

PROPOSAL COVER SHEET

(You may neatly hand write this portion of the proposal)

Organization Name: The Regents of the University of California, on behalf of its San Francisco campus

Street Address: 3333 California Street, Suite 315

City: San Francisco

State: CA

Zip Code: 94118

Main Phone: (415) 206-4444

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Program Name: UCSF HEARTS (Healthy Environments and Response to Trauma in Schools)

Program Street Address (if different): N/A

City:

State:

Zip Code:

Executive Director: Marina Tolou-Shams PhD

Phone: (415) 206-2212

Primary Contact Person (if different): Joyce Dorado, PhD

Phone: (415) 307-5403

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Email: Joyce.Dorado@ucsf.edu

Total Proposal Request (may not exceed Program Selection amount on page 11): \$ 150,000

Total FY 2018-19 Projected Agency Budget: \$ 150,000

I certify that the information provided in this application is true.

Signature

Navjot Mahal Gill
Navjot Mahal Gill, Contracts Specialist

Date

2/26/18

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BOARD OF DIRECTORS

(You may neatly hand write this portion of the proposal)

Name	Years on Board	Neighborhood of Residence (using map on p.14 of this RFP)	Affiliation/Occupation
Maria Anguiana	1		Chief Financial Officer
Richard C. Blum	6		Chairman of Blum Capital Partners
William De La Pena, MD	12		Ophthalmologist and Medical Director
Gareth Elliot	3		Partner of Sacramento Advocates Inc
Howard Guber	1		CEO Mandalay Entertainment Group
George Kieffer	9		Executive Committee of the National Law Firm of Manatt, Phelps and Phillips
Sherry L. Lansing	19		Former CEO of Paramount Motion Pictures
Charlene Zettel	7		CEO Donate For Life
Hadi Makerechian	10		Chairman of Makar Properties
Paul Monge	1		Student Regent
Eloy Ortiz Oakley	4		Chancellor of CA Community Colleges
Lark Park	12		Senior Advisor for Policy
Bruce D Varner	12		Partner at Varner & Brandt Law Firm
John A Perez	3		Vice Chair of the Board
Bonnie Reiss	10		Global Director of Schwarzenegger Institute
Richard Sherman	3		CEO Geffen Company
Ellen Tauscher	1		Former Member of Congress

PROGRAM SELECTION

(Check the box for both the Program Area and the Program for which you are applying)

Capacity Building

1. Trauma-informed systems training (\$150,000)

PROPOSAL NARRATIVE

1. Background and Need

What specific barriers and challenges exist for the target population(s)?

This proposal aims to promote school success and resilience for the Bessie Carmichael School (BCS) community. BCS serves a highly diverse community of Pre-K through 8th grade students, a significant proportion of whom are from under-resourced families facing chronic stressors and/or trauma. Unaddressed trauma is associated with negative outcomes in attendance and school performance, including more school absence, lower grade-point average (Hurt et al., 2001), and challenging school behaviors and interactions resulting in loss of instructional time. Without an understanding of the effects of chronic stress and trauma, trauma-impacted students are at risk of being seen as children with “problem behaviors” rather than as children in need of help who have made adaptations in order to survive trauma. Over time, trauma-impacted youth are at risk of dropping out or being pushed out of school via repeated suspensions and/or expulsion (Porche et al., 2011; Eitle & Eitle, 2004), and in turn, school dropout increases the risk of being imprisoned (Center for Labor Market Studies, 2009).

San Francisco Unified School District (SFUSD)’s goal is that “every student who enrolls in our schools will graduate prepared to succeed in college, career and life.” Key to this goal is addressing the achievement gap in which the race, ethnicity, home language, and socioeconomic status have historically predicted academic proficiency. SFUSD’s goals and strategies reflect nationwide efforts to address the “school to prison pipeline,” in which students of color and students with disabilities are disproportionately suspended and expelled from school and end up in the juvenile justice and prison population (e.g., Losen et al., 2012). Unaddressed trauma feeds the “school to prison pipeline.” While most forms of trauma occur across class lines, the chronic stressors of poverty as well as the trauma of community violence disproportionately affects under-resourced neighborhoods, often inhabited by communities of color (Buka et al., 2001; Kiser & Black, 2005). This combined with the traumatizing effects of implicit and explicit bias contribute to inequity and disproportionality in punitive and exclusionary disciplinary measures, resulting in a synergistically toxic effect on black and brown students (Soto-Vigil Koon, 2013).

What is your understanding of the specific barriers & challenges in SoMa neighborhood?

SoMa is the one of the most economically and racially diverse communities in San Francisco, with the greatest disparity of income and a high rate of immigrant families. Many SoMa residents face serious adversities such as poverty, lack of affordable housing, limited opportunities, and crime. For example, since the beginning of 2018 there have been 2,434 police incidents in the SoMa District alone.

BCS, located in the SoMa district, serves 627 students: 35% Filipino, 26% Latino, 13% African American, 7% Asian, 18% Other. 38% are English Language Learners, 9% are in Special Education, 68% are economically disadvantaged, and 82% rely on Free/Reduced Lunch. 25% of youth are identified as being in transition (i.e., they are experiencing homelessness). A significant proportion of students are first-generation Americans whose families are dealing with the stressors of acculturation. Per the school’s administrators and support staff, the school serves a high number of trauma-impacted children. The elementary school’s school social worker has served 120 students/families (unduplicated) this year alone, out of her estimate of 260 students/families in need of services. The Families in Transition social worker (who serves homeless students) has served 151 students (unduplicated) this school year alone, and she states that the need for targeted and intensive services far outweighs the school’s current resources.

What is your organization’s history of providing similar services to the target population?

HEARTS began our partnership with SFUSD in December, 2008, working collaboratively with SFUSD to tailor HEARTS development, implementation, and evaluation to the district’s needs. To date, we have implemented the full, multi-tiered program (see below for description) in 4 SFUSD schools in the southeast sector of San Francisco, serving some of the most under-resourced, trauma-impacted communities in the city, as well as one pre-K-8 school serving students from a range of socioeconomic backgrounds. Additionally, we are currently providing trauma-informed training and consultation in 7 schools in Bayview

Hunters Point and Visitation Valley, and have provided trauma-informed training and consultation for four schools in the Mission District. HEARTS has also been working in collaboration with Oakland Unified School District since 2014 on implementing Trauma-Informed Restorative Practices in their 6 comprehensive high schools, many of which largely serve under-resourced and highly stressed communities. In addition, in partnership with the CLEAR Trauma Center at Washington State University, we have integrated best practices of CLEAR and HEARTS to pilot and evaluate a sustainable, scalable model for creating trauma-informed schools.

In schools where the HEARTS full, multi-tiered program was implemented for more than one year, school personnel who responded to the annual end-of-year program evaluation survey reported significant increases in their understanding of trauma and use of trauma-sensitive practices, as well as significant improvements in their students' ability to learn, time on task, and school attendance "as a result of the HEARTS program." In addition, data for the school where HEARTS was implemented for 5 years indicated a 32% decrease in total disciplinary office referral incidents, and a 43% decrease in incidents involving physical aggression after only 1 year of HEARTS implementation compared to the year prior to implementation. After 5 years of HEARTS implementation, there was an 87% decrease in total incidents, and an 86% decrease in physical aggression incidents (compared to the year prior to implementation). There was no significant decrease in out-of-school suspensions after 1 year of HEARTS implementation, but there was a 95% decrease in out-of-school suspensions after 5 years of implementation compared to the year prior to implementation. Furthermore, students who received HEARTS therapy experienced a significant decrease in trauma-related symptoms (Dorado et al., 2016).

2. Proposed Program Design

What is the proposed program design? Describe how it incorporates best practices.

