 providers (primarily), advocates, family members, youth and others, about half of whom – 2,176 – were in the Bay Area. This includes education services to 1,000 family members and youth.

Key presentations during the reporting period include the following:
- Presentation for the Medical Leadership Council on Cultural Proficiency, comprised of all of California’s local, county and state medical societies.
- Special panel presentation at the National Council on Family Relations annual meeting in San Francisco.
- Keynote session to launch the system-wide LGBT health initiative for Contra Costa County.
- Invited speaker presentation sponsored by the LGBT employee group at Genentech.
- Presentations at a national Latter Day Saints (LDS) annual conference in Salt Lake for Mormon families with LGBT family members.
- Keynote speaker at the “Conference for Hope” LGBT youth summit in Spokane.
- Presentations at Creating Change – one on FAP for the Researcher’s Roundtable and a workshop on HIV prevention with Gay Men’s Health Crisis (GMHC).
- Panel presentation for Georgetown University’s National Technical Assistance Center for Children’s Mental Health series on “Eliminating Disparities in Mental Health Care: Practice Level Interventions” for their national call series.
- Briefing for public officials and policymakers at the State Capitol convened by the California LGBT Health and Human Services Network.

In addition to key presentations, we conducted a series of in-services to continue to develop a local referral network for our family services and to help local agencies and providers understand the importance of our new services and how to refer families for services. We conducted 84 local in-services and presentations, including sessions for: mental health providers in Contra Costa County, Alameda County Foster Youth Alliance, the Victim Advocacy Program, LYRIC, RAMS, San Francisco Child Abuse Prevention Council’s TALK Line staff and Family Connections. This also includes presentations for students and staff in all the GSAs (gay-straight alliances) in middle and high schools and to senior centers in San Francisco to directly reach youth and to access elders who are influential family members, especially in ethnic minority families.

By presenting directly to youth through the GSA outreach sessions, our aim was to show LGBT youth how we work with families like theirs, to give them hope that families can grow and change and to talk about how to refer themselves and their families for our services. The lack of hope, negative messages about family that youth consistently receive through the community and elsewhere has been a major barrier and one we have known about since early in our work. This is part of the reason why we target providers, LGBT organizations and services to help them open
their hearts and minds to the need to engage families to finally do structural-level, not individual-level prevention and direct services work with LGBT children and adolescents.

Publications & Development of Key Resources:
We published the first FAP family education booklets based on extensive input from families with LGBT children in English & Spanish (Chinese under development). These are disseminated in hard copy and can be downloaded from our webpage where we collect evaluation data from readers.

The Substance Abuse and Mental Health Services Administration (SAMHSA) funded production of a family practice brief on FAP research and the importance of our new family approach that the FAP Director wrote. The National Center for Cultural Competency at Georgetown University published it and distributed copies to all the mental health systems of care and community affiliates across the country. It was on their website http://nccc.georgetown.edu/index.html and on the website for Georgetown University’s Center for Child and Human Development at: http://gucchd.georgetown.edu/.

We completed production of the 2nd in a planned series of 8 short documentaries video stories that show the journey of ethnically and religiously diverse families from struggle to support of their LGBT children. These short broadcast-quality, multi-platform video stories are designed to give LGBT youth and families hope and to provide positive parental and family role models for diverse families with LGBT children.

“Always My Son,” the second video in our series that tells the story of a Mexican-American Marine father’s struggle to accept his gay gender variant son – was screened at Frameline, the International LGBT Film Festival to bring our work to the attention of potential donors.

Family Acceptance Key to LGBT Well-Being
http://gayrights.change.org/blog/view/family_acceptance_key_to_lgbt_youth_well-being

Guidance for LDS families with LGBT children

Judy Shepard on family acceptance
http://advocate.com/Politics/Commentary/Judv_Shepard_All_in_the_Family/

I was a Marine; My son liked dolls. What happened next.
http://www.365gay.com/opinion/plata-i-was-a-marine-my-son-liked-dolls/

FAP family acceptance study
http://news.yahoo.com/s/prweb/20101206/bs_prweb/prweb4866054

The Protective Effect of Family Acceptance for Gay Teens
http://healthland.time.com/2010/12/06/the-protective-effect-of-family-acceptance-for-gay-teens/

Media
Articles about the Family Acceptance Project were published in *Social Work Today* and the *Harvard Education Review*. In addition, the FAP Director was quoted in a range of newspaper articles published in the Wall Street Journal, Associated Press, Advocate, Kalamazoo Gazette and LGBT publications, and did podcasts on our research for the online social work series, “Living Proof” at the University of Buffalo.

