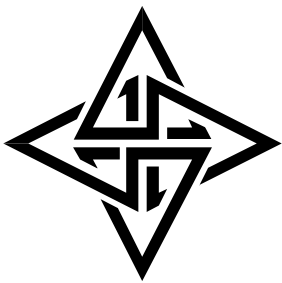




May, 2000



Policy Leadership Cadre for Mental Health in Schools

Report from the Regional Conferences

This report was prepared by Howard Adelman and Linda Taylor, Co-directors of the School Mental Health Project at UCLA and its Center for Mental Health in Schools. Address correspondence to the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

Leaders for mental health in schools suggest that the well-being of young people can be substantially enhanced by addressing key policy concerns in this arena. In this respect, they recognize that policy must be developed around well-conceived models and the best available information. Policy must be realigned horizontally and vertically to create a cohesive framework and must connect in major ways with the mission of schools. Attention must be directed at restructuring the education support programs and services that schools own and operate and weave school owned resources and community owned resources together into comprehensive, integrated approaches for addressing problems and enhancing healthy development. Policy makers also must deal with the problems of “scale-up” (e.g., underwriting model development and capacity building for system-wide replication of promising models and institutionalization of systemic changes). And, in doing all this, more must be done to involve families and to connect the resources of schools, neighborhoods, and institutions of higher education.

Contents

Preface	i
Context for a Policy Leadership Cadre for Mental Health in Schools	1
Enhancing a Policy Focus Relevant to Mental Health in Schools: Some Key Concerns (Exhibit)	2
Decisions about the Cadre’s First Activities	4
Proposed Policy-Oriented Document on MH in Schools (Exhibit)	5
A Few Other Themes/Concerns Raised at the Regional Meetings	7
Appendices	10
<i>A. Participants</i>	
<i>B. Differentiating Two Complementary Initiatives to Broaden the Infrastructure for Enhancing Policy</i>	
<i>C. Policy Academies</i>	
<i>D. Activity Related to Linking School Mental Health Providers</i>	
<i>E. Draft Outline for Developing Guidelines for Mental Health in Schools</i>	
<i>F. Surfin’ for Funds – Sources of Initiatives Relevant to Mental Health in Schools</i>	

References

Preface

In June, 1999, our Center hosted a “mini-summit” to enhance initiatives specifically for mental health in schools. The event brought together leaders for an informal exchange on policy and infrastructure concerns. One of the recommendations was to find ways to increase the pool of leadership and establish a policy leadership cadre for mental health in schools as a key infrastructure component. Such a group can be a direct force for advocacy and action, a catalyst, a focus for capacity building, and provide a critical mass for mentoring.

Following the meeting, our Center began work to expand and coalesce the policy leadership pool focusing specifically on mental health in schools. The response to our initial queries about interest were outstanding, and steps were taken to plan two regional sessions for Policy Leadership Cadre members and other interested parties (including representatives from various organizations). An east coast work session was held in February in the D.C. area; a west coast session was held in April. (See Appendix A for a list of participants.)

Focused specifically on mental health in schools, the key tasks identified for initial discussion were how to (a) expand and coalesce the leadership pool, (b) develop formal linkages among key organizations (associations, agencies), (c) develop cooperative agreements among Centers and other resource sources, (d) facilitate ongoing mapping and monitoring of policy initiatives, and (e) expand advocacy for policy reforms and comprehensive, multifaceted initiatives.

The agenda for the regional meetings reflected the above tasks, specifically exploring:

- status and plans for the Cadre’s development and differentiation of Cadre from the Coalition for Cohesive Policy in Addressing Barriers to Development and Learning (see Appendix B)
- current activity of relevance to policy leadership for mental health in schools
 - >the Policy Academies funded by SAMHSA’s Center for Mental Health Services (see Appendix C) and on other federal initiatives and funding opportunities related to mental health in schools (e.g., from DOE, DHHS -- HRSA, SAMHSA, DOJ)
 - >expert panel on guidelines for mental health in schools (AAP/NSNA/HRSA)
- current activity to link key organizations in ways that can improve the capacity of school mental health providers to work collaboratively (e.g., uniting the mental health sections of the National Assembly on School-Based Health Care and the American School Health Association -- see Appendix D)
- the need to develop a comprehensive “map” of the various centers & other resource sources (e.g., clarifying existing resources, creating and disseminating a resource map, stimulating discussion for greater cooperation and coordination among those developing resources and providing training related to mental health in schools)
- a proposal for a policy-oriented document on mental health in schools.

This document reflects work done prior to and during the regional meetings. We recognize that our efforts to report are always filtered through a personal lens; thus, we apologize for any errors of omission or commission. We have attempted to minimize errors and make improvements to this document based on feedback received from participants.

Howard Adelman & Linda Taylor

Context for a Policy Leadership Cadre for Mental Health in Schools

The next few years appear destined to produce major mental health policy initiatives. Despite the renewed policy interest, considerable ambiguity and conflict continues with respect to the role schools should play in addressing mental health and psychosocial concerns. For these and other reasons the notion of mental health *in schools* continues not to be a high priority in policy or practice, and little effort has been made to formulate an explicit framework to guide policy makers in this arena.

As interest in mental health is burgeoning, there also is growing concern about serious flaws in policies and practices *at all levels* aimed at preventing and correcting emotional, behavior, and learning problems. One response is reflected in initiatives to increase *collaboration* within schools, among schools, between schools and community agencies, and among agencies at local, state, and federal levels. Such initiatives mean to enhance cooperation and eventually increase *integrated use of resources*. The hope is that cooperation and integration will lead to better access and more effective and equitable use of limited resources. Another implicit hope is that collaboration will enhance the amount and range of available programs and services and lead to *comprehensive approaches*. And, of course, all of this is meant to improve results.

In 1999, those leaders who met for the *Mini-Summit on Expanding Leadership for Mental Health in Schools* outlined a set of key concerns to be addressing in the coming years. These concerns are summarized in Exhibit 1.)

Exhibit 1

Enhancing a Policy Focus Relevant to Mental Health in Schools: Some Key Concerns

What key concerns must be addressed to enhance the policy context for mental health in schools? While hardly exhaustive, the following synthesis provides a sense of agenda for the coming years.

- There is confusion about what constitutes mental health in schools -- including disagreements regarding emphasis and breadth, and there is a dearth of unifying concepts, frameworks, and models.

(Is the focus on specific services for those with emotional problems? Does the term encompass programs responding to psychosocial problems? prevention? affective education? wellness? school climate? How should families be involved?)

- There is no provision for an evolving synthesis, analysis, translation, and diffusion of research findings that have direct relevance to mental health in schools.

(What data support the value *to schools* of including a focus on mental health? What interventions look promising? What are the gaps in our knowledge base about interventions schools might find useful?)

- There is no ongoing synthesis and analyses of existing policy (federal, state, local) relevant to mental health in schools. This deficiency exists with respect to clarifying
 - > how existing policies affect relevant practices at the school level (including analyses of how funding is shaping the nature and scope of what does and doesn't happen each day at school sites)
 - > how existing policies affect development of effective large-scale systems (e.g., school district-wide approaches, school district and community-wide partnerships)
 - > how gaps in existing policy limit mental health in schools

(cont.)

Exhibit 1 (cont.)

- Related to the lack of policy analyses is a failure to confront the *policy marginalization and fragmentation* that hinders attempts to improve how schools address mental health and psychosocial concerns. In addition to addressing the above concerns, efforts to change this state of affairs must move rapidly to counter prevailing trends that continue to marginalize the focus in schools on mental health and psychosocial concerns. These trends include:
 - > the skewed focus that equates mental health with severe and profound problems and minimizes prevention (including promotion of healthy social and emotional development) and early-after-onset interventions
 - > the lack of a significant integration with school reform of efforts to address barriers to learning
 - > the lack of a significant connection between initiatives for mental health in schools and managed care/health reform
 - > the tendency not to map and analyze current resources used for psychosocial and mental health activity at school sites
 - > the dearth of attention given to enhancing policy cohesion in ways that minimize “silos” or “stovepipes” (redundancy, waste), maximize use of resources, and foster integrated school-community partnerships
 - > the failure to develop effective infrastructures to ensure development and maintenance of comprehensive, multifaceted, and integrated approaches and related accountability procedures to clarify what's working
- The above matters tend not to be a significant focus in programs that prepare mental health professionals or in general courses offered to the citizenry.

Those involved in school and community reforms recognize that institutions of higher education currently are part of the problem (e.g., because of the inadequacy of professional preparation programs and professional continuing education programs, because of what higher education doesn't focus on in pursuing research and doesn't teach undergraduates). To achieve more than a marginal involvement of these mega-resource institutions requires policy, models, and structural changes that ensure truly reciprocal relationships designed to effectively address the pressing educational, social, and health concerns confronting our society. (Attention to professional preparation is especially important now given the "graying" of current support services personnel in schools and the need for such personnel to assume rapidly changing roles and functions and to enhance their cultural competency.)

Decisions about the Cadre's First Activities

Those attending the regional meetings agreed to pursue the following tasks as the immediate focus for the Cadre's work.

√ **Task A. *Strategies for Enhancing Organizational Linkages.*** Clarifying ways to improve the capacity of school mental health providers to work collaboratively

√ **Task B. *Developing a Comprehensive "Map" of Existing Centers and Other Resource Sources.*** The idea is to expand on existing mapping of resources for enhancing mental health in schools and to begin analyses and formulation of implications for coalescing what exists and filling gaps. (e.g., How can resources be improved and access to them enhanced?) As soon as an expanded map is developed, the work group will clarify strategies for facilitating its widespread dissemination both as an aid to the field and as a next step in stimulating discussion for greater cooperation and coordination among those developing resources and doing training and TA related to mental health in schools

√ **Task C. *Develop a "Policy-Oriented Document on MH in Schools."*** The intent is to enhance clarity and consensus about what is meant by the term (MH in Schools) and to provide a sense of what the "gold-standard" is for best practice. (See Exhibit 2..) Development of the document would involve input from all stakeholder groups. Once developed, the document would be adapted into several formats to fit different audiences (e.g., practitioners, school policy makers and administrators, training institutions).

The names of Cadre members who volunteered to form initial work groups related to each task are listed on the Website hosted by the Center for Mental Health in Schools. Other interested parties are encouraged to sign up for any of these groups. To access the site, go to <http://smhp.psych.ucla.edu> – then click on to “Contents” and scroll down to Hosted Web Sites and click on “Policy Leadership...”

CADRE Listserv

The Listserv for the Policy Leadership Cadre for Mental Health in Schools has been established and already has about 100 participants and is growing

To sign-up, send an E-mail request to: listserv@listserv.ucla.edu
leave the subject line blank, and in the body of the message type:
subscribe leaders-L

The address to post messages is: leaders-l@listserv.ucla.edu

Use the Listserv for general information sharing
directly related to the Cadre's concerns.

Exhibit 2

Proposed Policy-Oriented Document on MH in Schools

The following proposal was discussed at the regional meetings of the *Leadership Policy Cadre for MH in Schools* and a work group was established to proceed with it.

In the coming year, various efforts are underway related to mental health in schools should be incorporated into a document that provides a policy-oriented analysis and recommendations. The following seven questions provide a structure for developing such a document:

- (1) What are appropriate guidelines for MH in schools?
(e.g., encompassing a full continuum of interventions from prevention of psychosocial and MH problems, MH education, and youth development – to early intervention such as provided by school-based and linked service providers – to providing for serious emotionally disturbed youngsters served through special education programs and systems of care)
- (2) What are the prevailing and emerging “models” for MH in schools?
- (3) What are the prevailing and emerging “best” practices
(e.g., with respect to programs, services, systems for prevention, early-after-onset intervention, and specialized assistance for severe/pervasive/chronic problems; to assist students, families, staff; for assuring quality; for evaluating result?)
- (4) What must be accomplished to enhance the focus on MH in schools?
(i.e., “How to do we get there from here?”)
- (5) What organizations should be working together in efforts to lead the way?
- (6) What capacity building (including TA & training) is needed to support the above?
- (7) What existing resources can be coalesced and what are the sources for additional support?

(cont.)