Trauma and chronic stress are public health issues that can affect all members of a school community, and thus a whole-school, multi-tiered, trauma-informed approach is needed to mitigate these effects. The mission of UCSF HEARTS is to collaborate with schools and school districts to promote school success for trauma-impacted children and youth by creating more trauma-informed, safe, supportive, engaging, and equitable learning and teaching environments that foster resilience and wellness for everyone in the school community, students and adults alike. HEARTS is a whole-school, prevention and intervention approach that addresses trauma and chronic stress with students, caregivers, staff, and administrators, as well as with schools at a systemic level.

We aim to increase instructional time and decrease time spent on disciplinary actions.

Specifically, the goals of HEARTS include: 1) increase student wellness, engagement, and success in school, 2) build staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies, 3) promote staff wellness through addressing burnout and secondary trauma, and 4) reduce disciplinary office referrals, suspensions, and expulsions through a trauma-informed approach to improving school climate and behavioral support systems that places cultural responsiveness and equity at the center of the work.

Drawing from implementation science (Fixsen et al., 2005), HEARTS works in partnership with schools to support a 3- to 4-year change process for creating more trauma-informed, safe, supportive, and equitable schools. We work collaboratively with leadership, staff, students, and families, promoting capacity building through providing **training, consultation, support, and services across all three tiers** of a multi-tiered system of support framework. Our full program spans universal supports for all students and staff (tier 1), supplemental targeted supports (tier 2), and intensive supports (tier 3) (see Appendix "UCSF HEARTS Multi-Tiered System of Supports" for example supports along all three tiers). The first 2 years of implementation involve intensive training, consultation, and support, with the HEARTS consultant being on-site at school ~5 days per week (minus 2-4 hours at Zuckerberg San Francisco General Hospital (ZSFG) for supervision, meetings, clinical paperwork). During the 3rd year, there will be a step down in intensity of services, with the HEARTS consultant at school 3 days per week (minus 2-4 hours at ZSFG).

HEARTS is grounded in research on the effects of complex trauma on neurobiology, behavior, relationships, and organizations (e.g., van der Kolk, 2014; Bloom & Farragher, 2013), as well as on evidence based components for addressing trauma's effects (e.g., Blaustein & Kinniburgh, 2010; Craig, 2008). The program draws from Massachusetts Advocates for Children and the Trauma and Learning Policy Initiative (TLPI) flexible framework (Cole, et al., 2005), which is based in complex trauma and resilience research and fosters not only individual, but school-wide change and healing. Our program also utilizes approaches and techniques from Attachment, Self-Regulation and Competency (ARC), an evidence-based intervention for trauma-impacted children and families (Blaustein & Kinniburgh, 2010).

A safe and supportive school climate is crucial for student and educator success (Bucher & Manning, 2005; Hopson et al., 2014). HEARTS core guiding principles around cultural humility & responsiveness, safety & predictability, compassionate & dependable relationships, resilience & social emotional learning (e.g., building self-management skills), and empowerment & collaboration can help to create a school climate that is more conducive to learning and teaching. Knowledge gained from HEARTS trainings and consultation about chronic stress and trauma can help to reframe "problem" behaviors as behaviors stemming from post-trauma needs for safety and support. It can also help to mitigate the effects of stress on educators, decreasing emotional reactivity, and leading in turn to less punitive and escalating reactions towards students and others. These effects, coupled with increased skill in trauma-informed practices learned through HEARTS, can lead to more effective responses to challenging behaviors, which in turn can decrease these behaviors and increase student engagement.

Self-regulation skills are related to early academic success (Blair & Razza, 2007). Traumatic experiences can result in poor self-management and relationship skills that are exacerbated by feeling unsafe, and thus HEARTS specifically targets increasing students' self-regulation skills and sense of safety. Positive teacher-student relationships are related to academic achievement (Pianta et al. 2008), particularly for students with self-regulation and attention-related skills (Liew et al., 2010). Trauma can interfere with children's ability to trust others, and stress can interfere with teacher-student relationships. Therefore, HEARTS strategies directly target improving teacher-student relationships.

Who will your program target for services, how many individuals will it serve, and how does it propose to reach them? Describe the activities and outcomes that your program plans to track.

Services provided:

- A series of professional development (PD) trainings on effects of stress and trauma on learning, teaching, and school communities, as well as on trauma-informed strategies for mitigating these negative effects and promoting resilience
 - PD training offered to all school staff (~75 people), including teachers, paraprofessionals, support staff, and administrators, as well as to community partners who work on the school site (e.g., Embarcadero YMCA, Galing Bata, Soma Youth Collaborative, United Playaz, and South of Market Family Resource Center) (~ 20-50 people or more). All adults working in the school should participate in these trainings in order to create common language, common understanding, and coordinated/integrated strategies.
- Trauma-informed consultation for school personnel (up to 75 people) aimed at building capacity to address the effects of stress and trauma on school success and school community
 - Student-focused consultation, consultation around classroom and school-wide practices, and consultation on integrating a trauma-informed approach into existing school frameworks, procedures, policies, and practices (e.g., PBIS, restorative practices)
 - Participation in coordinated care team meetings, and in other key meetings such as school climate team, grade level planning meetings, etc., as invited and feasible
 - Support for school staff around addressing stress, burnout, and vicarious trauma
- On-site direct services for trauma-impacted students

- Psychotherapy for trauma-impacted students, including working with families and teachers to promote students' social and emotional wellness, resilience, and school success (caseload of ~6-10 student clients at any one time) (~8-15 students per year)
- Psychoeducational skill building groups for trauma-impacted students (~12-15 students)
- Workshops offered to parents/caregivers on coping with stress (~20-60 people)

Please see attached appendices “Bessie Carmichael Three-year Plan (proposed): At a Glance” and “UCSF HEARTS Logic Model” for details on how activities are connected to outcomes.

What other organization(s), including City government entities, does your program partner with, and how does this partnership impact its reach/activities/services?

UCSF HEARTS is located within the Division of Infant, Child, and Adolescent Psychiatry, UCSF-Zuckerberg San Francisco General Hospital (ZSFG). Thus the HEARTS consultant can help facilitate referrals to child psychiatrists, pediatricians, and other hospital specialists for trauma-impacted students in need. Further, HEARTS partners with the San Francisco Department of Public Health (SFDPH) Trauma Informed Systems (TIS) Initiative. The HEARTS director is a founding member of the TIS workgroup and serves as the TIS Lead Curriculum Developer and a Master Trainer. The SFDPH TIS curriculum is largely drawn from the HEARTS curriculum, and thus HEARTS and the SFDPH TIS Initiative use common language and understanding around the effects of trauma and promote the same core-guiding principles for mitigating trauma's effects. Consequently, the PD and consultation HEARTS provides to BCS will be in alignment with those being provided to the DPH workforce as well as to other public sector institutions in San Francisco (e.g., child welfare, juvenile probation), allowing for the BCS community to benefit from the collective impact of these alignments. Further, HEARTS partners with Trauma Transformed, the Bay Area Regional Trauma Informed Systems Collaborative (traumatransformed.org), which has grown out of and shares the same principles and approaches as SFDPH TIS and HEARTS. Through this partnership, HEARTS has the opportunity to work with school districts across the Bay Area, whose best practices can in turn be shared with BCS.

How will your program involve the community, or connect with community-based knowledge and experience, to inform program design?

We will work collaboratively with key members of the BCS community so that their knowledge and experience will inform the implementation of HEARTS at the school. For example, the Soma Youth Collaborative (SYC) holds monthly partner meetings to engage service providers and public and private partner to coordinate services to the school. United Playaz, the lead agency of the SYC, has over 10 years of experience serving BCS students and families. HEARTS will work closely with SYC to inform our work and ensure that we are advised by individuals reflective of the target population with historical knowledge and expertise in serving SoMa youth, and SYC is committed to supporting HEARTS in this way.