**Awards & Recognition**

The FAP Director received the Distinguished Scientific Contribution Award from the American Psychological Association, Division 44.

The FAP Director received the *Day-Garrett Award* for outstanding professional contributions from Smith College, School for Social Work.

FAP received the *Cornerstone of Equality Award*, from the Greater Boston PFLAG for contributions to the community.

During the grant period, the FAP Director was appointed to serve as a member of the Institute of Medicine’s Committee on LGBT Health Issues and Research Gaps and Opportunities to study the research needs and opportunities for LGBT people, across the life course.

FAP was recognized on Ashoka’s Changemaker webpage for using research as a “powerful agent for change.”

**Consultation with Local & National Organizations to Integrate & Use FAP Findings**

FAP consulted with many local and national organizations during the grant period to assist with education, policy and practice related to LGBT youth and families. These include:

Helped the Center for American Progress frame a research-based report on LGBT youth homelessness with recommendations for federal policy and support.

Provided consultation on FAP research to the Adolescent Health Working Group to develop a sexual health module of their behavioral health toolkit for health and mental health providers that will be available online.

Provided consultation for New York City’s Mayor's Commission on LGBTQ Runaway/Homeless Youth for their strategic planning process and recommendations to the Mayor.

Helped Gay Men’s Health Crisis (GMHC) in New York City to identify policy implications of our findings for school based and community services. GMHC started using FAP research findings in all of their policy briefings and public testimony as soon as our paper on family rejection was published.
International Consultation
During the past year, we continued to collaborate with La Asociación de Madres y Padres de Gays, Lesbianas, Bisexuales y Transexuales (the national association of families with LGBT children in Spain) and with La Asociación Internacional de Familias por la Diversidad Sexual, (a similar international association) as these groups have continued to disseminate our findings and materials in Spanish-speaking countries. As a result of our work in Mexico, we have learned that the Mexican Office of AIDS has included the need for family support services in their national AIDS plan. And our research was used to by Mexican Federation of Sexuality Education and Sexology to argue on behalf of LGBT civil rights with the Mexican Supreme Court.

The FAP Director spent 2 weeks in Spain doing a series of presentations, meetings and press briefings on our research and new family model of care for LGBT children and youth. The trip was sponsored and funded by Spanish government agencies and included broad national media coverage (radio, TV and press) of our research and international work.

Diversifying Leadership in Nursing

Program Administration:
Dr. Charlotte Ferretti – PI
Dr. Lynette Landry - Coordinator

The Diversifying Leadership in Nursing program supports underrepresented Masters in Nursing students who are motivated to pursue a Ph.D. program and focus their efforts on reducing health disparities. This goal is accomplished by providing academic support, scholarships, mentorship and clinical research opportunities to three students from underrepresented minority communities. Initially supported by the National Cancer Institute and the National Institutes of Health, the program currently receives funding from the California Wellness Foundation.

Dr. Lynette Landry, faculty in the School of Nursing, coordinated the 2009-2010 program and recruited 3 students in the Masters Program in Nursing. One student has already applied to the doctoral program at UCSF.

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 marketing at a national level. Following a one-week orientation in New York, the student continued the project in San Francisco.

One student had the opportunity to attend the National League for Nursing Summit where she 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.
The program is currently working closely with a colleague, Dr. Judy Martin Holland, Dean of Recruitment and Retention at UCSF School of Nursing, who is on the Diversity of Nursing Leadership Advisory Board, to identify additional underrepresented students. In 2010-2011, program leaders will meet with the Program Officer for California Wellness to discuss a pipeline project with City College of San Francisco.

What was exciting to reaffirm were the benefits of the national leadership experience for the students. 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 2.