Exhibit 2 (cont:)

With respect to the seven questions, it can be noted that:

- (1) Guidelines – The American Academy of Pediatrics and the National Assn. of School Nurses (with funding from HRSA) has a panel working on developing guidelines (see the Appendix E for a draft outline of the topics for which the panel is developing guidelines). In addition, there are formulations of principles and underlying values that could be included here.
- (2) Major models – There are at least five models which are not mutually exclusive:
 - (a) the “Student Support Services” model that is prevailing practice in most school districts (this includes the provision of related services for special education students);
 - (b) the “School-district Mental Health Unit” model that exists in various forms in a few districts (e.g., L.A., Memphis, Dallas);
 - (c) the “Linking/Basing Community MH Services to Enhance/Expand What Schools Do” model (e.g., co-location of services -- including school-based health centers, full service schools -- including family resource centers, Comer’s School Development Model; New Jersey’s School-Based Youth Services program);
 - (d) the “Restructuring of Student Support Programs/Services” approach (e.g., New American Schools’ Urban Learning Center Model, restructuring in L.A.U.S.D., Memphis City Schools, Hawai’i);
 - (e) multifaceted and integrated approaches (e.g., systems of care, “wrap-around” models, integrated services and community development)
- (3) Guides to Best Practices – Current emphasis on research-based, empirically-supported practices is generating many compilations of exemplary and promising practices. This should also encompass best practices for evaluating results.
- (4) Systemic change – There is a dearth of models, plans, and policy related to this, but there is a relevant literature from which extrapolations can be made.
- (5) Coalescing concerned organizations – There are a great many stakeholder groups concerned with enhancing mental health in schools. These include groups such as the various school support service guilds and associations, school policy makers and administrators’ organizations, family alliance organizations, nongovernmental “Centers” and coalitions, the Coalition for Cohesive Policy in Addressing Barriers to Development and Learning, the Community School Coalition, the Leadership Policy Cadre for MH in Schools, special initiatives (e.g., Making-the-Grade, school-linked services initiatives), other groups who define their focus as being on Youth Development, etc. etc. And, of course, there is the matter of interface with governmental agencies and private foundations.
- (6) Capacity building at all levels – A good start on enhancing TA and training has been made by various centers and agencies. But clearly work needs to be done on how the various efforts cooperate/collaborate (e.g., dividing and sharing activity) and interface with institutions of higher education. Ultimately, the need is for processes that can improve the quality of what is done at every school site.
- (7) Coalescing and Expanding Resources – Some work has been done on mapping resources for enhancing mental health in schools. Now there needs to be an analysis and formulation of implications for coalescing what exists and filling gaps. (e.g., How can resources be improved and access to them enhanced?)

A Few Other Themes/Concerns Raised at the Regional Meetings

Financing of School Mental Health -- As the Surgeon General's recent report on mental health (MH) underscores, the nation's response to mental illness always is inadequately financed. Consequently, substantial numbers of youngsters cannot avail themselves of needed services. Moreover, access to existing services reflects major sociocultural disparities. And, given this state of affairs, it is hardly surprising how limited funding is for programs to foster social and emotional development and overall wellness.

Based on available studies, the following are some conclusions about the impact of current financing policy:

- Funding for MH and psychosocial concerns is marginalized in policy and practice, categorical in law and related regulations, fragmented in planning and implementation, and inequitable with respect to access. This has created an ad hoc, de facto, and inadequate MH "system."
- The public sector (particularly state and local government) does the greatest proportion of financing of MH services because insurance coverage is not on a par with coverage for physical health.
- The vast proportion of public and private funding for MH is directed mainly at severe, pervasive, and/or chronic psychosocial problems. For those in crisis and those with severe impairments, financing is only sufficient to provide access to a modicum of treatment, and even this is not accomplished without creating major inequities of opportunity. Too few programs and services are available for youngsters, and what is available too often is inadequate in nature, scope, duration, intensity, quality, and impact.
- With the expansion of Medicaid funding for MH care, there has been a reduction of direct state funding (with the result that the Medicaid program's design has profoundly reshaped delivery of mental health care).
- In the private sector, insurance and the introduction of managed care are reshaping the field, with an emphasis on cost containment and benefit limits and with expanded coverage for prescription drugs.
- There is a policy trend toward tying significant portions of public financing for MH and psychosocial concerns of youngsters to schools and a related trend toward encouraging school and community collaborations. However, adequate financing has not accompanied the policy trend. In this respect there are a variety of initiatives relevant to mental health in schools that might be pursued and woven together (see Appendix F).

Opportunities to Enhance Funding -- Various emerging opportunities to enhance MH program funding for young people and for sustaining and improving such programs were mentioned. These include:

- reforms that enable redeployment of existing funds away from redundant and/or ineffective programs

- reforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of funding for mental health
- new initiatives stemming from tobacco settlement revenues
- pursuing collaborations that combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, public-private partnerships, blended funding)
- policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- developing mechanisms to enhance resources through use of personnel in training, work-study and service programs, and volunteers (including professionals offering pro bono assistance).

Ultimately, the trend is to find ways to weave school and community resources together. This ideal represents a major transformation and “reculturing” of prevailing infrastructures and operational systems. Movement in this direction is reflected in current reform efforts designed to restructure systems and redeploy resources.

Initiatives to Counter Violence in Schools -- Concern was voiced about the degree to which the increasing emphasis on safe schools is perpetuating strategies that overemphasize public safety at the expense of addressing the psychosocial factors that contribute to violence and the social and emotional-oriented interventions that are essential for prevention and for addressing the needs of youngsters after an incident. Current initiatives also are seen as focusing so much on incidents of killings on campus that they tend to ignore the more wide-spread and large-scale problems of campus bullying and sexual harassment, as well as gang-related violence in the community.

Connecting County MH with MH in Schools -- Among the trends noted for connecting community resources with schools was the work underway for contracting with community providers to conduct mental health services in schools. The positive aspects of this were discussed as enhancing the availability and access of such services, especially to underserved populations. From a policy perspective, one major issue that arises is the possible undercutting of financial support for a school district's support service staff in ways that result in diminishing the resources available for addressing mental health and psychosocial concerns in schools. Also, at issue is whether such collocation of services produces a new form of fragmentation and works against development of comprehensive, multifaceted, and integrated approaches for meeting the needs of youngsters, their families, and their communities. A range of other policy and practical issues arise including matters of legal responsibilities, credentialing, supervision, confidentiality, and mechanisms for coordination and cross-disciplinary training.

Comprehensive, Multifaceted Approaches -- For communities and schools, the range of MH and psychosocial concerns confronting young people was discussed as requiring much more than providing services for those with mental disorders. The activity encompasses a multifaceted continuum of programs and services including those designed to:

- promote healthy social and emotional development (assets) and prevent problems (by fostering protective factors and resiliency and addressing barriers to development and learning)
- intervene as early-after-the onset of a problem as is feasible
- provide specialized assistance for persons with severe, pervasive, and/or chronic problems.

Establishing the full continuum and doing so in an integrated and systematic manner requires weaving community and school resources together and requires financing for start-up costs and underwriting for wide-scale.

Appendices

- A. *Participants*
- B. *Differentiating Two Complementary Initiatives to Broaden the Infrastructure for Enhancing Policy*
- C. *Policy Academies*
- D. *Activity Related to Linking School Mental Health Providers*
- E. *Draft Outline for Developing Guidelines for Mental Health in Schools*
- F. *Surfin' for Funds – Sources of Initiatives Relevant to Mental Health in Schools*

Appendix A

Policy Leadership Cadre for Mental Health in Schools RSVPs Regional Meetings – February & April, 2000

Olga Acosta, Associate Director
Center for School Mental Health Assistance
UMB Department of Psychiatry
680 W. Lexington Street, 10th fl.
Baltimore, MD 21201-15429
Phone: 410/706-0982 Fax: 410/706-0984
Email: oacosta@umpsy.umaryland.edu

Howard Adelman, Co-Director
UCLA School Mental Health Project / Center for
Mental Health in Schools
UCLA- Department of Psychology
P.O. Box 951563
Los Angeles, CA 90095-1563
Phone: 310/825-1225 Fax: 310/206-8716
Email: adelman@psych.ucla.edu

Corrine Anderson-Ketchmark, Director Liaison to
System of Care
Educational Service District
Clark County Community Services
2500 NE 65th Ave.
Vancouver, WA 98661
Phone: (360) 750-7500
Email: Cakssw@aol.com

*Paula Armbruster, Director, Outpatient Clinic
Yale University
School of Medicine Child Study Center
230 S. Frontage Rd., P.O. Box 207900
New Haven, CT 06520-7900
Phone: (203) 785-6252 Fax: (203) 737-5455
Email: Paula.armbruster@yale.edu

*Scott Berenson
Associate Mental Health Specialist
California Department of Mental Health
1600 9th Street, Room 250
Sacramento, CA 95814
Phone: 916/654-2988

*Mary Jane Beilein, Director of Education
Mental Health Assoc. in Niagra Co. Inc.
151 East Ave.
Lockport, NY 14094
Phone: 716/433-3780 Fax: 716/433-3847
Email: mhaniag@pcom.net

Martin Blank, Staff Director
Coalition for Community Schools
1001 Connecticut Ave NW.
Suite 310
Washington, DC 20036
Phone: 202/822-8405 Fax: 202/872-4050
Email: blankm@iel.org

Ronald Brill, Director
Emotional Education Project
448 Ignacio Blvd. Suite 214
Novato, CA 94949-6085
Phone: 415/898-7656 Fax: 415/898-8086
Email: rbrill@earthlink.net

*Candice Calhoun
Planner/ Community Adolescent Program
Hawaii State Dept. of Health
Family Health Services Division
741-A Sunset Ave. Rm# 107
Honolulu, HI 96816
Phone: 808/733-8339 Fax: 808/733-9078
Email: cradner@fhds.health.state.hi.us

*Jennifer Carroll
Center for the Study and Prevention of Violence
University of Colorado, Boulder
Boulder, CO 80309-0442 Phone: 303/492-1032
Email: Jennifer.A.Carroll@colorado.edu

*Joanne Cashman, Project Director
Policymaker Partnership at the National Association
of State Directors of Special Education
King Street Station, 1800 Diagonal Rd., ste 320
Alexandria, VA 22314
Phone: 703/ 519-3800 ext 318 Fax: 703/ 519-3808
Email: jcashman@nasdse.org

*Jeane Chapman, Director
Memphis City Schools Mental Health Center
2597 Avery Ave., Rm. 102
Memphis, TN 38112
Phone: (901)325-5810 Fax: (901) 325-7634
Email: chapmanj@memphis-schools.k12.tn.us

Sam Chan, Dir. Professional Services
Cal. School of Professional Psychology - LA
21261 Doble Ave.
Torrance, CA 90502
Phone: 626/284-2777 x3002 Fax: 626/284-0522
Email: slnchan@aol.com

Mary Courtney, Ph.D
Coordinator of Educational Initiatives,
School Mental Health Alliance,
Behavioral Health Science, NS-LIJ
400 Lakeville Boulevard, Suite 250
New Hyde Park, NY 11042
Fax: (516)358-2629
E-mail: courtney@lij.edu

*last minute schedule conflict prevented attendance

Debora Davidson, Assistant Professor
Maryville University
Occupational Therapy Program
13550 Conway Rd.
St. Louis, MO 63141
Phone: 314/529-9533 Fax: 314/529-9191
Email: davidson@maryville.edu

*Gary DeCarolis, Chief
Center for Mental Health Services
5600 Fishers Lane, Rm. 11C-16
Rockville, MD 20852
Phone: (301) 443-1333 Fax: (301) 443-3693
Email: gdecarol@samhsa.gov

Mary di Sibio, Professor
Department of Educational Psychology
25800 Carlos Bee Blvd.
Hayward, CA 94542
Phone: (510) 885-7430
Email: mdisibio@csuhayward.edu

Douglas Dodge, Director,
Special Emphasis Division, Office of Juvenile
Justice and Delinquency Prevention
810 7th St. , N.W.
Washington, D.C. 20531
Phone: (202) 307-5914 Fax: (202) 514-6382
Email: doug@ojp.usdoj.gov

Joan Dodge, Senior Policy Associate
Nat. TA Center for Children's Mental Health
3308 M. St. NW
Washington, DC 20007
Phone: (202) 687-5054 Fax: (202) 687-1954
Email: dodgej@gunet.georgetown.edu

Kevin Dwyer, President
National Association of School Psychologists
4340 East West Hwy Suite 402
Bethesda, MA 20814
Phone: (301) 657-0270 Fax: (301) 657-0275
Email: kdwyer@naspweb.org

*Delbert Elliott, Professor, Director
Ctr. for the Study and Prevention of Violence
Institute of Behavior Sciences
CB 442 University of Colorado, Boulder
Boulder, CO 80309-0442
Phone: 303/492-1032 Fax: 303/443-3297
Email: cspv@colorado.edu

Steven Evans, Assoc. Professor of Psychology
James Madison University
Roop Hall, G30, MSC 1902
Harrisonburg, VA 22807
Phone: (540) 568-6484
Email: evanssw@jmu.edu

Randy Fisher, President
School Social Work Association of America
P.O. Box 2072
Northlake, IL 60164
Phone: (847) 455-5030 Fax: (630) 355-1919
Email: sswaa@aol.com

Linda Florey, Chief of Rehab. Services
UCLA/NPI
4040 Grandview Blvd. #43
Los Angeles, CA 90066
Phone: (310) 206-8911 Fax: (310) 206-6722
Email: lflorey@mednet.ucla.edu

Betty Folsom, Administrator-
Child Welfare and Attendance
Riverside County Office of Education
3939 Thirteenth Street
P.O. Box 868
Riverside, CA 92502-0868
Phone: 909/222-4459 Fax: 909/369-6406
Email: bfolsom@rcoe.k12.ca.us

*Phyllis Frank
5006 Scenic Drive
Yakima, Washington 98908
Fax: (509) 966-9190
Email: frankpb@wolfenet.com

Evelyn Frankford, Project Director
Education Development Center
55 Chapel St.
Newton, MA 02458
Phone: (617) 618-2421 Fax: (617) 244-3436
Email: Efrankford@edc.org