3. Evaluation

How will your organization evaluate and inform program design? How will your organization track progress and measure program impact on the target population(s)?

In Spring 2017, prior to HEARTS implementation, a survey will be administered at BCS to evaluate the school's needs, strengths, and requests around trauma-informed knowledge and practices. We have been holding and will continue to hold planning discussions with the school's administrators and key members of the BCS community. The information gathered from the survey and discussions has and will continue to inform us in tailoring the design of HEARTS implementation for BCS.

Program evaluation efforts will focus on student, staff, and school level outcomes. For students who receive HEARTS psychotherapy, we will be using the Child and Adolescent Needs and Strengths (CANS) Assessment (Praed Foundation) to track progress towards post-trauma symptom reduction and improved psychosocial functioning. The CANS is widely used nationally (including in SFDPH), and has been demonstrated to be psychometrically sound (Anderson et al., 2002; Praed Foundation, 1999). We will also

track any changes in student clients' instructional time by tracking incidence of client's disciplinary referrals to office and suspensions.

For school staff and affiliates who participate in HEARTS PDs, after each PD we will administer training evaluations that measure knowledge and skills gained (using a retrospective pre-post method) as well as participant satisfaction. Further, at the end of each school year, we will administer a program evaluation survey to all school staff who participate in HEARTS training or consultation. The survey will capture staff's perception of changes in their knowledge, skills, and use of trauma-informed practices, their perception of changes in their students' school engagement, and their satisfaction with HEARTS services. Survey results will be utilized to improve HEARTS services and program design for the following school year.

At the school level, we aim to increase students' opportunities to engage in school via decreasing the incidence of disciplinary office referrals and out of school suspensions. Thus, through school records we will examine changes in these incidents between the year before HEARTS was implemented (2017-18) and the end of each year of HEARTS implementation.

Please see attached appendix "Bessie Carmichael School Three-Year Plan" for more details.

4. Organizational Capacity and Budget

Identify the individual(s) who will work on this project on behalf of your organization. Include name, job title, skills and experience for each individual.

Joyce Dorado, Ph.D., is the co-founder and director of UCSF HEARTS. She will serve as the principal investigator for this grant, providing oversight, supervision for the HEARTS consultant, consultation to BCS leadership, providing some of the professional development trainings, as well as spearheading program evaluation. Dr. Dorado serves as an appointed member of the California State Supreme Court Justice's statewide steering committee for the Keeping Kids in School and Out of Courts initiative. She is also the Lead Curriculum Developer and a Master Trainer for the SFDPH Trauma-Informed Systems Initiative. She is a Clinical Professor in the Department of Psychiatry, UCSF-ZSFG. She has worked with trauma-impacted children, youth, and families for 27 years, has been invited to speak about trauma in schools at numerous regional, national, and international conferences and events, and is a published author.

The HEARTS consultant, to be hired, will be a licensed or license-eligible mental health practitioner with training, experience, and expertise working with educators to address trauma in schools. The consultant will also have training and experience in providing trauma-specific psychotherapy to children, youth, and families from under-resourced communities of color who have been impacted by trauma, including experience providing therapy for students on-site at schools, and collaborating with student clients' teachers and other school staff to strengthen supports, safety, and skill-building for these clients.

Provide a brief narrative for your program budget; highlight any unique and/or substantial budget items reviewers should understand.

Funds will be used to support **Joyce Dorado, PhD, (Principal Investigator)** at salary and benefits at 18%FTE (\$38,325). Dr. Dorado's role in the proposed project is described above. Funds will also be utilized to support salary and benefits for a **full time, licensed or license-eligible mental health practitioner** who will serve as the school-site HEARTS consultant (\$71,080). Duties of this to-be-hired HEARTS consultant are described above. Funds will also be utilized training and therapy supplies (\$2,306), as well as for UCSF-required charges, services, and indirect costs (\$16,071) (see attached budget). **Leveraged funding:**

Through SYC's advocacy and private/public partnerships that have been built, Pinterest has made a strong investment in BCS by providing over \$100,000 per year for the past two years to support a second social worker at the school to provide services specifically to youth and families in transition or homeless. This social worker's efforts will dovetail with and be leveraged as additional support to HEARTS work. Additionally, SYC/UP is committed to fundraising \$10-15K per year to ensure HEARTS is implemented at full capacity by supporting training, materials, and supplies for SYC Member organizations and BCS parents/caregivers. SYC will also assist BCS in fundraising for a third year of HEARTS implementation.

UCSF HEARTS Multi-Tiered System of Supports

Intensive/Tertiary Intervention (5%)

Trauma-specific psychotherapy with students + consultation with teachers
IEP consultation / Trauma-informed crisis management

Early/Secondary Intervention (15%)

Participation in Care Team Meetings for at-risk students and school-wide issues
Trauma-informed school-wide positive behavioral support system
Trauma-informed, restorative discipline policies
Teacher wellness groups

Primary Prevention (80%)

Capacity building with school staff

Training on effects of complex trauma in schools and trauma-informed practices
Promote staff wellness and address stress, burnout, & vicarious trauma

Use of trauma-informed lens to augment universal supports

Positive Behavioral Interventions and Supports (PBIS)