Reports:
Student field studies at completion of program
Report to the funding agency

Jumpstart San Francisco

Program Administration:
Nichole Gangitano, Senior Site Manager
Annaleah Glick, Associate Site Manager
Taryn Tong, Associate Site Manager
Kristal Brister, Associate Site Manager
Gurpreet Kalra, Program Associate
Students-131 total SFSU students participated

Summary of major activities:
- Hired and Recruited SFSU undergraduate and graduate students:
- During the 2009-2010 school year Jumpstart sought to engage 130 Corps members in service for the 2009-2010 school year. We recruited a total of 131 Jumpstart Corps members from San Francisco State University. These students contributed 55,500 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 2009-2010 program year, Jumpstart modified and continued 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:
<table>
<thead>
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<th>Language and Literacy Domain</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Books and Print Knowledge</td>
<td>Alphabet Knowledge</td>
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<tr>
<td></td>
<td>Meaning and Use of Print</td>
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<td>Phonemic Awareness</td>
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<td></td>
<td>Rhyme Awareness</td>
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<tr>
<td>Oral Language</td>
<td>Vocabulary</td>
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<td></td>
<td>Comprehension</td>
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</table>

- Jumpstart’s 2009-2010 School Success Assessment results show that 66.3% of children made gains of 25% or greater on all scales of the School Success Checklist.
- Increased Family Involvement among families in the Bayview and Visitacion Valley neighborhoods through implementation of Family Workshop series:
  - Each preschool held Jumpstart’s Family Workshop series. The workshops are implemented as a seven session series with each workshop focusing on a different early literacy topic. The family workshops are facilitated by Jumpstart Associate Site Managers, and during each workshop the caregivers are introduced to the early literacy topic, given a Jumpstart core story book, and asked to complete a related take home activity with their child.
- Jumpstart hosted a variety of community events. Events included a Family Ice Skating Day at the Embarcadero, Read for the Record, and Jumpstart for a Day at City Hall.
- Jumpstart’s “Read for the Record” in 2009 was a great success, with over 2 million national and international participants. Jumpstart San Francisco leveraged this national campaign to create local awareness. To that end, thousands of Bay Area children, families, teachers and volunteers participated in Jumpstart’s “Read for the Record” in classrooms, libraries and homes throughout the region. Jumpstart’s main local event was held at The Fisher Children’s Center where over 200 preschool children, from some of San Francisco’s low income neighborhoods attended and participated in crafts and learning activities, as well as readings of this year’s official book for Jumpstart’s Read for the Record, *The Very Hungry Caterpillar*. We distributed 6,000 copies of *The Very Hungry Caterpillar* to children in the Bay Area, and registered 50 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
San Francisco State University and City College of San Francisco requested funding from the Mimi and Peter Haas Foundation, to pilot an initiative aimed at improving the quality of early childhood education in the City of San Francisco by supporting individuals in obtaining an undergraduate degree in Child and Adolescent Development. This program, the Metro Early Child Education Academy (Metro ECE Academy), provides students with personalized support for college success that includes an orientation to college and in-class academic support and tutoring. Metro ECE Academy ensures that students’ needs are met by guaranteeing enrollment in child development and general education courses at both City College of San Francisco and San Francisco State University.

At the core of Metro ECE Academy is a learning community made up of students enrolled in two linked courses each semester: a general education course and a child development course. These classes take a carefully scaffolded approach to building specific competencies agreed upon by faculty at both the community college and the university. As students proceed through the Metro sequence, they experience course work that is reinforced from one class to the next, and faculty that work with each other closely to share knowledge of the students as well as effective pedagogy. The linked courses share common learning objectives and integrated assignments.

Accomplishments:
• At SFSU in year one, 32 freshman were recruited into the Metro ECE Academy CAD and Critical Thinking. At CCSF, 45 students who are current child care providers in low income child care centers were recruited to English and College Readiness courses.
• 2 summer English courses and an ESL course were delivered to prepare 17 students for the fall 2010 semester.
• 16 faculty from both institutions participated as members of a Learning Community to develop contextualized courses to support student learning.
• Tutors were made available in class and after class to help students, while additional support was provided by the Director to help students identify other supports such as financial aid, computer lab access, and library support.

• Program chairs, Dr. Rene Dahl and Kathy White, participated in leadership meetings throughout the year, met with SFSU’s Dr. Mary Beth Love for orientation to the Metro principles, and worked on their respective campuses to negotiate classes with other departments for the first Metro ECE Academy cohort.

Budget:
Funds provided by the Mimi and Peter Haas Fund
SFSU: $241,537
CCSF: $199,336

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EDELMAN INSTITUTE AFFILIATED PROGRAMS

Valencia Health Services

Program Administration:
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

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.

After ten years of serving the community, the School of Nursing at UCSF made a difficult decision to transfer the operations of Valencia Health Services to Mission Neighborhood Health Center (MNHC) to be operated as a satellite site for health care to underserved individuals in the community. The higher ratio of expenses to income made it impossible to continue. As Mission Neighborhood Health Center is a FQHC, it can be reimbursed at a higher rate per patient and can qualify for federal grants through the Community Clinic Consortium.