*Mike Furlong, Professor
Graduate School of Education, UCSB
University of California, Santa Barbara
Santa Barbara, CA 93106-9490
Phone: 805/893-3383 Fax: 805/893-7521
Email: mfurlong@education.ucsb.edu

Marcia Glass-Siegel, Coordinator,
School Based MH Services
Baltimore Mental Health Systems & Baltimore City
Public Schools
201 E. Baltimore St., Suite 1340
Baltimore, MD 21202
Phone: (410) 837-2647 Fax: (410) 837-2672
Email: mglass@bmhsi.org

Sandra Greene, Occupational Therapist
1454 Cloverfield Blvd. #200
Santa Monica, CA 90404
Phone: 310/586-6870 Fax: 310/586-1940
Email: us034563@mindspring.com

*last minute schedule conflict prevented attendance

Rachel Grier, Senior Co-Chair
NASBHC Mental Health Section
Staff, Christiana Care
William Penn H.S. Wellness Center
713 E. Basin Road
New Castle, DE 19720
Phone: (302) 324-5749 Fax: (302) 324-5745
Email: rachel@dol.net

DeEtte Hall, Director, CSHP
ME Bureau of Health
152 Capitol St.
Augusta, ME 04333
Phone: (207) 287-3695 Fax: (207) 287-9058
Email: deette.hall@state.me.us

Mark Harris, Asst. Supt.
Dallas Public Schools
3700 Ross Ave. Box 384
Dallas, TX 75204
Phone: (214)951-8669 Fax: (214)951-9035
Email: DRRMHarris@aol.com

*Kimberly Hoagwood, Assoc. Dir.,
Adolescent Research, NIMH
6001 Executive Blvd. 6-216
Bethesda, MD 20892
Phone: (301) 443-3364 Fax: (301) 443-6000
Email: kh32p@nih.gov

Bonnie Ho, Professor
CSU Hayward
School of Education & Allied Services
25800 Carlos Bee Blvd
Hayward, CA 94542
Phone: 510/885-3820 Fax: 510/885-4798
Email: bho@csu Hayward.edu

Lester Hunter
Youth and Family Centers
Dallas Public Schools
P.O. Box 4967
Dallas, TX 75208

Leslie Jackson, Federal Affairs Representative
American Occupational Therapy Association
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: (301) 652-2682 Fax: (301) 652-7711
Email: lesliej@aota.org

Mary Grenz Jalloh, Director
Upstate Center for School Safety
175 Rt. 32 N.
New Paltz, NY 12561
Phone: (914) 255-8989 Fax: (914) 255-3836
Email: mjalloh@mhrhc.org

Jenni Jennings, Coordinator
Youth and Family Centers
Dallas Public Schools
P.O. Box 4967
Dallas, TX 75208
Phone: 214/951-8669 Fax: 214-951-9035
Email: jjennings@popi.net

Annette Johnson, Director
School Health
NYS Department of Health
Room 208; Tower Bldg; ESP
Albany, NY 12237
Phone: (516) 486-4966 Fax: (518) 474- 5445
Email: amj02@health.state.ny.us

*Deborah Johnson, Dir. of Community Services
Primary Mental Health Project
685 South Avenue
Rochester, NY 14620
Phone: 716/262-2920 Fax: 716/262-4761
Email: djpmhp@pmhp.org

Judith Katz-Leavy, Senior Policy Analyst
Center for Mental Health Services
5600 Fishers Lane, Rm. 17C-02
Rockville, MD 20857
Phone: (301) 443-0000 Fax: (301) 443-1563
Email: jkatz@samhsa.gov

Jennifer Kitson, Rural Prevention Coordinator
National Association of School Psychologists
323 West 12 th
Hays, KS 67601
Phone: (785) 623-2400 Fax: (785) 623-2409
Email: jkitson@hays489.k12.ks.us

Jane Koppelman, Deputy Director
Making the Grade/RWJ Foundation
1350 Connecticut Ave., NW
Suite 505
Washington, DC 20036
Phone: (202) 466-3396
Email: janek@gwu.edu

*Fred Krieg
Sr. Vice President & Clinical Dir.
Alliance Behavioral Services
1100-B 9th St.
Vienna, WV 26105
Phone: (304) 295-9391 Fax: (304) 295-9401
Email: fjk@1st.net

Libby Kuffner, Director of Public Policy
National Association of School Psychologists
4340 East West Hwy Suite 402
Bethesda, MA 20814
Phone: (301) 657-0270 Fax: (301) 657-0275
Email: lkuffner@naspweb.org

*last minute schedule conflict prevented attendance

Roger LaJeunesse, School Health Prg. Coord.
Institute for Public Sector Innovation
Edmund Muskie School of Public Service,
University of So. Maine
295 Water St.
Augusta, ME 04330
Phone: (207) 626-5290 Fax: (207) 626-5210
Email: Roger.LaJeunesse@state.me.us

*James Lape, Vice President
Trinitas Hospital
655 E. Jersey Street
Elizabeth, NJ 07208
Phone: 908/965-7060 Fax: 908/965-7457
Email: L15638@bellatlantic.net

*Phil Leaf, Professor
Dept. of Mental Hygiene
Johns Hopkins University,
624 N. Broadway
Baltimore, MD 21205
Phone: (410)955-3962 Fax: (410) 955-9088
Email: pleaf@jhsph.edu

Courtney A. Leyendecker, Program Officer
Center for Psychology in Schools & Education
American Psychological Association
750 1st St., NE
Washington, DC 20002
Phone: (202)336-6129 Fax: (202)336-6130
Email: cleyendecker@apa.org

Cynthia Lim, Program Support Specialist
L.A. Annenberg Metropolitan Project
350 S. Bixel #295
Los Angeles, CA 90017
Phone: (213) 580-8888 x242 Fax: (213) 580-8855
Email: clim@laamp.org

Myrna Mandlawitz, Washington Representative
Government Relations- SSWAA
2800 Quebec St. NW #218
Washington, DC 20008
Phone: 202-686-1637 Fax: 202-686-1637
Email: mandlawitz@erols.com

*Catherine Cross Maple
Director Student Support Services
Albuquerque Public Schools
120 Woodland NW
Albuquerque, NM 87107
Phone: 505/342-7202 Fax: 505/342-7294
Email: maple@aps.edu

Anne Mathews-Younes, Chief
Special Programs Branch
SAMSHA, Center for Mental Health Services
5600 Fishers Lane Rm. 18C-07
Rockville, MD 20857
Phone: (301) 443-0554 Fax: (301) 443-7912
Email: Amathews@SAMHSA.gov

Jennifer Matjasko, Director of Communications and
Networking, Collaborative to Advance Social
Emotional Learning
Dept. of Psychology (m/c 285) WC
1007 W Harrison
Chicago, IL 60607
Phone: (312) 413-9406 Fax: (312) 355-0559
Email: jmatjal@uic.edu

*David Mawn, Assoc. Director
KY Intervention Project
100 Fair Oaks, 4th Floor
Frankfort, KY 40601
Phone: 502/564-7610 Fax: 502/564-9010
Email: david.mawn@mail.state.ky.us

Sandy McElhaney, Director of Prevention
National Mental Health Association
1021 Prince St.
Alexandria, VA 22314-2971
Phone: (703) 684-7722 Fax: (703) 684-5968
Email: smcelhaney@nmha.org

Donald McKillop, Chair
CSUH / Dept. of Educational Psychology
25800 Carlos Bee Blvd.
Hayward, CA 94542
Phone: 510/885-3013
Email: dmckillo@csuhayward.edu

Paul Meyers, Consultant
CA Dept. of Education
Ed. Support Systems Div.
660 J Street, Suite 400
Sacramento, CA 95814-2413
Phone: (916) 445-6773 Fax: (916) 323-6061

*Lisa Murphy
Lennox School District
329 N. Wetherly Dr., Suite 204
Beverly Hills, CA 90211
Phone: (310)273-9700 Fax: (310)234-1944
Email: lm@lennox.k12.ca.us

Perry Nelson, Project Coordinator
UCLA School Mental Health Project / Center for
Mental Health in Schools
UCLA- Department of Psychology
P.O. Box 951563
Los Angeles, CA 90095-1563
Phone: 310/825-3634 Fax: 310/206-8716
Email: nelson@psych.ucla.edu

*Rona Novick, Clinical Director
School Mental Health Alliance,
Behavioral Health Sciences, NS-LIJ
400 Lakeville Boulevard, Suite 250
New Hyde Park, NY 11042
Phone: (718) 470-8767 Fax: (516) 358-2629
Email: novick@lij.edu

*last minute schedule conflict prevented attendance

Angela Oddone
Mental Health Wellness Prog. Coord.
NEA Health Info. Network
120A E. Raymond Ave.
Alexandria, VA 22301-1140
Phone: 703/519-9899 Fax: 703/739-4070
Email: aaddoneneahin@cs.com

Diane Oglesby, Senior Project Associate
Nat. Assoc. of State Directors of Special Education
King Street station 1,
1800 Diagonal Rd., ste 320
Alexandria, VA 22314
Phone: 703\ 519-3800 ext. 318 Fax: 703\ 519-3808
Email: dianeo@nasdse.org

*David Osher, Director
Center for Effective Collaboration and Practice
Chesapeake Institute, AIR
1000 Thomas Jefferson St., N.W. Suite 400
Washington, DC 20007
Phone: 202/944-5373 Fax: 202/944-5455
Email: dosher@air-dc.org

Gayle Porter, Director
School Based Program
John Hopkins University
1235 E. Monument St.
Baltimore, MD 21202
Phone: (410)955-3962 Fax: (410) 955-9088

*Arlene Prather-O'Kane
Program Manager
Black Hawk County Health Dept.
1407 Independence ave.
Waterloo, IA 50703
Phone: 319\ 291-2661 Fax: 319\ 291-2659
Email: prathea1060@uni.edu

Mark Perrin, Chair
NJ State Mental Health Board
914 Maple Ave.
Newton, NJ 07860
Phone: 973/579-5218
Email: umperrin@palace.net

Pat Rainey
Education Programs Consultant
Healthy Start
CA. Dept. of Education
Sacramento, CA 95814
Phone: 916/657-5484 Fax: 916/657-4611
Prainey@cde.ca.gov

Gail Reynolds, Administrator
School Based Services
University of Medicine & Dentistry of NJ
University Behavioral Health Care
100 Metroplex Dr.
Edison, NJ 08817
Phone: 732/745-5301 Fax: 732/418-4329
Email: reynolga@umdnj.edu

*Marcia Riggers, Director
Office of Superintendent of Public Instruction
PO Box 47200
Olympia, WA 98504-7200
Phone: (360) 753-2562 Fax: (360) 664-3575
Email: mriggers@ospi.wednet.edu

*Carrie Rose, IRIS Local Coordinator
IRIS Initiative
5321B Gardner Ave.
Fort Knox, KY 40121
Phone: 270/352-2289 Fax: 270/352-2296
Email: carebrad@yahoo.com

*Keith Sanders
Hager Foundation
408 St. Claire Drive
Owensboro, Kentucky 42303
Email: hager@mindspring.com

Marian Scheinholtz, Practice Associate
American Occupational Therapy Association
4720 Montgomery Lane
Bethesda, MD 20814
Phone: (301)652-2682 Fax: (301)652-7711
Email: marians@aota.org

Gwen Schiada, Program Specialist
U.S. Dept. of Education
Safe and Drug Free Schools Program
400 Maryland Ave.SW, Room 3E258
Washington, DC 20007
Phone: (202) 260-8273 Fax: (202) 260-3748
Email: Gwen_Schiada@ed.gov

John Schlitt, Exec. Director
Nat. Assembly of School Based Health Care
666 11th. St., NW
Suite 735
Washington, DC 20005
Phone: 202/638-5872 Fax: 202/638-5879
Email: jschlitt@nasbhc.org

Rose Starr, Director
School Mental Health Policy & Research
School Mental Health Alliance,
Behavioral Health Services NS-LIJ
400 Lakeville Road, Suite 250
New Hyde Park, NY 11042
Phone: (718) 470-4002 Fax: (516) 358-2629
Email: starr@lij.edu

Suzanne Silverstein, Outreach Coordinator
Cedar Sinai Medical Center / Psychological Trauma
Center
8730 Alden Dr, Rm. E228
Los Angeles, CA 90048
Phone: 310/423-3541 Fax: 310/423-0114
Email: suzanne.silverstein@cshc.org

*last minute schedule conflict prevented attendance

Darcy Steinberg
Director, Adolescent & School Health Policy
Assoc. of State and Terr. Health Officials
1275 K St., NW Suite 800
Washington, DC 20005
Phone: (202) 371-9090 / Fax: (202) 371-9797
E-mail: dsteinberg@astho.org

Laurel Stine, Director of Federal Relations
Bazelon Center for Mental Health Law
1101 15th St. NW Ste.1212
Washington, DC 20005
Phone: (202) 467-5730 Fax: (202) 223-0409
Email: laurels@bazelon.org

Larry Sullivan, Director
Safe Schools/Healthy Students Action Center
National Mental Health Association
1021 Prince St.
Alexandria, VA 22314-2971
Phone: (703) 684-7722 Fax: (703) 684-5968
Email: lsullivan@nmha.org