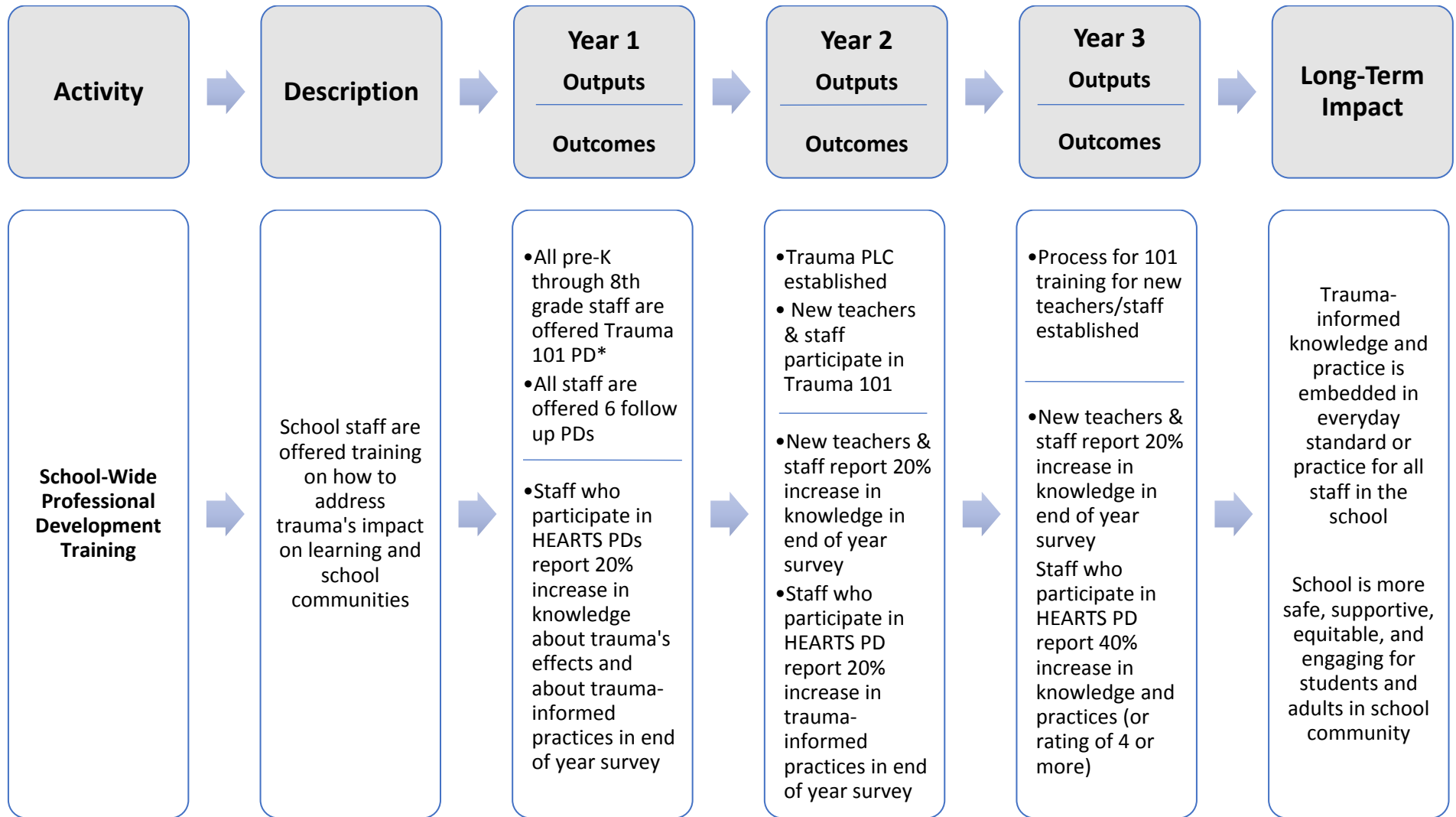
Health education on coping with stress

Safe and supportive school climate/ Educational equity

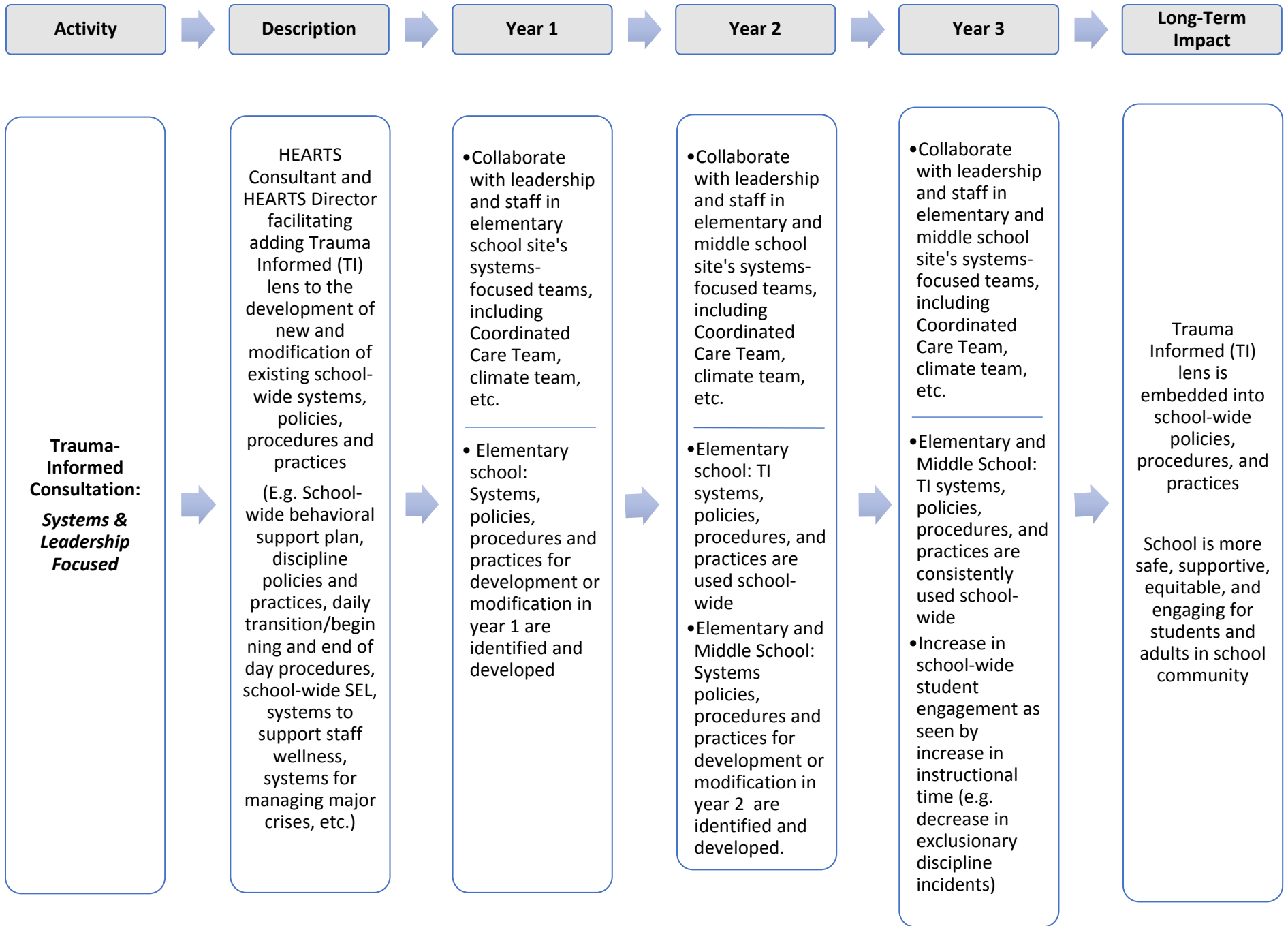
Social Emotional Learning (SEL) curricula

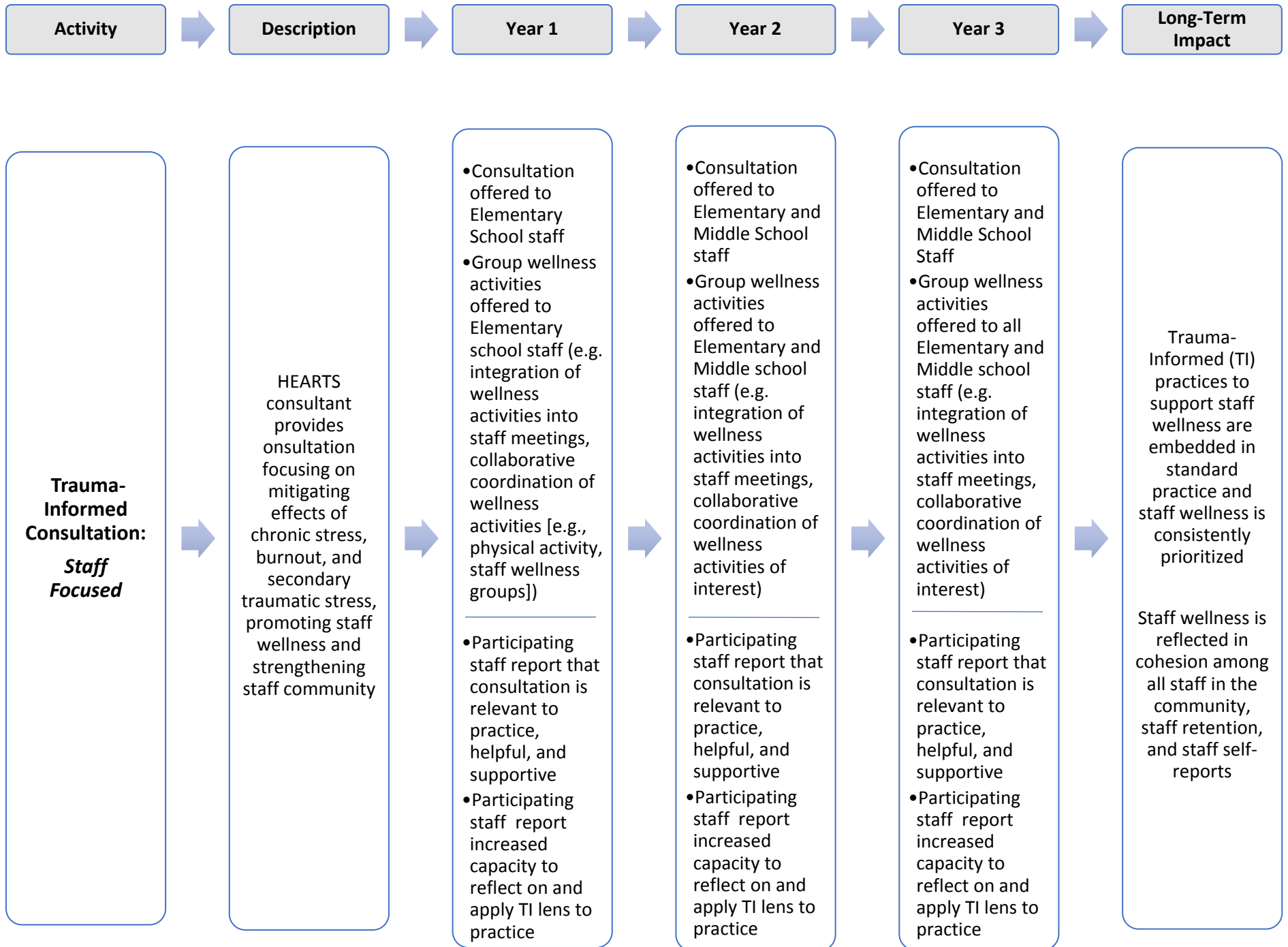
Restorative Practices / Restorative Justice