Summary of major activities from July 2009 - January 2010:
- Provided clinical internship opportunities to over 50 nursing students;
- Provided an average of 240 patient visits per month to a total of 900 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 Five of the HRSA grant to reduce obesity and increase physical activity
- Provided organized physical activities for community youth. Under the direction of Dr. Dave Walsh, seven SFSU students directed organized activities and developed program activities such as weight training, martial arts, yoga, or calisthenics.
- Helen Martin, Director, remained to support and assist with the transition of the clinic to the MNHC HRSA sub-contract from UCSF.

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WiRED International

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

Summary of major activities:
WiRED engaged in four key activities during this period:

- Install programs in Central America
- Develop Community Health Information (CHI) program
- Recharge the Community Health Information (CHIC) program in Kenya
- Develop and implement the International Telemedicine Network (ITN)

Install programs in Central America

WiRED opened Medical Information Centers (MICs) in the following locations:

**Nicaragua**
- Pantasma—Centro de Salud Adelina Ortega
- Jalapa—Hospital Pastor Jimenez
- Somoto—Hospital Juan Antonio Brenes

**Honduras**
- Nacaome—Centro de Salud Constantino Silva

**El Salvador**
- La Unión—Hospital La Unión
Program Description:
WiRED expanded its program to outfit rural hospitals in Central America by installing three Medical Information Centers (MICs) in Nicaragua and one each in Honduras and El Salvador. The Internet-connected MICs provide the critical links between doctors in rural areas and their colleagues around the world. Further, the MICs provide medical libraries and special continuing medical education programs for doctors and nurses, therapists, and other medical professionals.

WiRED provided the computers for each facility, and, perhaps more important, WiRED connected these computers to medical databases and online training courses. The International Telemedicine Network (ITN) portal, which WiRED coordinates, now provides access to a large collection of free health care resources. During the next year, the ITN will add continuing medical education modules that will enable doctors in developing countries to update their knowledge on the latest developments. Most of the courses will be by request: Doctors ask for updates on particular illnesses or conditions, and WiRED helps assemble the courses through its alliances with U.S.-based medical schools and teaching hospitals.

Funding for the current round of MICs in Central America came from small donors, whose average contribution was less than $100. Donations collected for two years allowed WiRED to pay for the computers and will fund a small portion of the course preparations.

Program rationale:
When orthopedic surgeon Dr. Juaquin Corvera diagnoses a patient and performs the necessary surgery, his long experience generally enables him to handle the procedures deftly. So, over the years his training and firsthand experience have served him and his patients well. The practice of good medicine, however, requires frequent updates on scientific advances taking place in hospitals and medical schools around the world, and that’s where Dr. Corvera is at a disadvantage. Experience is priceless, but so, too, is tapping the research and collective wisdom of global medical communities.

Doctors at the Hospital La Unión near San Miguel, El Salvador, like those at most rural hospitals in Central America, operate without medical libraries, outside consultants or opportunities for continuing medical education. Journals, texts, and training programs readily obtainable in the West are unavailable at many rural hospitals and clinics in Central America, and, while the rich exchange of information is standard in high-income regions, it is all but absent in this part of the world. WiRED’s MIC program seeks to help close the information gap.

Develop Community Health Information (CHI) program

Program rationale:
Access to health information and other tools of prevention is a basic human right. Remarkably, prevention is often overlooked, perhaps because it isn’t glamorous or profitable. And yet the need for life-saving information is compelling: health knowledge can save billions of dollars, millions of lives, and lifetimes of anguish.
Giving people knowledge about healthy practices, teaching them about harmful conditions, and showing them signs and symptoms of illness and disease can go a long way to improve health and avoid or reduce the need for costly treatments.

Several years ago Dr. Lee Jong-wook, then Director-General of the World Health Organization (WHO), reflected on the grievous outcomes of unequal access to medical care around the world. Developing populations also face unequal access to information that enables them to understand and contribute to their own health. Educating communities to safeguard and improve their health is efficient and effective. WiRED has dedicated its organizational resources to improving health information equity in war-torn and developing regions.

Program Description:
The CHI program provides community health training and illness prevention for grassroots communities. It develops and maintains interactive training libraries designed for people with no medical background.

