

ENEWS -- A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

August, 1998 -- (Vol. 2, # 11)

WHAT IS ENEWS? (for those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

FEEL FREE TO FORWARD THIS TO ANYONE.

WHAT'S HERE THIS MONTH

****Emerging Issue**

^^^Reauthorization of the Elementary and Secondary Education Act (ESEA)

**Comments/Requests/Questions from the Field

****News from around the Country (new projects, recent resources)**

Recent Publications relevant to
Safe and Drug Free Schools
School Health Programs
Children Health Care Policy
Youth Development

^^^Upcoming Initiatives, Conferences, Workshops

^^^Helpful Resources

^^^Job Opportunities

****News From Our Center and Sister Center**

To post messages to ENEWS, E-mail them to: smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list
at no charge by sending an E-mail request to:

Steve Rosenberg has been working with Austin, TX, on the reorganization of all its school health services. Does anyone have other communities to recommend if we were to look at how other communities may be approaching the strengthening of their school health programs? We're particularly interested in those that are looking at outcomes, accountability, etc. Some

cities or counties that come to mind as possible candidates include: Seattle, WA, Broward County, FL, Guilford County, NC, West Palm Beach, FL. Thanks for helping us think about this.

Julia Graham Lear
Making the Grade

You can send your responses to us and we'll forward them to Julia.

>>**From Marion Freedman**<<<<

In response to the issue regarding confidentiality and information sharing:

Information about medical records belongs to the patient. In Mass., information about minors belongs to the parents. At least in Mass., and I believe in most if not all other states, information cannot be disclosed to the school unless the parent gives written consent. It is a great help in getting parents to share information if a school or school system has written policies indicating that information about the child's medical condition does not become part of the permanent school record, indicating who will have access to the information, and indicating the confidentiality guidelines the school has in place to protect the child's confidentiality. The question of what a teacher "needs" to know, or would find useful, is different from what he or she has a "right" to know. It is very useful for teachers to know in what way the child's behavior can be expected to differ from the time before he was hospitalized, and what the impact on his academic performance is expected to be. It is also helpful to know how long particular behaviors are expected to last, and to get school related info such as whether or not the child should be expected to take exams. It is also useful to know the side effects of any medication the child might be on, and how to respond to the side effects. If the child is expected to be drowsy, the teacher needs to know whether to let him sleep, send him to the nurse, or try to rouse him. In my experience, hospitals usually do not think carefully about these issues, unless the state or county has required this information to be provided as part of discharge planning. Thus, parents and school are often both left in the dark.

>>**From Mary Prieto-Bayard from the SCRA Listserv**<<<<

I am developing a curriculum for urban children who have experienced some level of trauma. It will include aspects of play therapy, problem-solving and role playing. Its working title is the "a-b-c's of coping" and it gets its base from the ICPS model developed by Spivak and Shure focusing on cognitive problem-solving. I am adapting it to include affective and behavioral components and for it to reflect the ecological context in which the trauma has occurred and in which the child must cope. I am focusing on urban children from 6 to 10 years old and include issues about racism and discrimination as one source of trauma as well as child abuse, domestic violence, witnessing violence, etc. I am interested in discussing some of this with other interested persons to share resources, literature and information.

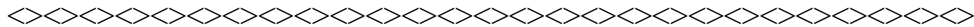
Mary Prieto-Bayard, Associate Professor
Behavior Sciences Department, University of La Verne
Ph: 909/593-3511, x4178
E-mail: bayardm@ulv.edu

And so we can let others know about what you share,
please send us a copy too -- smhp@ucla.edu

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Let us hear from you:

E-mail: smhp@ucla.edu  
Phone: (310) 825-3634  
Write: Center for Mental Health in Schools,  
Department of Psychology, UCLA  
Los Angeles, CA 90095-1563



\*\*\*NEWS FROM AROUND THE COUNTRY\*\*\*

**>>Assuring the Health of Adolescents in Managed Care<<<<**

The National Adolescent Health Information Center (NAHIC) has developed a checklist for evaluating and planning health care services for adolescents in managed care settings. This document includes: planning and evaluating managed health care for adolescents; next steps for managed care organizations; a quality checklist for planning and evaluating managed care components for adolescents; the resources list; and background on the NAHIC. Contact: The NAHIC, University of California, San Francisco, Department of pediatrics and Institute for Health Policy Studies, 1388 Sutter St., Suite 6054, San Francisco, CA 94109; Ph: 415/502-4856; Fax: 415/502-4858; E-mail: nahic@itsa.ucsf.edu.