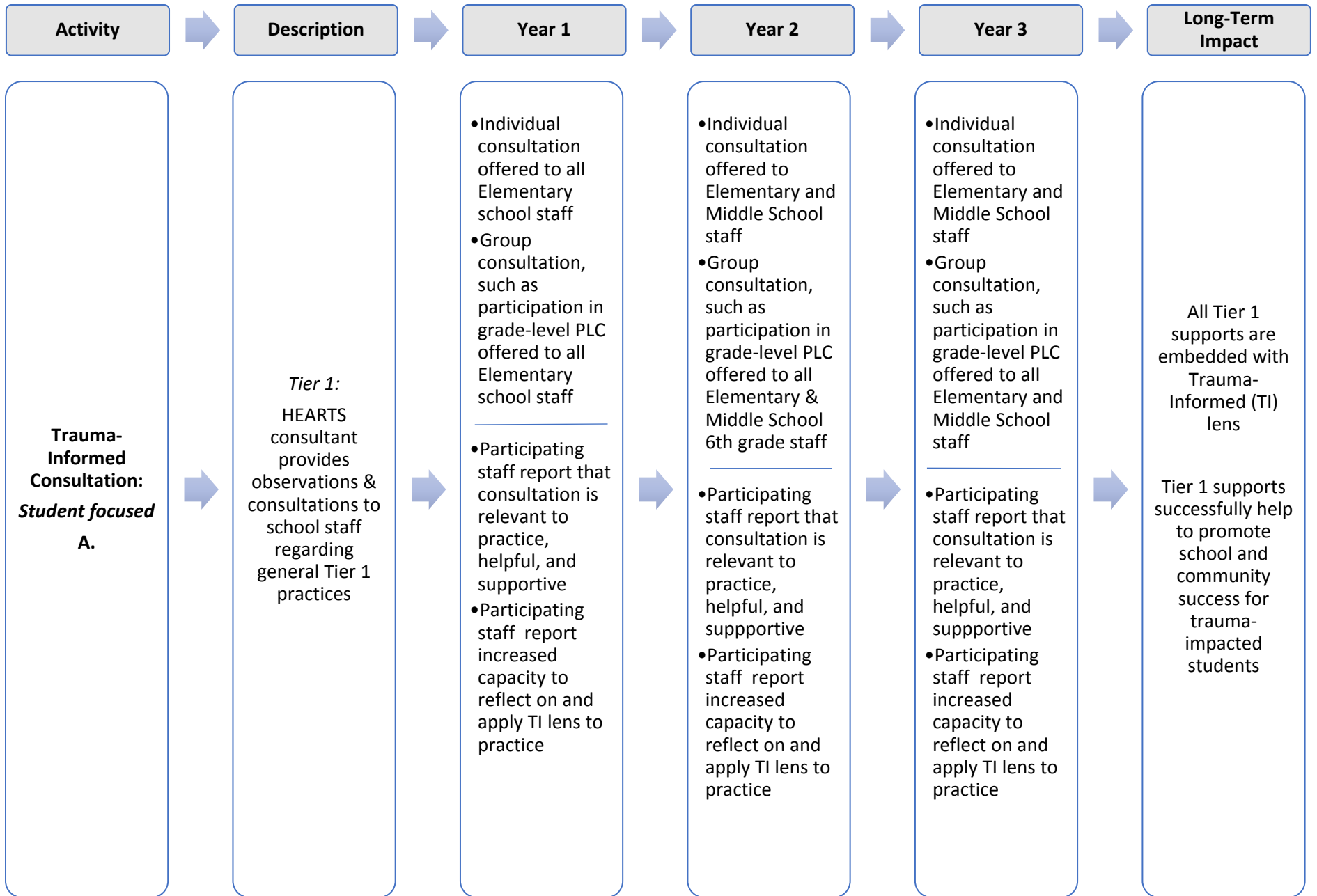
Bessie Carmichael School Three-Year Plan (Proposed): At a Glance