Ronda Talley, Director
Partnership for School Improvement
3204 Goose Creek Rd.
Louisville, KY 40241
Phone: 502/386-1121
Email: talleyrc@aol.com

*Judith Tarlo
Director of Pupil Personnel Services
NYC BOE
110 Livingston St.
Brooklyn, NY 11201
Phone: 718/ 935-3415 Fax: 718/ 935-5489
Email: jtarlo@nycboe.net

Linda Taylor, Co-Director
UCLA School Mental Health Project / Center for
Mental Health in Schools
UCLA- Department of Psychology
P.O. Box 951563
Los Angeles, CA 90095-1563
Phone: 310/825-3634 Fax: 310/206-8716
Email: adelman@ucla.edu

*Charlene Vega, Pupil Support Services Officer
Chicago Public Schools
125 S. Clark St.- 8th Floor
Chicago, IL 60603
Phone: 773/553-1880 Fax: 773/553-1881
Email: cvega@csc.cps.k12.il.us

*Marcy Viboch, Director
Child Youth Program Development
The Guidance Center
START Program/Port Chester Middle School
Bowman Ave.
Port Chester, NY 10573
Phone: (914) 935-0919 Fax: (914) 674-2847
Email: mviboch@aol.com

*last minute schedule conflict prevented attendance

Alan Vietze, Director
Mental Health Children's Services
Middlesex County Department of Mental Health
and Children's Services
Middlesex County Administration Bldg., 5th flr
1 JFK Square
New Brunswick, NJ 08901
Phone: (732) 246-5562 Fax: (732) 246-5644
Email: amv801@aol.com

*Mary E. Walsh, Professor of Counseling
Psychology & Director, Center for Child, Family
and Community Partnerships
Boston College School of Education
Campion Hill, 140 Commonwealth Ave
Chesnut Hill, MA 02467-3813
Phone: 617-552-8973 Fax: 617-552-1981
Email: mary.walsh.1@bc.edu

*Debra Wentz, Exec. Dir.
NJ Assoc. of Mental Health Agencies
2329 Route 34
Manasquan, NJ 08736
Phone: 732/528-0900
Fax: 732/528-0921
Email: dwentz@njmha.org

Peter Whelley, School Psychologist
National Association of School Psychologists and
Moultonborough Schools
P.O. Box 500
Moultonborough, NH 03254
Phone: (603) 476-5535 Fax: (603) 476-8009
Email: ptw@mail.moultonborough.k12.nh.us

George Williams, Board Member
Dallas Public Schools
3700 Ross Ave.
Dallas, TX 75204

*Marlene Wilson
Lennox School District
10319 Firmona Avenue
Lennox, CA 90304
Phone: (310) 330-4950
Email: mw@lennox.k12.ca.usrg.

Jennifer Wood, Senior Director
Prevention & Children's MH Services
National Mental Health Association
1021 Prince St.
Alexandria, VA 22313
Phone: 703/838-7523
Email: jwood@nmha.org

Darren Woodruff, Research Analyst
Center for Effective Collaboration & Practice
1000 Thomas Jefferson St., NW
Washington, DC 20007
Phone: 944-5378 Fax: 202/944-5455
Email: dwoodruff@air.org

**Others Not Able to Attend but
Indicating Interest**

Carol Chambers Clark, Director
Wellness Resources
3451 Central Ave.
St. Petersburg, FL 33713
Phone: 727/322-0841 Fax: 727/322-0841
Email: cccwellness@earthlink.net

Debra Davidson, Asst. Prof.
Maryville University
13550 Conway Rd.
St. Louis, MO 63141
Phone: 314/529-9533 Fax: 314/529-9191
Email: davidson@maryville.edu

Judith Kleinberg, Manager
Interagency Partnerships
New York State Education Dept.
One Commerce Plaza, 16th Floor
Albany, NY 12234
Phone: 578/474-1658 Fax: 578/486-4154
Email: Jkleinbe@mail.nysed.gov

Judith LEEVER, Coordinator
State Wide School Health Services
New York State Education Dept.
43 Turner Dr.
Spencerport, NY 14559
Phone: 716/349-7630 Fax: 716/9131
Email: jleever@monroe2boces.org

Chris McElroy, Program Administrator
Partnerships in Learning
Washington State Education Agency
P.O. Box 47200 Old Capitol Bldg.
Olympia, WA 98504
Phone: 360/753-6760 Fax: 360/664-3575
Email: cmcelroy@ospi.webnet.edu

Trina Osher, Coordinator
Policy & Research
Federation of Families for Children's MH
1021 Prince St.
Alexandria, VA 22314
Phone: 703/684-7710 Fax: 703/836-1040
Email: tosher@lx.netcom.com

Beverly Phillips, Coordinator
Commonwealth Process
I.R.I.S
100 Fair Oaks
Frankfurt, KY 40621
Phone: 502/564-7610 Fax: 502/564-9010
Email: blphillips@mail.state.ky.us

Bruce Simons-Morton, Chief
Prevention Research Branch
Despr, NICHD
6100 Executive Blvd.
Bethesda, MD 20892-7510
Phone: 301/496-5674 Fax: 301/402-2084
Email: bruce_simons-morton@NIH.gov

Marcel Soriano, Professor
Dept. of Education
California State University, Los Angeles
5151 State University Dr.
Los Angeles, CA 90032
Phone: 323/343-4255 Fax: 323/343-4252
Email: msorian@calstatela.edu

Karen Stern, Program Manager
Res. & Program Development Division
Office of Juvenile Justice and Delinquency Prev.
810 7th Street, NW
Washington, DC 20531
Phone: 202/514-9395 Fax: 202/353-9096
Email: sternk@ojp.usdoj.gov

Mark Weist, Director
Center for Mental Health Assistance
UMB Dept. of Psychiatry
645 West Redwood St.
Baltimore, MD 21201-1549
Phone: 410/328-6364 Fax: 410/328-1749
Email: mweisit@umpsy.umaryland.edu

Appendix B

Differentiating Two Complementary Initiatives Broaden the Infrastructure for Enhancing Policy

A Coalition for Policy Cohesion in Addressing Barriers to Development & Learning

PURPOSE:

This is a broad-based, *policy-oriented* coalition of *organizations* who have a stake in addressing barriers to development, learning, and teaching, as well as concern for promoting healthy development. The Coalition's aim is to stimulate strategic efforts to foster policy integration and close policy gaps as ways to deal with the marginalization and fragmentation that dominates a great deal of prevailing practice.

WHO PARTICIPATES?

Representatives of any *organization* whose work in some way includes a focus on addressing barriers and promoting healthy development.

INFORMATION ON CURRENT ACTIVITY & ON BECOMING A PARTICIPANT:

Currently, the Coalition is facilitated by the Center for MH in Schools at UCLA.

Current organizational and legislative proposals are on the internet at:

<http://smhp.psych.ucla.edu>

(on the Contents page, find Center Hosted Sites and click on Coalition)

OR

Contact: Center for MH in Schools

Ph: 310/825-3634

A Policy Leadership Cadre for MH in Schools

PURPOSE:

To expand, link, and build the capacity of the pool of *persons* who provide *policy* leadership for MH in schools at national, state, regional, and local levels. Such leadership includes a policy focus on promoting social-emotional development and preventing psychosocial and MH problems, as well as policies related to treatment of mental illness.

WHO PARTICIPATES?

Any *individual* willing to play a leadership role in (a) keeping up-to-date with respect to policy for MH in schools and (b) helping to inform, mobilize, support, and enhance the capability of others.

INFORMATION ON CURRENT ACTIVITY & ON BECOMING A PARTICIPANT:

Currently, the Cadre is facilitated by the Center for MH in Schools at UCLA.

Current proposals for mapping initiatives and guidelines are on the internet at:

<http://smhp.psych.ucla.edu>

(on the Contents page, find Center Hosted Sites and click on Policy Leadership Cadre)

OR

Contact: Center for MH in Schools

Ph: 310/825-3634

Appendix C

Policy Academies **ON DEVELOPING SYSTEMS OF CARE** **FOR CHILDREN WITH MENTAL HEALTH NEEDS AND THEIR FAMILIES**

New Opportunities for Improving the Lives of Children and Families!

Across the country, a quiet revolution is occurring in which states and communities are building comprehensive, coordinated, community-based, and culturally competent systems of care for children and their families. This quiet revolution is evidenced by new partnerships among agencies, private organizations, the business and faith communities, service providers, and families. The partnerships are being built to ensure that children and families with complex needs access the services and supports necessary to be successful in their school and in their communities. As California Senator Cathie Wright stated, “*We’ve supported and funded Systems of Care in nearly 40 of the 58 counties in the State of California for three obvious reasons: our children are getting better; the families are satisfied with the results; and it is cost effective when compared with the old way of doing business.*”

The Child, Adolescent, and Family Branch of the federal Center for Mental Health Services asked and provided funding support to the National Technical Assistance Center for Children's Mental Health at Georgetown University to coordinate a series of *Policy Academies on Developing Systems of Care for Children With, or At Risk of, Emotional and Behavioral Disorders and Their Families*. The first was held December 8-10, 1999 in historic Annapolis, Maryland. Five states (Kentucky, New Jersey, South Carolina, Oregon, and Utah) and the jurisdiction of Guam had the opportunity to conceptualize their vision and implement a major mental health policy to enhance community services and supports for children with, or at risk of, mental health disorders and for their families.

The Policy Academies are an exciting opportunity for states/federally recognized tribes/territories that are thinking about new policy initiatives to enhance community services and supports for children with, or at risk of, emotional and behavioral disorders and their families. Participants are part of a unique process designed to support a team of leaders in implementing their vision for improving services for children with mental health problems and their families. These state/federally recognized tribe/territory teams receive support and technical assistance to aid in conceptualizing, designing, and implementing their initiatives.

Process of Application and Purpose of the Policy Academies

Letters of invitation are sent to all governors or the highest official in the jurisdiction. For the first year, 13 states and 2 territories responded to the initial invitation and 6 were selected through a review process by representatives from several national organizations endorsing the Policy Academies. Delegations selected to participate in the first academy in December were asked to send individuals who would be *essential* to successfully implementing the proposed child mental health policy initiative. The number of members in each delegation that participated ranged from 8-14. Delegates included representatives of the governor's office, cabinet secretaries, human services and budget agency directors and key staff, state legislators and key staff; family organizations, and advocates.

The *Policy Academies* are designed for states/federally recognized tribes/territories that are considering new policy initiatives in this area and who would like assistance from experts in further conceptualizing, designing, and implementing their visions and agendas. The purpose of the Policy Academy process is to assist states/jurisdictions to accomplish the following goals:

1. To define concrete objectives for a **major child mental health policy initiative**, such as
 - ◆ establishing cross-agency collaboration and financing for community services,
 - ◆ putting in place local administrative and direct services coordinating structures,
 - ◆ instituting family involvement in policy and direct services,
 - ◆ developing culturally competent local service systems, and
 - ◆ developing criteria and steps for program evaluation
2. To define a specific policy strategy such as legislation, an executive order, regulations, or memoranda of understanding that will accomplish the identified objectives
3. To strategize the next steps for gaining the consensus required to support and move the proposed child policy initiative throughout governmental processes;
4. To form partnerships to facilitate the successful implementation of the policy initiative.

Process: A Three-Pronged Approach

The Policy Academy process was designed to be more than just a single meeting. Participants receive technical assistance prior to the three-day academies. Technical support includes assisting delegations in conducting self-assessments of opportunities and challenges for a major policy initiative, clarifying a specific child mental health policy objective, identifying key stakeholders, and planning for participation at the meeting. During the academies, participants engage in plenary sessions and seminars provided by resource persons and individual delegation meetings, facilitated by knowledgeable persons to develop an action plan for follow-up.

After the academy, delegations receive follow-up technical support for a year to assist in implementing the child mental health policy that they have planned.

It is anticipated that over the next five years, with continued support from the federal Center for Mental Health Services, at least three other Policy Academies and an Alumni meeting will be designed and conducted by the National Technical Assistance Center for additional states, federally recognized tribes, and territories to assist them in the development of new child mental health policies for children and families.

Additional Information

For further information on the Policy Academies please contact

Joan Dodge, Ph.D., Senior Policy Associate
National Technical Assistance Center for Children's Mental Health
Georgetown University Child Development Center
3307 M Street, NW Suite 401
Washington, DC 20007-3935
(202) 687-5000
dodgej @gunet. georgetown. edu

Appendix D

Activity Related to Linking School Mental Health Providers

Linking School Mental Health Providers

Many *line staff* are struggling with new expectations for coordination and collaboration. Even when they see the benefits of collaboration for children and families, their training and professional affiliations often provide too few venues for interdisciplinary interactions. Clearly, there is a need for enhancing interdisciplinary connections in ways that facilitate communication, coordination, and integrated action among school mental health providers.

With this in mind, as the American School Health Association (ASHA) initiated its new section for *Social & Mental Health Professionals*, there was immediate discussion regarding how this new group would interface with other school practitioner oriented groups. The first contact was made with the *Mental Health Section* of the National Assembly for School-Based Health Care (NASBHC). Other outreach is being directed at various pupil service organizations.