**>>Understanding Special Education: a 12-week Speakers Series on AOL<<<<**

Every Wednesday evening at 9 pm EST from July 22 to October 7, 1998 on AOL's BetterHealth Forum. Guests include attorneys, specialists and authorities on special education and civil rights disability law. Topics include special education evaluations and test, assistive technology, learning disabilities, attention deficit/hyperactivity disorder, transportation of the disabled, and more.

**>>AmericaReads Challenge Federal Work Study Information<<<<**

President Clinton's America Reads Challenge hopes to recruit tens of thousands of Federal Work-Study (FWS) students to tutor children to read well and independently by the end of 3rd grade. One thousand colleges and universities have joined the America Reads Challenge by committing to send college work-study students to tutor children in reading. The federal government pays 100% of the wages of federal work-study students tutoring children and/or their parents in family literacy programs. Family literacy programs and colleges & universities are invited to take advantage of this opportunity. For more information, see <http://www.ed.gov/inits/americanreads>.

**>>Education, Health, and Human Services Linkages Special Interest Group<<<<**

This group is actively recruiting new members to create a community of researchers and practitioners interested in developing knowledge about comprehensive school health, school linked services, and initiatives that support children and their families. To subscribe, send an E-mail message to [listproc@lists.missouri.edu](mailto:listproc@lists.missouri.edu) with "subscribe EHHS-L firstname lastname" as the body of the message (no quotes and no subject). If you have questions E-mail to [klhel@mail.utexas.edu](mailto:klhel@mail.utexas.edu) or call (540/720-7823) Kim Hellriegel, The University of Texas at Austin, Dept of Special Education Administration, 203 Carnaby St. Stafford, VA 22554.

>>**Safe and Smart: Making the After-School Hours Work for Kids**<<<<

The new report, produced by the Departments of Justice & Education, includes evidence suggesting that quality after-school programs can help:

- \* Decrease juvenile crime, vandalism at schools, and negative influences that lead to drug, alcohol & tobacco use
- \* Strengthen student achievement
- \* Improve school attendance and reduce dropout rates
- \* More students turn in homework
- \* Reduce the percentage of students held back a grade and placed in special education
- \* Increase aspirations for the future, including students' aims to finish high school and go to college
- \* Improve behavior in school, and more.

Also provides information on organizations, web sites, and other resources including federal programs. Report excerpts available at <http://www.ed.gov/pubs/SafeandSmart>.

>>**Guidelines for Adolescent Preventive Services (GAPS) Project**<<<<

The American Medical Association's GAPS project has been gathering data on the use of GAPS and the impact of GAPS training and implementation. Data were gathered over a two-year period from 68 participating school-based health centers in nine states. A profile report for each center details the average length of a GAPS visit, frequency and types of high-risk behaviors and services to parents. GAPS contains 24 recommendations directed at 14 separate health topics. A full list of recommendations can be found in the GAPS monograph, available through the AMA. Contact: Torrey Wilson (312)464-4065. For information about data collection and analysis, contact Laura Brey at AMA, (312)464-5523.

>>**New Annenberg Report**<<<<

The Annenberg Institute for School Reform has published a report "Reasons for Hope, Voices for Change" focusing on public engagement with findings on 7 efforts to bring parents, educators, and business and community leaders together as partners to reshape local schools. Individual copies are available for ordering on-line through their website or by writing to: Public Engagement, Annenberg Institute for School Reform, P.O. Box 1985, Brown University, Providence, RI 02912 or visit <http://www.aisr.brown.edu>.

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Some people don't have much to say,  
but you have to listen a long time to find out.  
Anonymous  
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^^^^^^RECENT PUBLICATIONS^^^^^^

**SAFE AND DRUG FREE SCHOOLS**

>>**Assessing Drug Abuse Within and Across Communities**

By The National Institute on Drug Abuse (NIDA) and the National Institutes of Health (1998). A new 80-page guide to help communities determine the nature of their local drug problems, detect, quantify, and categorize the local drug abuse problem. Available, free of charge, by calling 800-729-6686 or visiting [www.nida.nih.gov/DEPR/Assessing/Guideindex.html](http://www.nida.nih.gov/DEPR/Assessing/Guideindex.html).