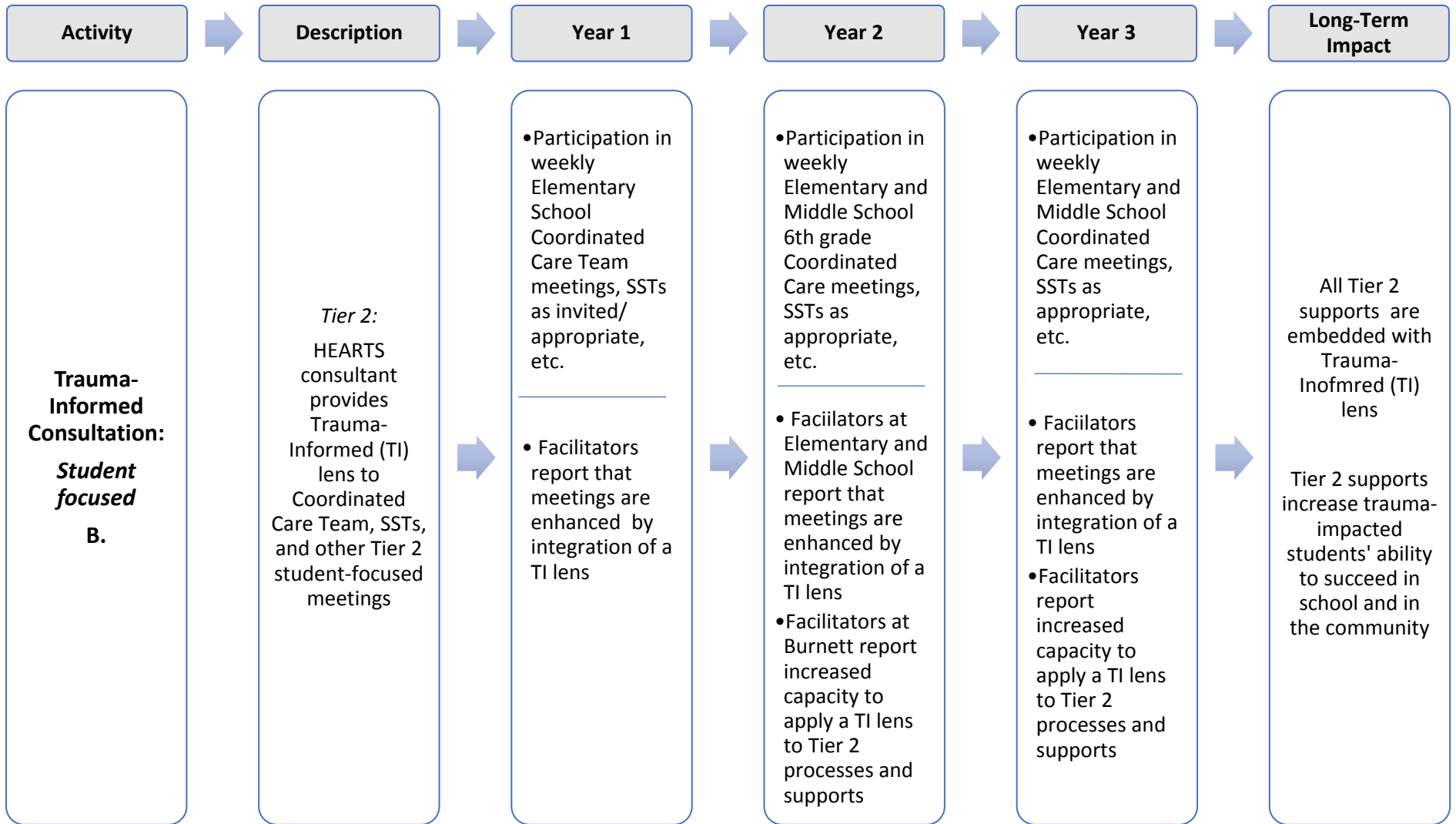


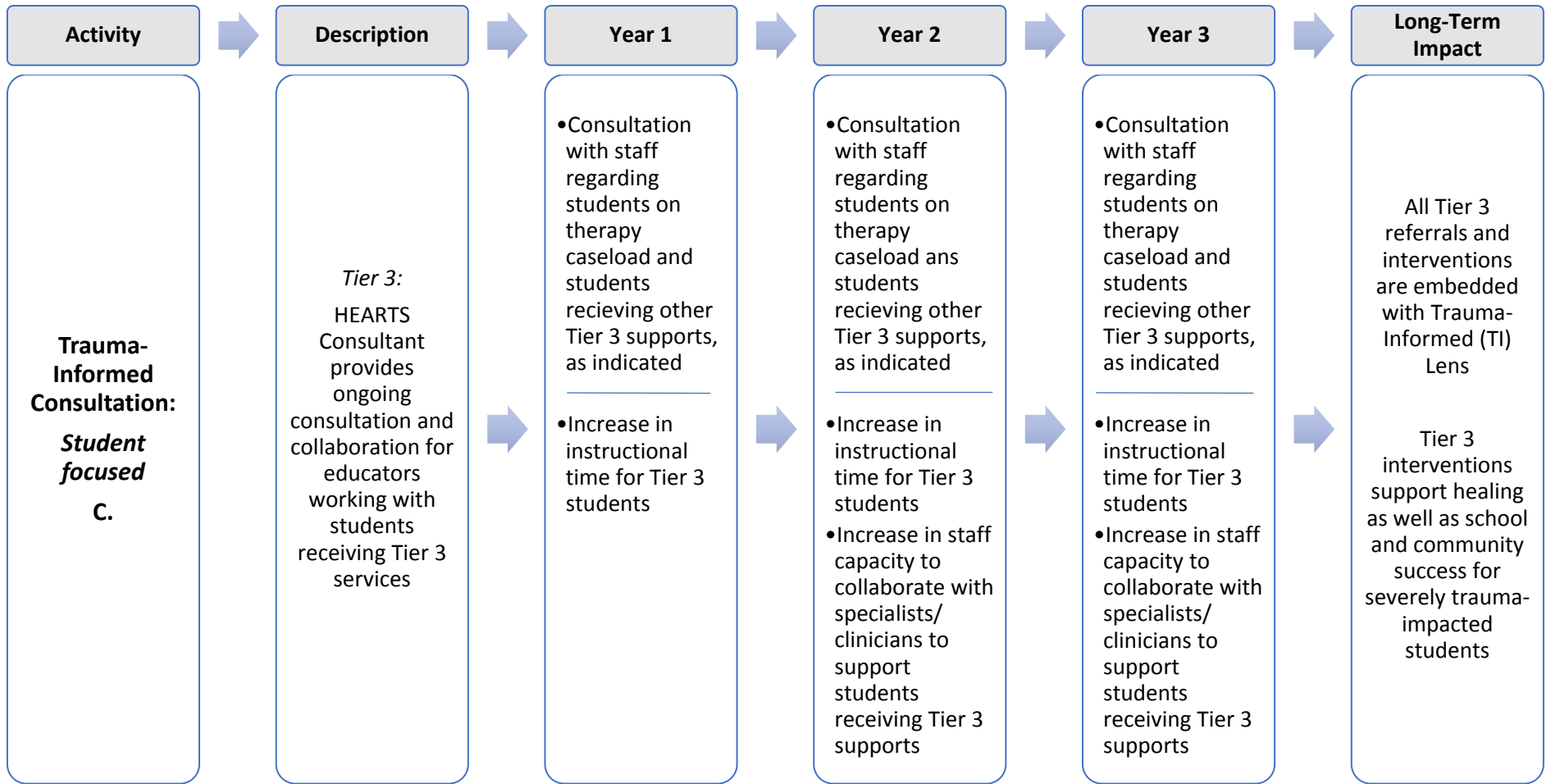
*Staff refers to credentialed and classified staff. Whenever possible, we strongly recommend that classified staff receive the same training as credentialed staff. Minimally, we recommend that classified staff receive the Trauma 101 training, whether during PD week or at a later date for a make-up session.