At this point, the leadership of the school mental health sections in ASHA and NASBHC are seeking ideas for strengthening the connection between the members of their sections and reaching out to other school service providers. Also, the sections are interested in how to link effectively to federal, state, and local government agencies concerned with enhancing mental health in schools and increasing collaborative efforts, as well as with organizations providing relevant training and technical assistance.

Why an increasing focus on linkages and coalitions is needed.

- (1) To reduce fragmented efforts and unnecessary redundancy in activity.
- (2) To enhance the priority given to MH in Schools in policy, practice, research, & training.
- (3) To provide mechanisms where issues related to role and turf can be addressed.

What's has been tried and what's being done currently?

National Alliance of Pupil Services Organizations -- NAPSO¹
Multidisciplinary associations (e.g., American School Health Assoc., National Assembly for School-Based Health Care, American Orthopsychiatry Assoc.)
Multidisciplinary conferences and workshops (e.g., as offered by Center for School Mental Health Assistance, National Assembly for School-Based Health Care, American Orthopsychiatric Association, Center for Mental Health in Schools)
Organizing strategic organizational partners (e.g., Center for Effective Collaboration and Practice)
Organizing collaboratives (e.g., Collaborative to Advance Social Emotional Learning)
Interagency funding initiatives (e.g., Safe Schools/Healthy Students)

What's Next and What Can Policy Leaders for MH in Schools Do to Help?

Some ideas that have been generated as first steps for enhancing interdisciplinary communication among those working every day in schools include putting information regarding multidisciplinary activity in newsletters, on websites, on listservs, and encouraging inclusion of this focus at conferences, etc.

¹Pulled together 22 associations, including American Counseling Association, American Occupational Therapy Association, American Psychological Association, American School Counselor Association, Council of Directors of School Psychology Programs, Council for Exceptional Children, National Association of Pupil Services Administrators, National Association of School Nurses, National Association of School Psychologists, National Association of Social Workers.

APPENDIX E

Draft Outline for Developing Guidelines for Mental Health in Schools

This is a working draft from the Expert Panel #3 for the National Guidelines Project on Health, MH, & Safety in Schools – a project of the American Academy of Pediatrics and the National Association of School Nurses (with funding from HRSA). This draft is not for circulation as a final product; feedback is welcome and should be sent to panel chair Howard Adelman at UCLA.

3. MENTAL HEALTH IN SCHOOLS -- Counseling, Psychology, and Social Service Programs

3.1 General Areas for Intervention in Addressing Student Needs

- 3.1.1 Promoting academic success and healthy cognitive, social, and emotional development and resilience
(including promoting opportunities and protective factors; fostering development of assets and general wellness)
- 3.1.2 Addressing barriers to student learning and performance
(including educational and psychosocial problems, external stressors, psychological disorders)
- 3.1.3 Providing social/emotional support for students, families, staff

3.2 General Nature of Student Needs that Should Be Addressed

- 3.2.1 Common educational and psychosocial problems
(e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity)
- 3.2.2 External stressors
(e.g., reactions to objective or perceived stress/demands/crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)
- 3.2.3 Disorders
(e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; PTSD; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)
- 3.2.4 Areas for promoting academic success and healthy cognitive, social, and emotional development and resilience
(e.g., school performance; responsibility and integrity; self-efficacy; social and working relationships; self-evaluation and self-direction; temperament; personal safety and safe behavior; health maintenance; effective physical functioning; careers and life roles; creativity)

3.3 Type of Functions Provided related to Individuals, Groups, Families

- 3.3.1 Assessment for first level screening of problems, diagnosis, and intervention planning
- 3.3.2 Referral, triage, and monitoring/management of care
- 3.3.3 Direct services and instruction
(e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)

(continued)

(cont.) **3. MH IN SCHOOLS -- Counseling, Psychology, and Social Service Programs**

- 3.3.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems -- toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services
- 3.3.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus
- 3.3.6 Enhancing connections with and involvement of home and community resources

3.3 *Timing of Intervention*

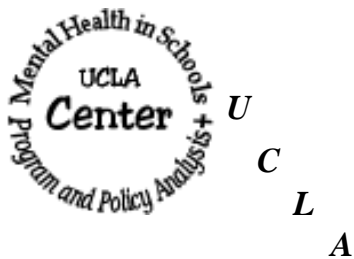
- 3.3.1 Primary prevention
- 3.3.2 Early-after-onset
- 3.3.3 After the problem has become chronic

3.4 *Assuring Quality of Intervention*

- 3.4.1 Stakeholders participate in clarifying needs, activity, and use of resources
- 3.4.2 Programs and services constitute a comprehensive, multifaceted continuum
- 3.4.3 Interveners have appropriate knowledge and skills for their roles and functions
- 3.4.4 School-owned programs and services are coordinated and integrated
- 3.4.5 School-owned programs and services are connected to home & community resources
- 3.4.6 Programs and services are integrated with instructional and governance/management components at schools
- 3.4.7 Program/services are available, accessible, and attractive
- 3.4.8 Empirically-supported interventions are used when applicable
- 3.4.9 Differences among students/families are appropriately accounted for
(e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)
- 3.4.10 Legal considerations are appropriately accounted for
(e.g., mandated services; mandated reporting and its consequences)
- 3.4.11 Ethical issues are appropriately accounted for
(e.g., privacy and confidentiality; coercion)
- 3.4.12 Contexts for intervention are appropriate
(e.g., office; clinic; classroom; home)
- 3.4.13 Systems and interventions are monitored and improved as necessary
- 3.4.14 Continuing professional development is provided

3.5 *Outcome Evaluation and Accountability*

- 3.5.1 Short-term outcome evaluation
- 3.5.2 Long-term outcome evaluation



Appendix F



Surfin' for Funds –

Sources of Initiatives Relevant to Mental Health in Schools

Those working in the best interests of youngsters always are on the look out for funding opportunities. The picture is constantly changing. We have moved into an era of creative financing. Fortunately, the Internet now provides a major tool for identifying many funding opportunities and offers access to helpful documents and organizations that share expertise related to relevant financial strategies.

This document is meant to help as you use the Internet to learn about what is available at the moment. It is meant to be a general do-it-yourself aid and as a supplement to seeking specific technical assistance from centers such as ours. (If you are not personally connected to the Internet, hopefully you have access through your work site, local libraries, or a friend.)

I. Accessing Information through Sites Compiling Information on Funding Opportunities

Catalog of Federal Domestic Assistance – <http://www.cfda.gov/>

The Catalog of Federal Domestic Assistance is a government-wide compendium of Federal programs, projects, services, and activities which provide assistance or benefits to the American public. It details every federal grant, including description, eligibility, deadlines, and award procedures. It contains financial and nonfinancial assistance programs administered by departments and establishments of the Federal government. To directly do an online search, go to -- <http://www.cfda.gov/public/faprs.asp> -- The catalogue can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington D. C. 20402, 202-512-1800.

Federal Register – http://www1.access.gpo.gov/GPOAccess/sitesearch/su_docs_aces/desc004.html

The Federal Register is the “main” resource listing federal funding opportunities. It is published Monday through Friday, except Federal holidays. The current year’s Federal Register database is updated daily by 6 a.m. Documents are available as ASCII text and Adobe Acrobat Portable Document Format (PDF) files.

Notices of Funding Availability – <http://ocd.usda.gov/nofa.htm>

Notices of Funding Availability (NOFAs) are announcements that appear in the Federal Register, printed each business day by the United States government, inviting applications for Federal grant programs. This page allows you to generate a customized listing of NOFAs.

The Co-directors of the School Mental Health Project at UCLA and its Center for Mental Health in Schools are Howard Adelman and Linda Taylor.

Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

School Health Program Finance Project Database – <http://www2.cdc.gov/nccdphp/shpfp/index.asp>

Designed to share with staff in local school districts practical information about how they can acquire funds for developing and improving various components of school health programs. SHPPFP staff 1) compiles and organizes information about funding sources, including information about eligibility and application requirements; 2) tracks and updates changes in funding availability, legislation, and administrative regulations that may change these sources and requirements; 3) makes such information accessible to relevant organizations and individuals through electronic online information channels; 4) works with relevant organizations to help national, state, and local staff learn how to use the information; and 5) publishes reports about the evolving availability and nature of the diverse funding sources. The School Health Program Finance Project searchable database contains information on federal, foundation, and state-specific funding sources for school health programs.

TENET's Educational Grant Programs Webpage – <http://www.tenet.edu/announce/grant.html#Fed>

Provides a sampling of major federal education grant programs with links to specific agencies.

School Grants – http://www.schoolgrants.org/grant_opps.htm

Posts all types of grants for schools, teachers, and students. Provides links to federal and state agencies and foundations (<http://www.schoolgrants.org/Links/links.htm>)

The Finance Project – <http://www.financeproject.org>

The Finance Project is a national initiative to create knowledge and share information that will lead to the improved well-being of children, families, and communities. The Finance Project develops working papers and other tools and products, convenes meetings, roundtables, and forums, and conducts technical assistance activities. Their website lists New Initiatives and Project Descriptions and publications & resources such as: *Federal Financing Issues and Options*; *State & Local Financing Issues and Options*; *Financing Comprehensive, Community-based Supports, and Services*; *Results-based Planning, Budgeting, Management, and Accountability Issues*; *Financing Early Childhood Supports and Services*; *School Finance Issues*

The Finance Project also hosts the Welfare Information Network, a valuable source of information regarding welfare, income security, and welfare to work programs – <http://www.welfareinfo.org/>

The Foundation Center – <http://fdncenter.org/>

The mission of the Foundation Center is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. It publishes the *Philanthropy News Digest*, a weekly listing of requests for proposals (RFPs) from U.S. grantmakers. (See -- <http://fdncenter.org/pnd/current/index.html>)

GrantsWeb.

<http://www.research.sunysb.edu/research/kirby.html#index>

GrantsWeb is a starting point for accessing grants-related information and resources on the Internet. GrantsWeb organizes links to grants-related Internet sites and resources, including funding opportunities, grants data bases, policy developments, and professional activities. GrantsWeb is in the early stages of development.

American Psychological Association

<http://www.apa.org?>

Go to *Search*; type in Grants. Provides a useful summary listing of many funding opportunities.

II. Major Public Funding Agencies

Department of Health & Human Services

<http://www.dhhs.gov/progorg/>

The simplest way to check for grants in the various agencies of this Department is to go to the Catalog of Federal Administrative Assistance as listed in the previous section of this document – www.cfda.gov/. Alternatively, go to the Department's web address and click on the agency you want to check out (e.g., Administration for Children and Families -- ACF, Centers for Disease Control and Prevention -- CDC, Health Resources and Services Administration -- HRSA; National Institutes for Health -- NIH; Substance Abuse and Mental Health Services Administration -- SAMHSA. Once at the site, you can go to the Grants pages and find out about agency grants, including what the various units are offering.

For example:

- On SAMHSA's grant page (http://www.samhsa.gov/GRANT/gfa_kda.htm), you will find information on grants from the Center for Mental Health Services, the Center for Substance Abuse Prevention, and the Center for Substance Abuse Treatment.
- On HRSA's grant page (<http://www.hrsa.dhhs.gov/grantsf.htm>), you will find information on grants the Bureau of Primary Health Care, the Bureau of Health Professions, Bureau of Maternal and Child Health and the HIV/AIDS Bureau.
- On NIMH's grant page (<http://www.nimh.nih.gov/grants/grants/cfm>), you will find program announcements and requests for application.
- On NIDA's funding page (<http://165.112.78.61/Funding.html>), you will find announcements.
- On NIAAA's grant page (<http://silk.nih.gov/silk/niaaa1/grants/grants.htm>), you will find program announcements, requests for applications and other relevant information.