Fact sheets on health effects of drugs abuse and other topics are available free of charge in English and Spanish, by calling 888-644-6432 or 888-889-6432 TDD.

**>>Safe Passages Through Adolescence: Communities Protecting the Health and Hopes of Youth**

By W.K. Kellogg Foundation (1998). Describes eight different community-based approaches to improving adolescent health. Offers reports summarizing lessons learned from investments and workable strategies in community-based health programming. W. K. Kellogg Foundation, One Michigan Ave., East, Battle Creek, MI 49017; 1-800-819-9997; [www.wkkf.org](http://www.wkkf.org)

**>>50 Ways to a Safer World: Everyday Actions You Can Take to Prevent Violence in Neighborhoods, Schools and Communities**

By Patricia Occhiuzzo Giggans and Barrie Levy (1997). A guide to creating a safer environment in neighborhoods and communities. The book presents practical actions, with examples and local and national resources. Contact: Seal Press, 3131 western Ave., Ste. 410, Seattle, WA 98121; 800-754-0271; E-mail: [sealprss@scn.org](mailto:sealprss@scn.org); <http://www.sealpress.com>.

**>>Violence and Discipline Problems in U.S. Public Schools: 1996-97**

By the National Center for Education Statistics (NECS) (1998). Presents findings from the Principal/School Disciplinarian Survey on School Violence. The NECS is required by the Safe and Drug-free Schools and Communities Act of 1994 to collect data to determine the frequency, seriousness, and incidence of violence in elementary and secondary schools. The survey was conducted with a nationally representative samples of 1,234 public elementary, middle, and secondary schools. Contact: Government Printing Office at 202/512-1800 or <http://nces.ed.gov/pubs98/violence/index.html>.

**>>Addressing Community Gang Problems: A Practical Guide**

By Bureau of Justice Assistance (1998). Provides guidelines for agencies and community groups to develop individualized responses to local gang problems. Provides a foundation for understanding the diverse nature of gangs and 2 analytical models for addressing gang related problems. Contact: U.S. Department of Justice, Office of Justice Assistance, 810 Seventh St. NW, Washington, DC 20531. Or call 800/421-6770 for U.S. Department of Justice Response Center or 800/688-4252 for Bureau of Justice Assistance Clearinghouse; Available online at <http://www.ojp.usdoj.gov/BJA>.

**>>Voices from the Field: Learning from the Early Work of Comprehensive Community Initiatives (CCI)**

By Anne C. Kubisch, et al. (1998). Presents a framework for understanding the challenges and potential of CCIs in neighborhood revitalization. The report begins by introducing and describing the CCI phenomenon, focusing on the central tensions between process/product and inside/outside that seem intrinsic to these initiatives. Contact: The ASPEN Institute Publications, P.O.Box 222, Queenstown, MD 21658; Ph: 410/820-5326; [www.aspeninst.org](http://www.aspeninst.org)

**>>Students' Reports of School Crime: 1989 and 1995**

By the Bureau of Justice Statistics and the National Center for Education Statistics (1998). Reports on student perceptions of gangs, guns at school, violent crimes at school, availability of drugs at school, etc. Contact: National Library of Education; Ph: 800-4244-1616; E-mail: [library@inet.ed.gov](mailto:library@inet.ed.gov) or <http://nces.ed.gov/pubs98/crime>.

## **SCHOOL HEALTH PROGRAMS**

**>>Health Is Academic: A Guide to Coordinated School Health Programs**

Edited by Eva Marx and Susan Frelick Wooley, with Daphne Northrop (1998). Discusses how

the eight components of a coordinated school health program can work together to support students and emphasizes that schools more than any other single institution can improve the competence and well-being of youth. Contact: Teachers College Press, Columbia University, P.O.Box 20, Weilliston, VT 05495, Ph: 800-575-6566; <http://www.tc.columbia.edu/~tcpress>.

**>>Involving Males in Teen Pregnancy Prevention: A Guide for Program Planners**

By Freya L. Sonenstein, et al. (1997). Provides profiles of 24 pregnancy prevention programs that have successfully involved males. Each program includes philosophy and history, program activities, funding and staffing, barriers to implementation, and lessons learned. Contact: The Urban Institute, P.O.Box 7273, Dept.C, Washington, DC 20044; [www.urban.org/family/invmale.html](http://www.urban.org/family/invmale.html).