WiRED defines health broadly. In addition to a standard array of health topics on communicable and non-communicable illnesses, we include women’s health, family planning, and a range of environmental health issues. These include programs on clean water, low-fuel cooking methods, food safety, sanitation, and hygiene. In addition, WiRED offers targeted programs for caregivers, community health workers, students, and patients.

The community training programs are disseminated through several mechanisms. The most comprehensive of them—the turn-key package—includes the purchase and set-up of computers, the installation of complete health libraries and training tools, staff training and ongoing management of the facility. In all cases, WiRED enters into collaborative arrangements with local community-based organizations, clinics, schools, and other established institutions in the operation of the CHIC facility.

The organization’s primary interest is to distribute the training programs as widely as possible to grassroots populations, and this does not require a CHIC infrastructure. Other non-government organizations and institutions have computers and need only professionally developed health content. Consequently, WiRED is making its complete CHI e-libraries available to any non-profit organization that serves under-resourced populations. Such interactive, health training programs are available through commercial sources, but they cost tens of thousands of dollars or more—far beyond the budgets of most small non-profits. Driven by the belief that health information is a human right, WiRED will charge little or nothing for this material. It wishes to make the e-libraries as widely available as possible.

Health information, such as provided by the CHI program, can save billions of dollars in treatment costs globally when ordinary people understand and act on prevention and basic health matters. At present WiRED works only in developing countries. However, it is preparing to distribute this material within the poorest regions of the United States. This will be the organization’s first venture into the domestic arena.
Recharge the Community Health Information (CHIC) program in Kenya:
No medication or medical device can do as much to promote good health in remote regions as a population’s knowledge of good health practices. For the people of Kisumu, Kenya, WiRED’s Community Health Information Centers (CHICs) provide the only source of basic health information, especially HIV/AIDS prevention. In 2010 WiRED revitalized the CHIC program by using technology upgraded since the start of the program nearly nine years ago.

WiRED’s objective during this trip was to update the medical information and broaden the reach of the program to grassroots communities in this region near Lake Victoria and outfit the two CHICs in the Kisumu neighborhoods of Obunga and Pandipieri (a video is available on the organization’s website). In both locations, WiRED provided new computers and new health education software. WiRED also undertook training the local staff to 1) use the new software, 2) help clients get the information and refer them as needed to clinics and HIV testing facilities, and 3) master reporting procedures and research protocols for data collection and preparation procedures.

The new CHIC program, supported almost entirely by individual donors, will serve as a working model for potential funders. The aim is to demonstrate the capacity of the program to serve large numbers of grassroots people with information that engages people in their own health. About 10 percent of the material is devoted to HIV/AIDS prevention; the rest covers illnesses and ailments, simple to serious that affect people in East Africa. To date, the WiRED CHIC programs have reached more than one million people.

Reaching the youngest audience with information about HIV/AIDS presents a unique challenge. WiRED designed a special cartoon to get some of the points across. It’s the only scenario-based module. It tells about an antibody named “Buddy,” a detective, and the HIV monster. It can be viewed by children one by one, but most gather in an audience. Interacting with the program becomes a group activity.

AIDS medication keeps people alive, but patients take the pills forever and still they suffer mightily. AIDS prevention costs less and spares the human agony, yet prevention programs are shortchanged. More prevention means less need for a lifetime of drugs and suffering and shortened lives. The revitalization of the CHIC program in Kenya—and its continued progress and success—is an important part of WiRED’s mission to provide medical and healthcare information, education, and communications in developing and war-affected regions worldwide.

Develop and implement the International Telemedicine Network (ITN)
WiRED coordinates 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, 2008 and has worked closely with designers and funders to create an online educational tool for research and education.
During this reporting period, WiRED has formed a relationship with the Iraqi Medical Sciences Association (IMSA) to develop a series of training courses, not only for physicians in Iraq but for medical specialists globally. The first set of training programs will include topics in mental health for general practitioners and stroke unit operation and administration. Upcoming courses will be designed for physicians in 12 African countries looking at Rheumatic Heart Disease.

Faculty members actively engaged in program research and scholarly activities or its supervision:

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.
- **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 Seinow, 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:

WiRED personnel have produced 120 health training programs, and many Website resources, stories and interactive programs. These are found on WiRED-operated Websites (wiredinternational.org and ITNhealth.net)

Gary Selnow presented a paper about the Community Health Information Center program at the International Colloquium on Communication in Vienna, Austria.

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.
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Alison

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