Examples of types of relevant grant opportunities the DHHS has funded recently include:

- >Comprehensive Community Mental Health Services for Children with SED
- >Conference Grants Program
- >Homeless Families Program
- >Community Action Grants for Service Systems Change,
- >National Training and Technical Assistance Center for Children
- >Violence Prevention/Resilience Development -- School and Community Action Grants
- >Violence Prevention Coordinating Center
- >Community-Initiated Prevention Interventions
- >Family Strengthening
- >Substance Abuse Prevention/HIV Care
- >Adolescent Treatment Models
- >Targeted Capacity Expansion Program
- >Community Action Grants
- >Practice/Research Collaboratives
- >Comprehensive Community Treatment Program for the Development of New and Useful Knowledge
- >National Training Institute for Child Care Health Consultants
- >National Resource Center for Health and Safety in Child Care
- >Adolescent Health Center for State Maternal and Child Health Personnel
- >Maternal and Child Health Provider Partnerships
- >Community Organization Grants (COG) Program
- >Interagency -- with Departments of Justice and Education – <http://www.ed.gov/offices/OESE/SDFS>
 - Safe Schools/Healthy Students Initiative
 - School Violence Prevention and Early Childhood Development Activities

Health Care Financing Administration (HCFA),

<http://www.hcfa.gov/>

Provides general information on service funding related to Medicaid/EPSDT and the State Children's Health Insurance Program (SCHIP). Specific information can be found on each state's website, which can be accessed via the U.S. State & Local Gateway – <http://www.statelocal.gov/>

Department of Education – <http://www.ed.gov/GrantApps>

The simplest way to check for grants in the various units of DOE is to go to the site listed above or go to <http://www.ed.gov/funding.html> or to the Catalog of Federal Administrative Assistance as listed in the previous section of this document – www.cfda.gov/. Another quick option related to the most recent application notices is to go to **Federal Register ED Announcements – <http://gcs.ed.gov/fedreg/announce.htm>**

Examples of types of relevant grant opportunities the DOE has or may fund include:

- >Alternative Strategies: Grants to Reduce Student Suspensions and Expulsions, and Ensure Educational Progress of Suspended and Expelled Students
- >Neglected and Delinquent/High Risk Youth Program
- >Even Start Statewide Family Literacy Initiative Grants
- >21st Century Community Learning Centers Program
- >Parental responsibility/Early Intervention Resource Centers
- >Teacher Quality Enhancement Grants
- >Character Education
- >Emergency Immigrant Education Program
- >Goals 2000 Comprehensive Local Reform Assistance Program
- >Developing Hispanic Serving Institutions Program
- >Linking Policy and Practice Audiences to the 1997 Amendments of IDEA
- >State and Federal Policy Forum for Program Improvement
- >Center on Achieving Results in Education for Students with Disabilities (special educ.)
- >Rehabilitation Short-Term Training (special educ.)
- >Centers for Independent Living (special educ.)
- >Special Demonstration Programs (special educ.)
- >Community Parent Resource Centers (special educ.)
- >Elementary School Counseling Demonstration
- >Middle School Drug Prevention and School Safety Program Coordinators
- >State Grants for Incarcerated Youth Offenders
- >Civic Education
- >Systems-Change Projects To Expand Employment Opportunities for Individuals With Mental or Physical Disabilities, or Both, Who Receive Public Support
- >Safe and Drug-Free Schools
- >Interagency --with Departments of Justice and HHS – <http://www.ed.gov/offices/OESE/SDFS>
Safe Schools/Healthy Students Initiative
School Violence Prevention and Early Childhood Development Activities

Note: Opportunities exist to transfer a percentage of various federal grants to enable better outcomes related to the intent of the grant. For example, Title XI of the Improving Americas Schools Act of 1994 allows school districts, schools, and consortia of schools to use up to 5% of their ESEA funds to develop, implement, or expand efforts to coordinate services. A similar provision was included in the reauthorization of IDEA. And with respect to social services block grants, there is a provision that allows each State to transfer up to 10% of its allotment for any fiscal year to preventive health and health services, alcohol and drug abuse, mental health services, maternal and child health services, and low-income energy assistance block grants in order to enable the State to furnish social services best suited to the needs of individuals residing in the State.

Office of Juvenile Justice and Delinquency Prevention (OJJDP), Department of Justice – <http://ojjdp.ncjrs.org>

See OJJDP website for Notice of Comprehensive Program Plan for Fiscal Year 2000

Examples of types of relevant grant opportunities in which the Department of Justice is or has been involved:

- >Mental Health and Juvenile Justice: Building a Model for Effective Service Delivery
- >Fiscal Year 2000 Missing and Exploited Children's Program
- >Interagency --with Departments of Education and HHS – <http://www.ed.gov/offices/OESE/SDFS>
Safe Schools/Healthy Students Initiative
School Violence Prevention and Early Childhood Development Activities

This site also offers a gateway to other Department of Justice and federal agency funding opportunities (i.e., Education, Health and Human Services, Housing and Urban Development, Interior, Labor, Transportation) – <http://ojjdp.ncjrs.org/grants/otherag.html>

National STW Learning and Information Center – <http://www.stw.ed.gov/grants/grants.htm>

Use search engine to find information on School to Work Grants.

Also, see the Catalog of federal Domestic Assistance for information on the Department of Labor's Youth Services Delivery Systems program focused on youth who are or have been under criminal justice supervision.

III. Foundations

As noted in Section I of this document, **The Foundation Center** -- <http://fdncenter.org/> collects, organizes, analyzes, and disseminates information on foundations, corporate giving, and related subjects. It publishes the *Philanthropy News Digest*, a weekly listing of requests for proposals (RFPs) from U.S. grantmakers. (See -- <http://fdncenter.org/pnd/current/index.html>). Many foundations include a focus on health, mental health, and schools. For example, Annie E. Casey Fdn., Robert Wood Johnson Fdn., W. K. Kellogg Fdn., Charles Stewart Mott Fdn., Commonwealth Fund, Pew Charitable Trusts, DeWitt-Wallace/Readers Digest Fdn., W. T. Grant Fdn., Rockerfeller Fdn., Harris Fdn., Public Welfare Fdn., R. G. Hemingway Fdn., Carnegie Corp. You can, of course, go directly to the websites for any foundation and find the information about what they currently fund. However, direct contacts to discuss what one wants to propose often is a strategically good step.

IV. A Few Other Resources with Relevant Summaries, Reports, and Analyses

School Health Finance Project of the National Conference of State Legislatures (funded by DASH, CDC)

<http://ncsl.org/programs/health/pp/schlfund.htm>

Summary of surveys of states and territories focused on gathering information on block grant and state support for school health programs. The data collected are designed to identify the sources for school health funding and the procedures required to access funds in each state. The databases provide information about how states and territories use federal and state funds for school health programs and can be used to develop and improve school health programs. The block grant survey collects information about how states use six specific federal block grants to fund school health programs (i.e., *the Community Mental Health Services Block Grant, Community Prevention Grants, Community Services Block Grant, Maternal and Child Health Services Block Grant, Preventive Health and Services Block Grant, Substance Abuse Prevention and Treatment Block Grant, Safe and Drug-Free Schools and Communities Block Grant*). The state revenue survey collects information about which states appropriate state general revenue for school health programs (structured around the eight components of the CDC Coordinated School Health Program model).

The Future of Children

<http://www.futureofchildren.org/sch/index.htm>

The Winter 1997 edition of the *Future of Children* journal (V. 7, No. 3) dealt with *Financing Schools*. It is available for downloading in PDF form with Adobe Acrobat. The articles titles are:

- >Financing Schools: Analysis and Recommendations
- >School Finance: Fifty Years of Expansion
- >Sources of Funding for Schools
- >How and Where the Education Dollar Is Spent
- >Equity and Adequacy in School Funding
- >School Finance Policy and Students' Opportunities to Learn: Kentucky's Experience
- >Considering Nontraditional Alternatives: Charters, Private Contracts, and Vouchers

Making the Grade

<http://www.gwu.edu/~mtg/sbhcs/financing.htm>

Focuses on financing issues related to School-Based Health Centers. The following papers can be accessed through the above Website.

- >Issues in Financing School-Based Health Centers: A Guide for State Officials
- >Medicaid, Managed Care, and School-Based Health Centers:
- >Proceedings of a Meeting with Policy Makers and Providers
- >The New Child Health Insurance Expansion
- >Nine State Strategies - Executive Summary
- >School Health Centers and Managed Care: Seven School-Based Health Center Programs Forge New Relationships

V. Accessing Information Through Our Center

Whenever we learn about funding opportunities, we cite them in our monthly electronic news and, as appropriate, in our quarterly newsletter. These documents, then, are added to our website for ongoing access. In addition, as we become aware of reports and other documents that discuss sources, explore issues, and provide analyses, we add these to our Center Clearinghouse and reference them in documents we produce to provide overviews on different topics such as financial strategies. You can easily find what we have by using the search features on our Website.

You should begin with a *Quick Find Search*. This type of search yields basic information on specific topics for which we receive frequent requests, such as “Financing and Funding.” To do a Quick Find search, go to the site

<http://smhp.psych.ucla.edu/>

and click on *Search*, you will see the Quick Find section and a place to “Select a response to a frequent request.” Since you are interested in funding opportunities, find the topic “Financing and Funding” and hit “go.” It will provide you a list of resources you may find useful, and when you scroll down, you will find a list of agencies and Website links which you can then access.

VI. Accessing Information Through Our Sister Center

Additional resources on funding strategies and related technical assistance are available from our sister center: *Center for School Mental Health Assistance* (CSMHA) at the University of Maryland at Baltimore. <http://csmha.ab.umd.edu>

A Final Note: In the spirit of creative financing, it is important to think in term of collaborative partnerships. One type of partnership involves seeking funds with University colleagues. This opens up access to a variety of research funds and strengthens applications for programs that involve a major evaluative component.

References

- **"Big Picture Discussions and Analyses**

- Adelman, H.S., & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward*. Pacific Grove, CA: Brooks/Cole.
- Adelman, H.S., & Taylor, L. (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.
- Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents (1989). *Turning Points: Preparing American Youth for the 21st Century*. Washington, DC: Author.
- Carnegie Council on Adolescent Development (1995). *Great transitions: Preparing adolescents for a new century*. New York: Carnegie Corp.
- Dryfoos, J. (1998). *Safe passage: Making it through adolescence in a risky society*. New York: Oxford University Press.
- Fuhrman, S.H. (Ed.) (1993). *Designing coherent education policy: Improving the system*. San Francisco: Jossey-Bass.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books, Inc.
- Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems*. NY: Bank Street College of Education.
- Lawson, H., & Briar-Lawson, K. (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools*. Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University.
- Schorr, L.B. (1988). *Within our reach: Breaking the cycle of disadvantage*. New York: Doubleday.
- Schorr, L.B. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Anchor Press.

- **School Reform**

- Adelman, H.S., & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*, 67, 408-421.
- Adelman, H.S., & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychologist*, 33, 135-152.
- Adelman, H.S., & Taylor, L. (1999). Mental health in schools and system restructuring. *Clinical Psychology Review*, 19, 137-163.
- Anderson, J. (1998). Design for learning. *The American School Board Journal*, 185, 27-29.
- Barth, R.S. (1990). *Improving schools from within: Teachers, parents, and principles can make a difference*. San Francisco: Jossey-Bass.
- Cahill, M. (1994). *Schools and communities: A continuum of relationships*. New York: Youth Development Institute, Fund for the City of NY.

- California Department of Education (1996). *Factbook 1996-97: Handbook of education information*. Sacramento: Author.
- California Department of Education (1997). *Guide and criteria for program quality review: Elementary*. Sacramento: Author.
- Center for Mental Health in Schools (1996). *Policies and practices for addressing barriers to student learning: Current status and new directions*. Los Angeles: Author.
- Center for Mental Health in Schools (1997). *Addressing barriers to learning: Closing gaps in school-community policy and practice*. Los Angeles: Author.
- Center for Mental Health in Schools (1998). *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*. Los Angeles, CA: Author.
- Comer, J. (1988). Educating poor minority children. *Scientific American*, 259, 42-48.
- Elmore, R.F., & Associates. (1990). *Restructuring schools: The next generation of educational reform*. San Francisco: Jossey-Bass.
- Greenwald, R., Hedges, L.V., & Laine, R.D. (1996). The effect of school resources on student achievement. *Review of Educational Research*, 66, 361-396.
- Hargreaves, A. (Ed.). (1997). *Rethinking Educational Change with Heart and Mind* (1997 ASCD Yearbook). Alexandria, VA: ASCD.
- Hatch, T. (1998). The differences in theory that matter in the practice of school improvement. *American Educational Research Journal*, 35, 3-31.
- Haynes, N.M. & Comer, J.P. (1996). Integrating schools, families, and communities through successful school reform: The School Development Program. *School Psychology Review*, 25, 501-506.
- Hill, P., & Bonan, J. (1991). *Decentralization and accountability in public education*. Santa Monica, CA: Rand.
- House, E.R. (1996). A framework for appraising educational reforms. *Educational Researcher*, 25, 6-14.
- Kirst, M.W., & McLaughlin, M. (1990). Rethinking children's policy: Implications for educational administration. In B. Mitchell & L.L. Cunningham (Eds.), *Educational leadership and changing context of families, communities, and schools: 89th yearbook of the National Society for the Study of Education*. (Part 2, pp. 69-90). Chicago: University of Chicago Press.
- Knoff, H.M. & Batsche, G.M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. *School Psychology Review*, 24, 579-603.
- Lieberman, A., & Miller, L. (1990). Restructuring schools: What matters and what works. *Phi Delta Kappan*, 71, 759-764.
- Lipsky, D.K., & Gartner, A. (1992). Achieving full inclusion: Placing the student at the center of educational reform. In W. Stainback & S. Stainback (Eds.), *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn and Bacon.

Monk, D.H., Pijanowski, J.C., & Hussain, S. (1997). How and where the education dollar is spent. *The Future of Children*, 7, 51-62.

National Education Commission on Time and Learning (1994). *Prisoners of time*. Washington, DC: U.S. Government Printing Office.

Slavin, R.E. (1996). Reforming state and federal policies to support adoption of proven practices. *Educational Researcher*, 25, 4-5.

Tyack, D., & Cuban, L. (1995). *Tinkering toward Utopia: A century of public school reform*. Cambridge, MA: Harvard University

Urban Learning Center Model (1995). *A design for a new learning community*. Los Angeles: Los Angeles Educational Partnership.

Vinovskis, M.A. (1996). An analysis of the concept and uses of systemic educational reform. *American Educational Research Journal*, 33, 53-85.

• **Restructuring Student Support Services**

Adelman, H.S. (1993). School-linked mental health interventions: Toward mechanisms for service coordination and integration. *Journal of Community Psychology*, 21, 309-319.