**>>Adolescent Health Issues: State Actions 1997**

By the National Conference of State legislatures (1998). The fourth in a series of summaries of laws and resolutions on adolescent health issues. It lists approximately 200 laws and resolutions passed in 1997 legislative sessions pertaining to abortion, abstinence, community health services, contraception, family planning, HIV/AIDS and other sexually transmitted diseases, insurance, Medicaid, mental health, miscellaneous adolescent health issues, pregnancy and parenting, school health and school-based services, sexuality education, substance abuse, tobacco, and a list of state adolescent health coordinators and directors. Contact Stephanie Wilson at 303/830-2200 ext. 135 or <http://www.ncsl.org/programs/health/pp/ahexsum.htm>.

**>>Choices Under the State Children's Health Insurance Program:**

**What Shapes Cost and Coverage**

By Larry Levitt and Judith Feder (1998). A policy brief on key factors states need to assess when considering alternative approaches to expanding children's health insurance coverage. Contact: Kaiser Commission on the Future of Medicaid. Publication #2104. (800)656-4KFF or [http://www.kff.org/80/kff/library.html?document\\_key=2066&data\\_type\\_key=316](http://www.kff.org/80/kff/library.html?document_key=2066&data_type_key=316).

**>>Child Health Facts: National and State Profiles data on children's health coverage**

By Alina Salganicoff, Patricia Seliger Keenan, and David Liska (1998). Provides data on children's health coverage. Contact: Kaiser Commission on the Future of Medicaid. Contact: 800/656-4533; [www.kff.org/archive/health\\_policy/kcfm/childfact/childfacts.html#foreword](http://www.kff.org/archive/health_policy/kcfm/childfact/childfacts.html#foreword)

**>>In the Journal of School Health**

\* The School Health Innovative Programs: Integrating School Health and Managed Care in San Diego. By Howard Taras, Philip Nader, Holly Swiger, and Jon Fontanesi. (Jan. 1998, Vol. 68, No. 1)

\* Nine Critical Elements of Promising Violence Prevention Programs. By Linda Dusenbury, and et. al. (Dec. 1997. Vol.67, No.10)

**>>Child Health USA '96 - '97**

By Health Resources and Services Administration and Maternal and Child Health Bureau (1998). The eighth annual report on the health status and service needs of America's children. Includes: population characteristics, health status, health services utilization, and selected indicators at state and city levels. Available online at [www.circsol.com/mch/html/cf/fullrec.cfm?ID=3772](http://www.circsol.com/mch/html/cf/fullrec.cfm?ID=3772). A single copy is available at no cost from National Maternal and Child Health Clearinghouse, 2070 Chain Bridge Rd.. Suite 450, Vienna, VA 22182; Ph: 703/821-8955; Fax: 703/821-2098.

**>>Healthy Child Care: Health and Safety Ideas for the Young Child**

Issued by the American School Health Association's Council on Early Childhood Health Education and Services. The topics of journal include information from leading health

education and services professionals to help maintain a healthy environment and provide the best services for young children ages 0-5. Contact: Kathryn Breighner; Healthy Child Publications, P.O. Box 624, Harbor Springs, MI 49740; 616/526-6342; Fax: 616/526-0428; info@healthychild.net; <http://www.healthychild.net>.

## **CHILDREN HEALTH CARE POLICY**

### **>>Not By Chance: Creating an Early Care and Education System for America's Children**

By Sharon L. Kagan and Nancy E. Cohen (1998). Summarizes findings and recommendations from the Quality 2000 Initiatives, a four-year, comprehensive effort to advance new ideas about reforming America's early childhood education system. Available at no cost from The Bush Center in Child Development and Social Policy, Yale University, 310 Prospect St., New Haven, CT 06511; 203/432-9931.

### **>>Healthcare Reform: A Consumer, Family and Advocate Perspective**

By National Mental Health Association (1997). A resource for consumers, families and advocates committed to the evolution of healthcare delivery systems. Focuses on issues and principles for Healthcare Reform. Contact: National Mental Health Association, 1021 Prince St. Alexandria, VA 22314; 703/684-7722; Fax: 703/684-5968; <http://www.nmha.org>.

### **>>Children '98 America's Promise**

The 1998 legislative agenda, budget update and issue briefs from the Child Welfare League of America (CWLA) (1998). Outlines essential investments necessary to protect America's children and appropriately care for them and their families, highlights the costs of deficits and disinvestment in children. Available at no cost from CWLA, 440 First St., NW, 3rd Fl., Washington, DC 20001; Ph: 202/638-2952; <http://www.cwla.org>.