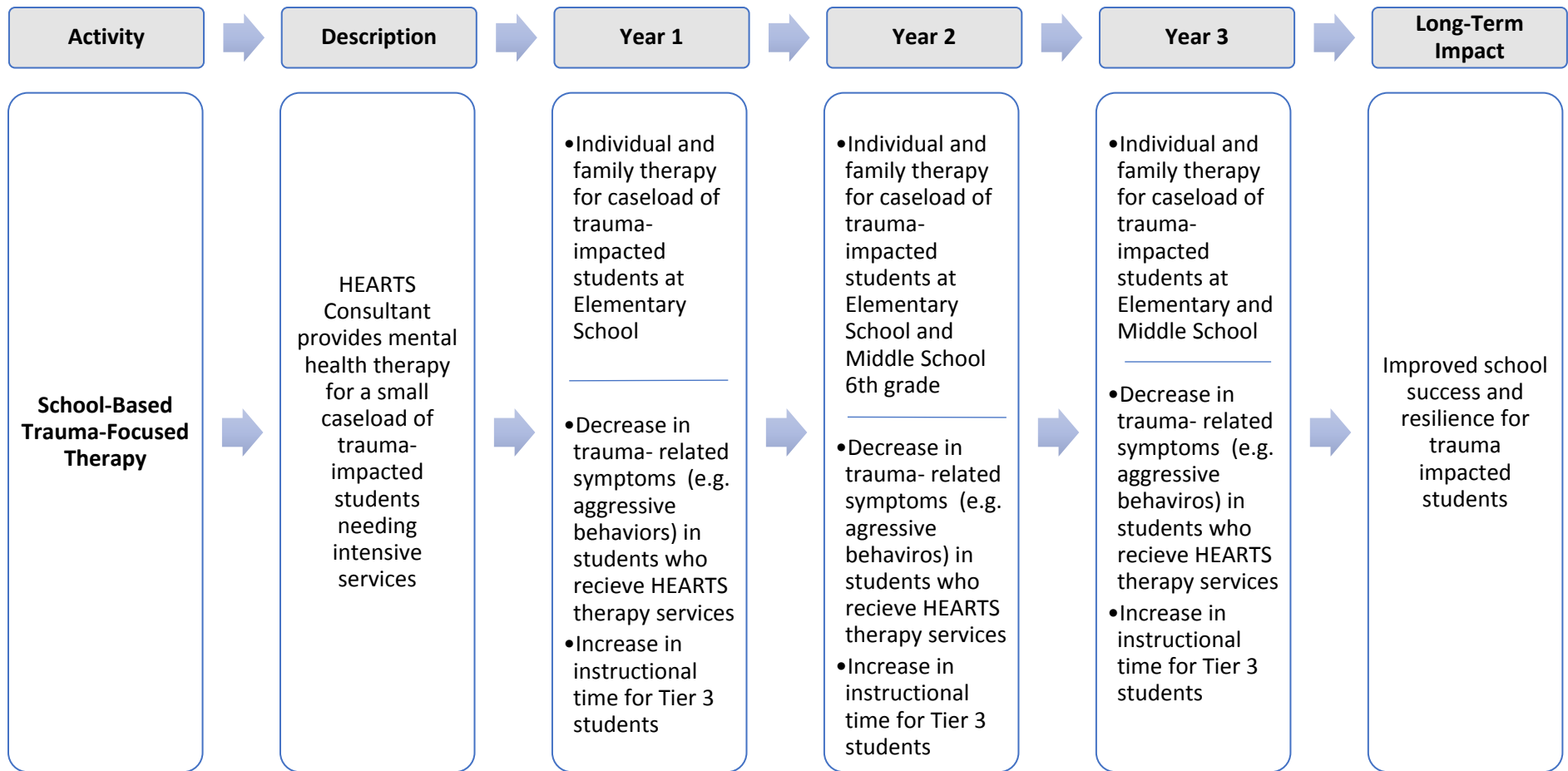
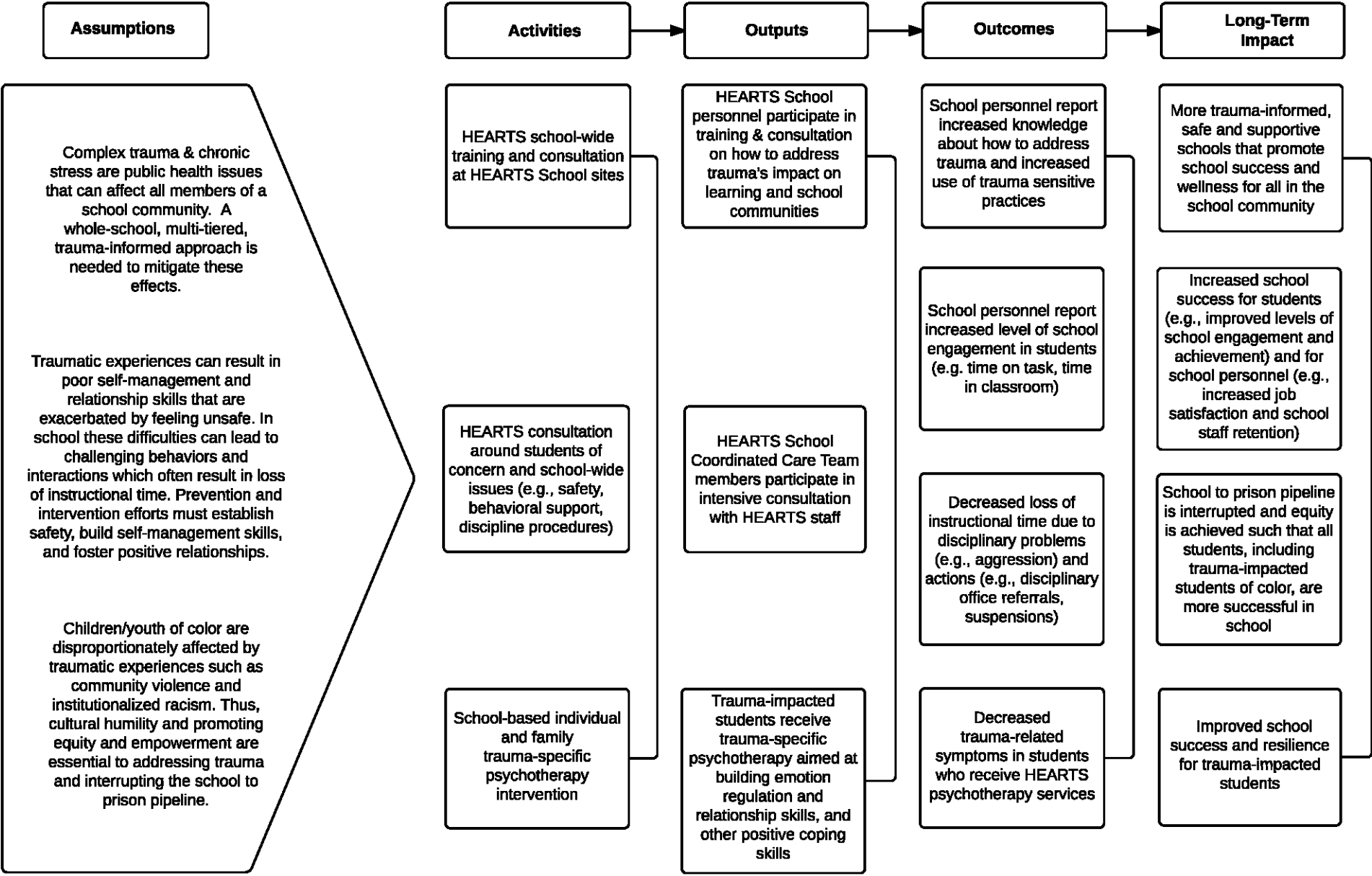


Figure 2: UCSF HEARTS Logic Model



PROGRAM BUDGET WORKSHEET

AGENCY NAME:	The Regents of the University of California, on behalf of its San Francisco campus
PROGRAM NAME:	UCSF HEARTS (Healthy Environments and Response to Trauma in Schools)

Please fill in the yellow highlighted fields that apply to your Proposal and Full Program Budget. Include your program's two largest secured revenue sources in columns F and G, and sum the remaining revenue sources in column H. List the names of other revenue sources in cell H6.

Line Item	Budget Item			Requested Amount from MOHCD	Secured Amount from [Insert Source]	Secured Amount from [Insert Source]	Secured Amount from Other Sources:	Total Program Budget
	Name & Title	Rate/Hr.	# of Hrs.					
Salaries & Wages	Joyce Dorado, PhD - Subcontract PI	76.01	375.84	\$ 28,568				\$ 28,568
	To Be Hired - HEARTS Consultant	34.04	2088	\$ 71,080				\$ 71,080
								\$ -
								\$ -
								\$ -
	Total Salaries & Wages			\$ 99,648	\$ -	\$ -	\$ -	\$ 99,648
Fringe Benefits	Item							
	FICA			\$ 6,975				\$ 6,975
	SUI			\$ 1,968				\$ 1,968
	Workers Compensation			\$ 6,975				\$ 6,975
	Medical Insurance			\$ 8,440				\$ 8,440
	Retirement			\$ 1,525				\$ 1,525
	Other			\$ 3,652				\$ 3,652
	Total Fringe Benefits			\$ 29,535	\$ -	\$ -	\$ -	\$ 29,535
Contractual Services	Item							\$ -
								\$ -
								\$ -
								\$ -
	Total Contractual Services			\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	Item							\$ -
								\$ -
								\$ -
	Total Equipment			\$ -	\$ -	\$ -	\$ -	\$ -
Insurance	Item							\$ -
								\$ -
								\$ -
	Total Insurance			\$ -	\$ -	\$ -	\$ -	\$ -
Other	Item							\$ -
	Travel & Conferences							\$ -
	Office and/or Program Space Rental							\$ -
	Office and/or Program Supplies			\$ 2,382				\$ 2,382
	Telecommunications			\$ 1,487				\$ 1,487
	Utilities			\$ 877				\$ 877
							\$ -	
	Total Other			\$ 4,746	\$ -	\$ -	\$ -	\$ 4,746
Indirect	Total Indirect (no more than 15%)			\$ 16,071				\$ 16,071
	TOTAL			\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000

Form TECH-2

CONSULTANT'S ORGANIZATION AND EXPERIENCE

A - Consultant's Organization

General. UCSF is a public nonprofit educational institution exempt under Section 501(c)(3) of United States IRS code and is one of ten campuses within the University of California (the University) system. The University was founded in 1868 as a public, constitutionally empowered, state-supported institution. The University is one of the largest and most acclaimed institutions of higher learning in the world, dedicated to excellence in teaching, research, health care and public service.