Adelman, H.S. (1994). Intervening to enhance home involvement in schooling. *Intervention in School and Clinic*, 29, 276-287.

Adelman, H.S. (1996). *Restructuring support services: Toward a comprehensive approach*. Kent, OH: American School Health Association.

Adelman, H.S. (1996). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review*, 25, 431-445.

Adelman, H.S., & Taylor, L. (1998). Involving teachers in collaborative efforts to better address the barriers to student learning. *Preventing School Failure*, 42, 55-60.

Adler, L., & Gardner, S. (Eds.), (1994). *The politics of linking schools and social services*. Washington, DC: Falmer Press.

Center for Mental Health in Schools (1999). *Policymakers' guide to restructuring student support resources to address barriers to learning*. Los Angeles: Author.

Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). Upgrading school support programs through collaboration: Resource Coordinating Teams. *Social Work in Education*, 17, 117-124.

Taylor, L., & Adelman, H.S. (1996). Mental health in the schools: Promising directions for practice. *Adolescent Medicine: State of the Art Reviews*, 7, 303-317.

• **School-Community Partnerships and School-Based & Linked Services**

Adelman, H.S., Taylor, L., Weist, M., Adelsheim, S., Freeman, B., Kapp, L., Lahti, M., & Mawn, D. (1999). Mental health in schools: A federal initiative. *Children's Services: Social Policy, Research, and Practice*, 2, 99-119.

AHEC/Community Partners (1995). *From the ground up: A workbook on coalition building and community development*. Amherst, MA: Author.

Annie E. Casey Foundation (1995). *Path of most resistance: Reflections on lessons learned from New Futures*. Baltimore, MD: Author.

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70, 487-498.

Cahill, M. (1998). Development of a core set of principles for community strategies to enhance youth health and development. Paper prepared for "Health Futures of Youth II; Pathways to Adolescent Health." Washington, DC: Maternal and Child Health Bureau, Dept. of Health & Human Services.

Carnegie Council on Adolescent Development, (1988). *Review of school-based health services*. New York: Carnegie Foundation.

Center for the Future of Children. (1992). School linked services: Analysis. *The Future of Children*, 2, 6-18.

Center for Mental Health in Schools (1999). *School-community partnerships: A guide*. Los Angeles: Author.

Center for the Study of Policy (1995). *Building new futures for at-risk youth: Findings from a five year, multi-site evaluation*. Washington, DC: Author.

Comer, J. (1988). Educating poor minority children. *Scientific American*, 259, 42-48.

Crowson, R.L., & Boyd, W.L. (1993). Coordinated services for children: Designing arks for storms and seas unknown. *American Journal of Education*, 101, 140-179.

Day, C., & Roberts, M.C. (1991). Activities of the Children and Adolescent Service System Program for improving mental health services for children and families. *Journal of Clinical Child Psychology*, 20, 340-350.

DeAngelis, K., & Rossi, R. (1997). *Schools serving family needs: Extended-day programs in public and private schools*. Issues Brief. ERIC Document Reproduction Service No ED 406 022.

Dryfoos, J.G. (1994). *Full-service schools: A revolution in health and social services for children, youth, and families*. San Francisco: Jossey-Bass.

Dryfoos, J.G. (1993). Schools as places for health, mental health, and social services. *Teachers College Record*, 94, 540-567.

Duchnowski, A.J. (1994). Innovative service models: Education. *Journal of Clinical Child Psychology*, 23, 13-18.

Elkind, D. (1993). School and family in the Post-Modern world. *Phi Delta Kappan*, 77, 1:8-14.

Fagan, T.K., & Wise, P.S. (1994). *School psychology: Past, present, and future*. New York: Longman.

- First, P.F., Curcio, J.L., & Young, D.L. (1994). State full-service school initiatives: New notions of policy development. In L. Adler & S. Gardner (Eds.), (1994). *The politics of linking schools and social services*. pp. 63-74. Washington, DC: Falmer Press.
- Flaherty, L.T., Weist, M.D., & Warner, B.S. (1996). School-based mental health services in the United States: History, current models, and needs. *Community Mental Health Journal*, 25, 341-352.
- Franklin, C. & Streeter, C.L. (1995). School reform: Linking public schools with human services. *Social Work*, 40, 773-782.
- Freeman, E.M., & Pennekamp, M. (1988). *Social work practice: Toward a child, family, school, community perspective*. Springfield, Ill: Charles Thomas Pub.
- Golan, S. et al. (1996). *From principles to action: Local implementation of California's Healthy Start school-linked services initiative*. Menlo Park, CA: SRI International.
- Hardiman, P.M., Curcio, J.L., & Fortune, J.C. (1998). School-linked services. *The American School Board Journal*, 185, 37-40.
- Hayes, C., Lipoff, E., & Danegger, A. (1995). *Compendium of the comprehensive, community-based initiatives: A look at cost, benefits and financing strategies*. Washington, DC: The Finance Project.
- Hickey, N.W., Lockwood, J., Payzant, T.W., & Wenrich, J.W., (1990). *New Beginnings: A feasibility study of integrated services for children and families. (Final report)*. San Diego, CA: County of San Diego, Office of Chief Administrative Officer.
- Holtzman, W.H. (1992). (Ed.), Community renewal, family preservation, and child development through the School of the Future. In W.H. Holtzman, (Ed.), *School of the Future*. Austin, TX: American Psychological Association and Hogg Foundation for Mental Health.
- Holtzman, W.H. (1997). Community psychology and full-service schools in different cultures. *American Psychologist*, 52, 381-389.
- Illback, R., Cobb, C., & Joseph, H. (Eds.), *Integrated services for children and families: Opportunities for psychological practice*. Washington, DC: American Psychological Assoc.
- Illback, R., & Nelson, C.M. (1996). *Emerging school-based approaches for children with emotional and behavioral problems: Research and practice in service integration*. Binghamton, NY: Haworth Press.
- Kagan, S., & Neville, P. (1993). *Integrating human services: Understanding the past to shape the future*. New Haven, CT: Yale University Press.
- Kahn, A., & Kamerman, S. (1992). *Integrating service integration: An overview of initiatives, issues, and possibilities*. New York: National Center for Children in Poverty.
- Knoff, H.M. (1996). The interface of school, community, and health care reform: Organizational directions toward effective services for children and youth. *School Psychology Review*, 25, 446-464.
- Knoff, H.M. & Batsche, G.M. (1991). Integrating school and educational psychology to meet the educational and mental health needs of all children. *Educational Psychologist*, 26, 167-183.
- Kochar, C. & Erickson, M.R. (1993). *Business-education partnerships for the 21st century: A practical guide for school improvement*. Gaithersburg, MD: Aspen Pub.
- Koppich, J.E. & Kirst, M.W. (Eds.) (1993). *Integrating services for children: Prospects and pitfalls. Education and Urban Society*, 25, entire issue.
- Koyanagi, C., & Gaines, S. (1993). *All systems fail*. Washington, DC: National Mental Health Assoc.
- Kretzmann, J., & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago: ACTA Publications.
- Kretzmann, J. (1998). *Community-based development and local schools: A promising partnership*. Evanston, IL: Institute for Policy Research.
- Kusserow, R.P. (1991). *Services integration for families and children in crisis*. Washington, DC: U.S. Department of Health and Human Services. (Document No. OEI-0990-00890).
- Labonte, R. (1997). Community, community development and the forming of authentic partnerships: Some critical reflections. In M. Minkler (ed.), *Community organizing and community building for health*. New Brunswick, NJ: Rutgers Univ. Press.
- Lim, C., & Adelman, H.S. (1997). Establishing school-based collaborative teams to coordinate resources: A case study. *Social Work in Education*, 19, 266-277.
- Marzke, C.H., Chimierine, C.B., Morrill, W.A., & Marks, E.L. (1992). *Service integration programs in community settings*. Falls Church, VA: Mathtec.
- Mattessich, P.W., & Monsey, B.R. (1992). *Collaboration: What makes it work*. St. Paul, MN: Wilder Foundation.
- Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.
- Melaville, A., Blank, M., & Asayesh, G. (1993). *Together we can: A guide for crafting a profamily system of education and human services*. Washington, DC: U.S. Government Printing Office.
- Mintzies, P.M. (1993). The continuing dilemma: Finding a place for the social work profession in the schools. *Social Work in Education*, 15, 67-69.
- Orland, M., Danegger, A.E., & Foley, E. (1996). *Creating more comprehensive community-based support systems: The critical role of finance*. Washington, DC: The Finance Project.
- Palaich, R.M., Whitney, T.N., & Paolino, A.R. (1991). *Changing delivery systems: Addressing the fragmentation in children and youth services*. Denver: Education Commission of the States.
- Policy Studies Associates (1996). *Learning to collaborate: Lessons from school-college partnerships in the Excellence of Education Program*. Miami, FL: J.S. & J.L. Knight Foundation.
- Powers, S.I., Hauser, S.T., & Kilner, L.A. (1989). Adolescent mental health. *American Psychologist*, 44, 200-208.
- Reschly, D.J. & Ysseldyke, J.E. (1995). School psychology paradigm shift. In A. Thomas & J. Grimes (Eds.) *Best Practices in school psychology -- III*. Washington, DC: National Association of School Psychologists.

- Rice, J.K. (1995). *Conceptualizing the costs of comprehensive, community-based support systems for children*. Washington, DC: The Finance Project.
- Sailor, W. & Skrtic, T.M. (1996). School/community partnerships and educational reform: Introduction to the topical issue. *Remedial and Special Education, 17*, 267-270, 283.
- Sheridan, S.M. (1995). Fostering school/community relationships. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology -- III*. Washington, DC: National Association for School Psychologists.
- Smrekar, C. (1994). The missing link in school-linked social service programs. *Educational Evaluation and Policy Analysis, 16*, 422-433.
- Streeter, C.L., & Franklin, C. (1993). Site-based management in public education: Opportunities and challenges for school social workers. *Social Work in Education, 15*, 71-81.
- Thomas, A., & Grimes, J. (Eds.) (1995). *Best practices in school psychology -- III*. Washington, DC: National Association for School Psychologists.
- Tyack, D.B. (1979). The high school as a social service agency: Historical perspectives on current policy issues. *Education Evaluation and Policy Analysis, 1*, 45-57.
- Tyack, D.B., (1992). Health and social services in public schools: Historical perspectives. *The Future of Children, 2*, 19-31.
- Utah Dept. of Education (1995). *Families, agencies and communities together*. Author.
- U.S. Dept. of Education (1994). *Strong families, strong schools: Building community partnerships for learning*. ERIC Document Reproduction Service No. ED 371 909.
- U.S. Department of Health and Human Services (1994). *School-based clinics that work*. U.S. Department of Health and Human Services, Public Health Service, Bureau of Primary Health Care, Rockville, MD.
- U.S. General Accounting Office (1993). *School-linked services: A comprehensive strategy for aiding students at risk for school failure*. (GAO/HRD-94-21). Washington, DC: Author.
- Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining and enjoying the journey*. St. Paul, MN: Wilder Foundation.
- Zins, J.E., Kratochwill, T.R., & Elliott, S.N. (Eds.) (1995). *Handbook of consultation services for children*. San Francisco: Jossey-Bass.
- **Schools and Health**
- Adelman, H.S., Taylor, L., Weist, M., Adelsheim, S., Freeman, B., Käpp, L., Lahti, M., & Mawn, D. (1999). Mental health in schools: A federal initiative. *Children's Services: Social Policy, Research, and Practice, 2*, 99-119.
- Adelman, H.S., Barker, L. A., & Nelson, P. (1993). A study of a school-based clinic: Who uses it and who doesn't? *Journal of Clinical Child Psychology, 22*, 52-59.
- Allensworth, D., Wyche, J., Lawson, E., & Nicholson, L. (Eds.), (1997). *Schools and health: Our nation's investment*. Washington, DC: National Academy Press.
- Advocates for Youth (1994). *School-based and school-linked health centers: The facts*. Washington, DC: Author.
- Anglin, T.M., Naylor, K.E., & Kaplan, D.W. (1996). Comprehensive, school-based health care: High school students' use of medical, mental health, and substance abuse services. *Pediatrics, 97*, 318-330.
- Balassone, M.L., Bell, M., & Peterfreund, N. (1991). A comparison of users and nonusers of a school-based health and mental health clinic. *Journal of Adolescent Health, 12*, 240-246.
- Brellochs, C., Zimmerman, D., Zink, T., & English, A. (1996). School-based primary care in a managed care environment: Options and issues. *Adolescent Medicine, 7*, 197-206.
- Carlson, C., Paavola, J., & Talley, R. (1995). Historical, current, and future models of schools as health care delivery settings. *School Psychology Quarterly, 10*, 184-202.
- Carnegie Council on Adolescent Development (1988). *Review of school-based health services*. New York: Carnegie Foundation.
- Christopher, G.M., Kurtz, P.D., Howing, P.T. (1989). Status of mental health services for youth in school and community. *Children and Youth Services Review, 11*, 159-174.
- Davis, M, Fryer, G.E., White, S., & Igoe, J.B. (1995). *A closer look: A report of select findings from the National School Health Survey 1993-4*. Denver, CO: Office of School Health, University of Colorado Health Sciences Center.
- Institute of Medicine (1997). *Schools and health: Our Nation's investment*. DC: National Acad. of Science.
- Kolbe, L.J. (1986). Increasing the impact of school health programs: Emerging research perspectives. *Health Education, 17*, 47-52.
- Kolbe, L.J. (1993). An essential strategy to improve the health and education of Americans. *Preventive Medicine, 22*, 544-560.
- Marx, E., & Wooley, S., with Northrop, D. (1998). *Health is academic*. New York: Teachers College Press.
- Robert Wood Johnson Foundation (1993). *Making the grade: State and local partnerships to establish school-based health centers*. Princeton, NJ: Author.
- Small, M.L., Majer, L.S., Allensworth, D.D., Farquhar, B.K., Kann, L., & Pateman, B.C. (1995). School health services. *Journal of School health, 65*, 319-326.
- U.S. Department of Health and Human Services (1994). *School-based clinics that work*. U.S. Department of Health and Human Services, Public Health Service, Bureau of Primary Health Care, Rockville, MD.
- Walter, H.J., Vaughn, R.D., Armstrong, B., Krakoff, R.Y., Tiezzi, L., & McCarthy, J.F. (1995). Characteristics of users and nonusers of health clinics in inner-city junior high schools. *Journal of Adolescent Health, 18*, 344-348.
- Weist, M.D. (1997). Expanded school mental health services: A national movement in progress. In T.H. Ollendick & R.J. Prinz (Eds.), *Advances in Clinical Child Psychology*. New York: Plenum.