### **>>America's Children: Key National Indicators of Well-Being**

By Federal Interagency Forum on Child and Family Statistics (1997). Presents 23 key indicators of the well-being of children. Single copies available from 2070 Chain Bridge Rd., Suite 450, Vienna, VA 22182; Ph: 703/356-1964; nmchc@circol.com; [childstats.gov/ac1998/ac98.htm](http://childstats.gov/ac1998/ac98.htm).

## **YOUTH DEVELOPMENT**

### **>>Youth Development Introductory Package**

By The Center for Youth Development and Policy Research (1998). The basics of developing communities, including a new vision of promoting youth development. Contact: Academy for Educational Development, 1875 Connecticut Avenue, NW, Washington, DC 20009; 202/884-8267; Fax: 202/884-8404; E-mail: [cyd@aed.org](mailto:cyd@aed.org).

### **>>What Every Educator Should Know...About Changes in the Social Policy Landscape and Efforts to Ensure Student Success**

By Council of Chief State School Officers (1998). An issue brief exploring implications for schools of recent trends and changes in social policy. Contact: Shelly Hara at 202/336-7072; <http://www.ccsso.org>.

### **>>The Volunteer Recruitment Book**

By Susan J. Ellis (1994). Includes how to recruit adult volunteers to work with youth; motivate youth to serve others; select rewarding youth community service projects; and manage volunteers. Contact: 800-395-9800 or <http://www.energizeinc.com/subbooks.html>.



## >>Helping All Children Read Well by the End of 3rd Grade<<<<

## >>Partnerships for Preventing Violence: Broadcast #2 “Organizing for Change<<<<

## >>Multi-Disciplinary Perspectives on Adolescent Health and Sexuality:

**>>The 72nd ASHA National School Health Conference<<<<**

**>>28th Annual conference on Youth Development:**

>>Healthy Communities/Health Youth Conference<<<<

**>>5th National Conference on Children and Violence:**

**>>School/Community Conference on Youth Violence and Substance Abuse<<<<**

November 19-21, 1998 at Orlando, FL. Topics include assessing the extent, character and history

of youth violence and substance abuse; school- and community-based intervention and prevention programs; legal and policy issues; alternatives for helping victims; and more. Contact: 800-537-4903 for registration information.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT

<http://smhp.psych.ucla.edu>. (look under Upcoming Events in our Table of Contents)

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#### ^^^^^CALL FOR GRANTS & PAPERS

##### >>Afterschool Matters<<<<

A new journal dedicated to afterschool education. Seeks scholarly work based on actual program evaluation as well as theoretical material that can be applied to the afterschool arena. Articles from a variety of academic perspectives will be considered along with personal or inspirational narratives and essays, book reviews, notices, and announcements. Deadline for the first issue (Winter/Spring) is October 1, 1998. Contact : Children and the Classics, 153 Waverly Place, 10th Fl. New York, NY 10014; Ph: 212/627-6643; E-mail: [magico@ziplink.net](mailto:magico@ziplink.net).

##### >>Grants for Suicide Research<<<<

American Foundation for Suicide Prevention has grants available for suicide research. Individual grants available up to \$30,000 per year for one or two years for clinical, biological or psychosocial research into the problem. A large number of small grants of up to \$10,000 per year for one to two years are also available. Deadline: December 15, 1998 for larger grants; no deadline for small grants. Write: American Foundation for Suicide Prevention, 120 Wall St., 22nd Fl. New York, NY 10005; Ph: 212/363-3500.

##### >>The Requirements of Just Community<<<<

The editors of *the Contemporary Justice Review* is soliciting papers for a special issue on "Beyond Issues of Law, Crime, and Punishment: The Requirements of Just Community". Contact: Dennis Sullivan, Institute for Economic and Restorative Justice, P.O. Box 262, Voorheesville, NY 12186; 518/765-2468; Fax: 518/765-2468; [gezellig@global2000.net](mailto:gezellig@global2000.net); <http://www.gbhap-us.com/journals/264/264-nfc.htm>.