Governance & Organization. The University is governed by The Regents, a 26-member board, as established under Article IX, Section 9 of the California State Constitution. System wide business operations for the University are overseen by the University's Office of the President and includes management of system-wide human resources and benefits, employee and labor relations, compensation and performance, workforce development and compliance.

The Board consists of 26 members as defined in Article IX, Section 9, all of whom have a vote:

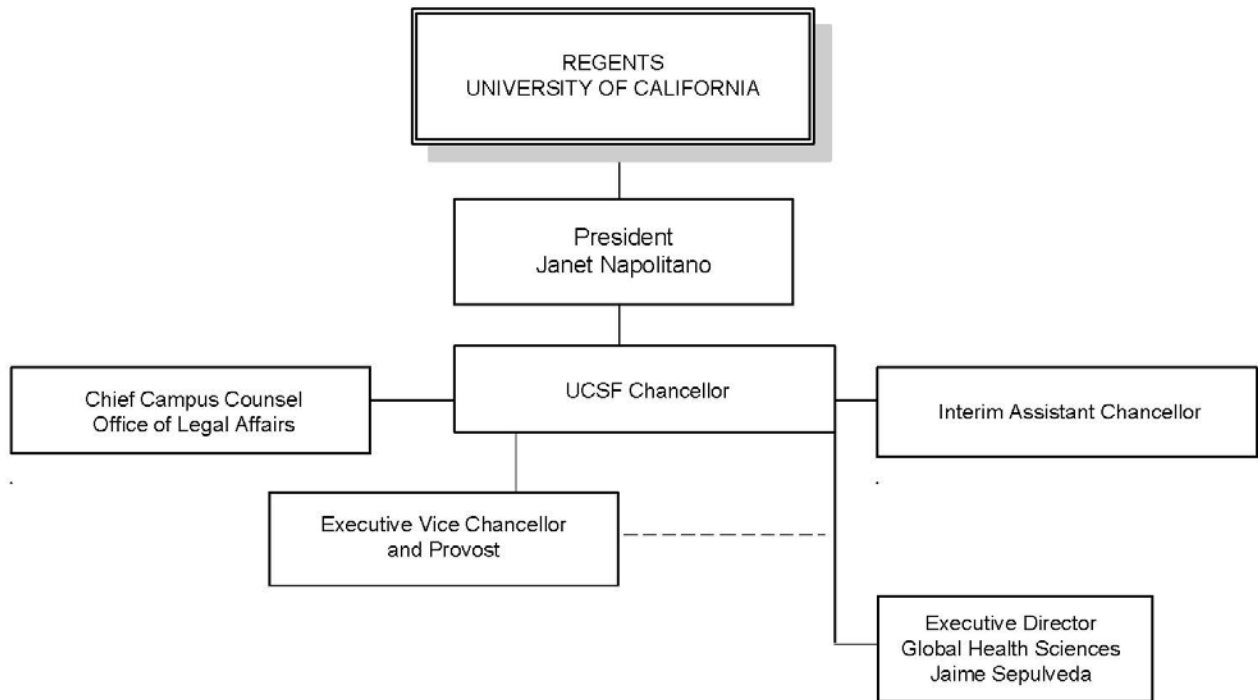
- 18 regents are appointed by the governor for 12-year terms: Maria Anguiana, Richard C. Blum, William De La Pena, MD, Gareth Elliott, Howard Guber, George Kieffer, Sherry L. Lansing, Monica Lozano, Hadi Makerechian, Paul Monge, Eloy Ortiz Oakley, Lark Park, Norman J. Pattiz, John A. Perez, Bonnie Reiss, Richard Sherman, Ellen Tauscher, Bruce D. Varner, Charlene Zettel
- One is a student appointed by the Regents to a one-year term
- Seven are ex officio members — the Governor Jerry Brown, Lieutenant Governor Gavin Newsom, Speaker of the Assembly Anthony Rendon, Superintendent of Public Instruction Tom Torlakson, University president Janet Napolitano, and president J. Alberto Lemus and vice president Francesco Mancina of the Alumni Associations of the University.

In addition, two faculty members — the chair and vice chair of the Academic Council — sit on the board as non-voting members.

UCSF Global Health Sciences (GHS) is dedicated to improving health and reducing the burden of disease in the world's most vulnerable populations. UCSF-GHS's surveillance activities involve the collection of data to understand the nature of epidemics, with specific expertise in key populations in low-level and concentrated epidemics. UCSF-GHS supports health ministries and other partners to sustainably hone their national epidemiologic surveillance systems. We provide technical assistance in innovative, evidence-based surveillance methodologies to measure the burden of HIV and other diseases, risk behaviors, and to understand barriers to care and treatment. We use state-of-the-art approaches to collect and analyze data to estimate risk

behaviors and the size of hard-to-reach key populations at high risk for HIV infection. Of particular relevance, we have developed tools and training materials on surveillance, mapping, and size estimation, and have collaborated with in-country staff to implement these activities. To date, our UCSF team has conducted such trainings or studies in Antigua and Barbuda, Brazil, China, Côte d’Ivoire, Croatia, Ghana, Iran, Kazakhstan, Kenya, Lebanon, Mozambique, Myanmar, Namibia, Romania, Senegal, South Africa, Suriname, Tanzania, Trinidad and Tobago, Ukraine, and Vietnam. Our approach has been to build and leave in place the capacities to design surveillance surveys and systems and conduct, analyze, and disseminate data for stakeholder consensus and use of results.

UNIVERSITY OF CALIFORNIA ORGANIZATION CHART



APPENDIX C

FRANCHISE TAX BOARD TAX EXEMPTION LETTER



STATE OF CALIFORNIA
FRANCHISE TAX BOARD
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KATHLEEN CONNELL
Chair
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Member
B. TIMOTHY GAGE
Member

June 26, 2002

Mr. Michael O'Neill, Manager
Payroll Coordination & Tax Services
University of California, Office of the President
1111 Franklin Street, 10th Floor
Oakland, California 94607-5200

Re: Are payments made to the University of California subject to information return reporting?

The University of California and its affiliated organizations are considered to be part of the State of California and its instrumentalities. As such, it is not subject to income tax, and, therefore, payments made to the UC System are not reportable.

As a public body, the University of California is not subject to the Revenue and Taxation Code. Therefore, it is not classified as a tax exempt organization and does not apply for, or receive, tax exempt status. Such a classification would be unnecessary. The UC System and its affiliates are government organizations, not subject to income taxes. Therefore, payments made to them by businesses will not be reported on information returns.

Sincerely,

A handwritten signature in cursive script that reads "Denise Hubbard".

Denise Hubbard
Information Return Reporting Specialist
California Franchise Tax Board