• **Interprofessional and Cross-Training**

- Brandon, R.N., & Meuter, L. (1995). *Proceedings: National Conference on Interprofessional Education and Training*. Seattle: Human Services Policy Center, University of Washington.
- Foley, E. (1997). *Lessons from a three-year project to advance interprofessional education in nine universities*. Occasional Paper #1. New York: National Center for Schools and Communities, Fordham University. (Ph: 212/636-6033).
- Hooper-Briar, K., & Lawson, H.A. (1994). *Serving children, youth, and families through interprofessional collaboration and service integration: A framework for action*. Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University.
- Knapp, M.S., Barnard, K., Brandon, R.N., Gehrke, N.J., Smith, A.J., & Teather, E.C. (1993). University-based preparation for collaborative interprofessional practice. *Politics of Education Association Yearbook*, 137-151.
- Lawson, H.A. (1998). Academically based community scholarship, consultation as collaborative problem-solving, and a collective responsibility model for the helping fields. *Journal of Educational and Psychological Consultation*, 9, 171-194.
- Lawson, H., & Hooper-Briar, K. (1994). *Expanding partnerships: Involving colleges and universities in interprofessional collaboration and service integration*. Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University.
- Research and Training Center on Family Support and Children's Mental Health (1996). *Interprofessional education for family-centered services: A survey of interprofessional/interdisciplinary training programs*. Portland, OR: Portland State University. (Ph. 503/725-4175).
- Walsh, M.E., Chastenay-Simpson, M., Craigie, C., & Holmes, L. (1997). *Integrated services, interprofessional collaboration, and related areas: Annotated Bibliography - Revised*. Boston: Office of Integrated Services/ Interprofessional Collaboration, Boston College. (ph: 617/552-0675)
- Zuniga-Hill, C., & George, J.B. (1995). Developing integrated services for children and families: A cross-disciplinary approach. *Journal of Education*, 46, 101-108.

• **Systemic Change**

- Adelman, H.S., & Taylor (1997). Toward a scale-up model for replicating new approaches to schooling. *Journal of Educational and Psychological Consultation*, 8, 197-230.
- Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change*. San Francisco: Jossey-Bass.
- Fullan, M.G., & Stiegelbauer, S. (1991). *The new meaning of educational changes* (2nd ed.). New York: Teachers College Press.

- Knoff, H.M. (1995). Best practices in facilitating school-based organizational change and strategic planning. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology -- III*, pp. 234-242. Washington, DC: National Association of School Psychologists.
- Replication and Program Services, Inc. (1993). *Building from strength: Replication as a strategy for expanding social programs that work*. Philadelphia: Author.
- Sarason, S.B. (1996). *Revisiting "The culture of school and the problem of change"*. New York: Teachers College Press.

• **Prevention of Youngsters' Problems**

- Albee, G.W. & Gullotta, T.P. (Eds.), (1997). *Primary prevention works*. Thousand Oaks, CA: Sage.
- Ammerman, R.T., & Hersen, M. (Eds.). (1997). *Handbook of prevention and treatment with children and adolescents*. New York: Wiley.
- Bond, L., & Compas, B. (Eds.). (1989). *Primary prevention in the schools*. Newbury Park: Sage.
- Brewer, D.D., Hawkins, J.D., Catalano, R.F., & Neckerman, H.J. (1995). Preventing serious, violent, and chronic juvenile offending: A review of evaluations of selected strategies in childhood adolescence and the community. In J.C. Howell, B. Krisberg, J.J. Wilson, & J.D. Hawkins (Eds.), *A sourcebook on serious, violent, and chronic juvenile offenders*. Newbury Park, CA: Sage.
- Catalano, R. F. & Hawkins, J. D. (1995) Risk-focused prevention: Using the social development strategy. Seattle, WA.: Developmental Research and Programs.
- Costello, E.J. (1989). Developments in child psychiatric epidemiology. *Journal of the American Academy of Child and Adolescent Psychiatry*, 28, 836-841.
- Cowen, E.L. (1997). On the semantics and operations of primary prevention and wellness enhancement (or will the real primary prevention please stand up?). *American Journal of Community Psychology*, 25, 245-257.
- Cowen, E.L. & Hightower, D.A. (Eds.) (1996). *School-based prevention of children at risk: The Primary Mental Health Project*. Washington, DC: American Psychological Association.
- Dryfoos, J.G. (1990). *Adolescents at risk: Prevalence and prevention*. London: Oxford University Press.
- Durlak, J.A. (1995). *School-based prevention programs for children and adolescents*. Thousand Oaks, CA: Sage.
- Durlak, J.A., & Wells, A.M. (1997). Primary prevention programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25, 115-152.
- Duttweiler, P.C. (1995). *Effective strategies for educating students in at risk situations*. Clemson, SC: National Dropout Prevention Center.
- Early Assistance for Students and Families Program (1995). *Guidebook*. Los Angeles: School Mental Health Project, Dept. of Psychology, UCLA.
- Elias, M.J. (1997). Reinterpreting dissemination of prevention programs as widespread implementation with effectiveness and fidelity. In R.P. Weissberg, T.P. Gullotta, R.L. Hampton, B.A. Ryan, & G.R. Adams (Eds.), *Establishing preventive services*, pp. 253-289. Thousand Oaks, CA: Sage.

- Gottfredson, D. (1997). School-based crime prevention. In L.W. Sherman, D.C. Gottfredson, D. McKenzie, J. Eck, P. Reuter, S. Bushway (Eds.), *Preventing crime: What works, what doesn't, what's promising*. A report to the United States Congress.
- Henggeler, S.W. (1995). A consensus: Conclusions of the APA Task Force report on innovative models or mental health services for children, adolescents, and their families. *Journal of Clinical Child Psychology*, 23, 3-6.
- Hoagwood, K. (1995). Issues in designing and implementing studies of non-mental health care sectors. *Journal of Clinical Child Psychology*, 23, 114-120.
- Hoagwood, K., & Erwin, H. (1997). Effectiveness of school-based mental health services for children: A 10-year research review. *Journal of Child and Family Studies*, 6, 435-451.
- Hodgkinson, H.L. (1989). *The same client: The demographics of education and service delivery systems*. Washington, DC: Institute for educational Leadership. Inc./Center for Demographic Policy.
- Kagan, S.L. (1990). *Excellence in early childhood education: Defining characteristics and next-decade strategies*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.
- Karoly, L.A., Greenwood, P.W., Everingham, S.S., Hoube, J., Kilburn, M.R., Rydell, C.P., Sanders, M., & Chiesa, J. (1998). *Investing in our children: What we know and don't know about the costs and benefits of early childhood interventions*. Santa Monica, CA: RAND.
- Kazdin, A.E. (1993). Adolescent mental health: Prevention and treatment programs. *American Psychologist*, 48, 127-141.
- Larson, J. (1994). Violence prevention in the schools: A review of selected programs and procedures. *School Psychology Review*, 23, 151-164.
- Mitchell, A., Seligson, M., & Marx, F. (1989). *Early childhood programs and the public schools: Promise and practice*. Dover, MA: Auburn House.
- Slavin, R., Karweit, N., & Madden, N. (Eds.). (1989). *Effective programs for students at risk*. Boston: Allyn & Bacon.
- Slavin, R., Karweit, N., & Wasik, B. (1994). *Preventing early school failure: Research on effective strategies*. Boston: Allyn & Bacon.
- Weissberg, R.P., Gullotta, T.P., Hampton, R.L., Ryan, B.A., & Adams, G.R. (Eds.), (1997), *Establishing preventive services*, pp. 253-289. Thousand Oaks, CA: Sage.
- Chen, H. & Rossi, P. (Eds.) (1992). *Theory-driven evaluations in analyzing policies and programs*. Westport, CT: Greenwood Press.
- Fulbright-Anderson, K., Kubisch, A.C., & Connell, J.P. (Eds.) (1998). *New approaches to evaluating community initiatives. V. 2: Theory, measurement, and analysis*. Queenstown, MD: Aspen Institute.
- General Accounting Office (1989). *Prospective evaluation methods: The prospective evaluation synthesis*. GAO/PEMD-89-10. Washington, DC: Author.
- Hoagwood, K. (1997). Interpreting nullity: The Fort Bragg experiment -- A comparative success or failure? *American Psychologist*, 52, 546-550.
- Hollister, G., & Hill, J. (1995). *Problems in the evaluation of community-wide initiatives*. A paper prepared for the Roundtable on Comprehensive Community Initiatives. Russel Sage Foundation.
- Illback, R.I., & Kalafat, J. (1996). *Studies of the Kentucky Family Resource and Youth Services Centers Program: Compendium of current reports*. Louisville, KY: R.E.A.C.H. of Louisville, Inc.
- Knapp, M.S. (1995). How shall we study comprehensive collaborative services for children and families? *Educational Researcher*, 24, 5-16.
- Pogrow, S. (1998). What is an exemplary program, and why should anyone care? A reaction to Slavin and Klein. *Educational Researcher*, 27, 22-29.
- Posavac, E.J. & Carey, R.G. (1989). *Program evaluation: Methods and case studies* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Salzer, M.S. & Bickman, L. (1997). Delivering effective children's services in the community: Reconsidering the benefits of system interventions. *Applied & Preventive Psychology*, 6, 1-13.
- Scriven, M. (1993). *Hard-won lessons in program evaluation*. San Francisco: Jossey-Bass.
- Sechrest, L. & Figueredo, A.J. (1993). Program evaluation. *Annual Review of Psychology*, 44, 645-674.
- Shadish, Jr., W.R., Cook, T.D., & Leviton, L.C. (1991). *Foundations of program evaluation: Theories of practice*. Newbury Park, CA: Sage.
- SRI (1996). *California's Healthy Start school-linked services initiative: Summary of evaluation findings*. Palo Alto, CA: SRI International.
- Stake, R.E. (1967). The countenance of educational evaluation. *Teachers College Record*, 68, 523-540.
- Strupp, H.H. & Hadley, S.M. (1977). A tripartite model for mental health and therapeutic outcomes with special reference to negative effects in psychotherapy. *American Psychologist*, 32, 187-196.
- Wagner, M. Golan, S., Shaver, D., Newman, L., Wechsler, M., & Kelley, F. (1994). *A healthy start for California's children and families: Early findings from a statewide evaluation of school-linked services*. Menlo Park, CA: SRI International.
- Weiss, C.H. (1995). Nothing as practical as a good theory: Exploring theory-based evaluation for comprehensive community initiatives for children and families. In J.B. Connell, A.C. Kubisch, L. Schorr, & C.H. Weiss (Eds.), *New approaches to evaluating community initiatives: Concepts, methods, and concepts*. Washington, DC: Aspen Institute.

- **Evaluation**

- Burchard, J.D. & Schaefer, M. (1992). Improving accountability in a service delivery system in children's mental health. *Clinical Psychology Review*, 12, 867-882.
- Burt, M. R. (1998) Reasons to invest in adolescents. Paper prepared for the "Health Futures of Youth II: Pathways to Adolescent Health." Washington, D.C.: Maternal and Child Health Bureau, DHHS.

- Weisz, J.R., Donenberg, G.R., Han, S.S., & Weiss, B. (1995). Bridging the gap between laboratory and clinic in child and adolescent psychotherapy. *Journal of Consulting and Clinical Psychology, 63*,
- White, J.A., & Wehlage, G. (1995). Community collaboration: If it is such a good idea, why is it so hard to do? *Educational Evaluation and Policy Analysis, 17*, 23-38.
- Young, N., Gardner, S., Coley, S., Schorr, L., & Bruner, C. (1994). *Making a difference: Moving to outcome-based accountability for comprehensive services*. Falls Church, VA: National Center for Service Integration.