##### >>Cultural Issues in Prevention Research<<<<

Papers are requested for a special issue of the American Journal of Community Psychology address: "cultural issues in prevention research. Studies which evaluate culturally-based interventions are especially encouraged. Deadline for submission: September 15, 1998. Contact: Mark Roosa, Arizona State University, Program for Prevention Research, Community Services Building Room 337, Tempe, AZ 85287; Ph: 602/727-6122; E-mail: [mark.roosa@asu.edu](mailto:mark.roosa@asu.edu).

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Exercises that do no good!

Climbing the walls.

Spinning your wheels.

Passing the buck.

Jumping the gun.

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## ^^^^^HELPFUL RESOURCES^^^^^

### ON COMMUNITY DEVELOPMENT

#### >>Common Sense: Strategies for Raising Alcohol and Drug-Free Children

<http://www.pta.org/commonsense>

Dedicated to helping parents raise drug- and alcohol-free children, sponsored by the National PTA and GTE Corporation. Contains substance abuse prevention facts, positive parenting tips, and family prevention activities. Information is targeted towards parents of young children, counselors and community leaders.

### PREPARING PROFESSIONALS

#### >>Interprofessional Initiative <http://www.ssu.missouri.edu/muii>

The University of Missouri's Interprofessional Initiative is a program designed to create an approach to interprofessional education which graduates students in the development and human service professions with the intellectual capabilities and professional skills needed to work effectively in a collaborative community environment. Their site offers an extensive list of links and resources of interest to anyone exploring interprofessional education and information about how to get involved with the Interprofessional Initiative.

### PROGRAMS AND INTERVENTION RESOURCES

#### >>Promoting Social Competence: Networking curriculum resources for social & emotional development in Scotland <http://www.dundee.ac.uk/psychology/prosoc/resource.htm#survey>

This is a searchable database of the research literature on the effectiveness of various programs and methods for promoting social competence, encompassing over 700 studies.

#### >>Partnerships for Change <http://www.ichp.edu/mchb/pfc>

The overall goal of Partnerships for Change is to improve service delivery to children with special health needs and their families by working with family and professional groups to implement changes in the education and practice of professionals. Their site offers a list of publications, bibliographies of family authored and family/professional co-authored literature, and their semi-annual bulletin/newsletter on-line.

#### >>Adolescent Health Transition Project <http://weber.u.washington.edu/~healthtr>

Provides health transition resource for children and adolescents with special health care needs and has links to other transition resources. Their website offers information for health care providers & educators, parents & families, and information for teens & young adults. They also offer a Transition Time line, and a list of Washington State Resources for Transition.

#### >>Patient Education on CD-ROM: Health Care Advice for Children, Teens, and Their Parents <http://www.aap.org/pubserv/patedcd.htm>

Issued by American Academy of Pediatrics (AAP). Contains more than 100 of the popular, award-winning patient education materials related to infants and toddlers, school-age children, and teens and adolescents. Contact: AAP Publications, P.O.Box 747, Elk Grove Village, IL 60009; Ph: 847/228-5005; Fax: 847/228-1281.

>>**The Section on Clinical Child Psychology of the American Psychological Association, Division 12** [http://freud.psy.fsu.edu/~clinical\\_child](http://freud.psy.fsu.edu/~clinical_child)

This web site contains information of activities, events, and news of interest to professionals and students involved in clinical child psychology. The Section on Clinical Child Psychology is one of five specialized sections of the Division of Clinical Psychology of the American Psychological Association. The Section is comprised of individuals who have an interest in the scientific and/or professional aspects of clinical work with children.

## DATA ON EDUCATION

>>**The Condition of Education, 1998** <http://nces.ed.gov/pubs98/condition98/index.html>  
is an annual report to Congress on 60 indicators considered to be the most significant national measures of the condition & progress of education at the time. Available at the web site. The paper version of this report will be issued August 1, 1998.

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YOU CAN LINK TO OTHER MENTAL HEALTH RELATED SITES FROM OUR WEBSITE
<http://smhp.psych.ucla.edu>

(Haven't visited our site lately? Click on "What's New" -- we add new materials every week.)

If you have favorite sites you think others would find useful, let us know.

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## ^^^^^^JOB ANNOUNCEMENTS^^^^^^

>>**Clinical Director in Asian American Services**<<<<

Substance abuse program seeks a clinical director to provide oversight, supervision, and training for clinical services design and delivery including outreach, prevention, public awareness, outpatient treatment, day treatment and residential treatment services targeting youth, adolescents, and adults. For more information, contact: Executive Director, Asian American Recovery Services, 965 Mission St. Suite 325, San Francisco, CA 94103 or Fax 415/541-9986. Deadline: Open until filled.

>>**Director of Clinical Services Child and Family**<<<<

Child and Family Agency of Southeastern Connecticut, Inc. is one of Connecticut's leading children's agencies in school-based health centers, child guidance clinics, intensive family preservation services, and early childhood programs. Seeks a highly skilled clinical administrator. Applicants must be an energetic, motivated, and dedicated senior clinician with supervisory background and writing skills. Contact: Personnel Dept. Child and Family Agency, 255 Hempstead St. New London, CT 06320. Deadline: Open until filled.

>>**Funds for the Community's Future (FCF) Job Openings**<<<<

FCF is a community development and youth leadership organization in Southeast Washington DC neighborhoods. It sponsors youth leadership initiatives and works with principals and faculty to create ongoing experiences for students that combine service and academic learning. The organization has two job openings. Deadline: Open until filled.

\* **The project leader** will coordinate steering committees, partnerships and projects, direct the daily tasks of the Southeast team, and ensure that established goals and objectives are accomplished in accordance with prescribed priorities, time lines and funding conditions.

\* **AmeriCorps VISTA Members** will work closely with high school faculty and students to design projects, offer active guidance and planning assistance to faculty and students as they participate in service learning. To apply, contact: Sandra Villarreal, Finance and Administration Manager, FCF, 1133 15th St., NW, Suite 605, Washington, DC 20005; Fax: 202/331-0594.

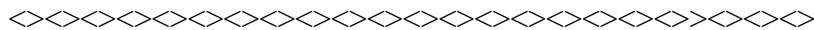
>>>>**Postdoctoral Positions at the Prevention Research Center**<<<<

Seeking 4 full-time postdoctoral fellows interested in theory and methods of prevention science.

This program trains clinical, behavioral, biostatistical, social and public health researchers to develop, implement, evaluate, and teach prevention research. A background in statistics methods or economics is highly desirable. The postdoctoral fellows responsibilities include participation on research teams by generating research hypotheses, selecting analytical strategies, and writing scientific papers. The fellowship is available for two years. Contact: N. Keegan, John Hopkins University, 642 North Broadway, Baltimore, MD 21205; 410/550-3456; e-mail: keegan@welchlink.welch.jhu.edu. Deadline: Sep. 1, 1998.

>>>>**Research Associate/Assistant Professor at the Center for Community Study/Primary Mental Health Project, University of Rochester**<<<<

The research center focuses on developing and evaluating prevention programs for children and families. Major responsibilities include: coordinating the development and refinement of assessment procedures for evaluating the efficacy of early childhood program services; evaluating school and community-based prevention programs; collaborating on existing research; and developing own research initiatives in these domains. Candidates with a Ph.D. in psychology, education, economics, or closely related social science area preferred. Contact: Chair Search Committee, 575 Mt. Hope Ave., Rochester, NY 14620. Open until filled.



\*\*\*NEWS FROM OUR CENTER AND OUR SISTER CENTER\*\*\*

If you're not receiving our free quarterly newsletter (Addressing Barriers to Learning), you must not be on our regular mailing list. Let us know you if you want to be added.

^^NEW ON-LINE RESOURCES^^

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

- Each month we are adding and updating our resource materials so that they can be readily accessed and downloaded for ready use.

^^AVAILABLE FROM THE CENTER'S CLEARINGHOUSE^^

- For those without access to the Internet, all the above resources are available from our clearinghouse. Also coming soon is a "sampler" on the topic of **School Based Health Center**. (Our "samplers" provide basic information for accessing a variety of resources on a specific topic -- including information on resources).

\* New technical aid packet: **Volunteers to Help Teachers Address Barriers to Learning** Outlines (a) the diverse ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support, (b) steps for



We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance,

and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS,  
contact Perry Nelson, Judy Onghai, Howard Adelman, or Linda Taylor at

UCLA School Mental Health Project/Center for Mental Health in Schools

|           |                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|
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| Web Site: | <a href="http://smhp.psych.ucla.edu">http://smhp.psych.ucla.edu</a>                                                                            |
| Write:    | School Mental Health Project<br>/Center for Mental Health in Schools<br>Dept. of Psychology, UCLA ,<br>Box 951563, Los Angeles, CA 90095-1563. |

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