



ENEWS

A Monthly Forum for Sharing and Interchange



July, 2010 (Vol. 14 #10)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.

Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

****Emerging Concern:**

>What Else Should We Be Doing to Advance the Field?

****News from around the country**

****Recent publications relevant to**

>Child and adolescent mental and physical health

>School, family, & community

>Policy, systems, law, ethics, finances & statistics

****This month's focus for schools to address barriers to learning**

>July – Using 'Down Time' to plan better ways to work together in providing learning supports

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****UCLA Center Update**

****Comments, requests, information, questions from the field**



EMERGING CONCERN:

What Else Should We Be Doing to Advance the Field?

This month it's your turn to identify the emerging concerns that need to be highlighted and addressed related to addressing barriers to learning in general and mental health in schools in particular.

Your input will help shape our Center agenda as we move forward.

Based on your experiences and the work you do related to schools, we are particularly interested in additional ways our Center can help and ideas about new ways to move things forward.

(1) Topic focus -- Are there specific topics that need greater attention?

(2) Advancing the field -- What more should we be doing to advance efforts for schools to develop a comprehensive system of learning supports with mental health matters fully integrated into this work?

To start the process, we reached out to a few Center users. Below are some of their suggestions.

Topic Focus:

(1) "The primary needs as far as my experience is concerned is the lack of administrative and management ability in the field....I also think there is a lack of ability to move from innovative practice to institutional mechanisms so even if you have something that is working you cannot maintain it. The ability of people to cross areas of expertise and work together is a continuing problem. Creating a constant leadership development program within the district. There is no continuous leadership stream that moves the next generation of leaders into competency."

(2) "A renewed focus must be on helping school based providers find new funding streams in this difficult financial climate--which may stretch out a couple more years."

(3) "An area that needs more attention is the use of the strengths of the existing community mental health system to address mental health issues in schools, which have neither the budget nor the expertise in more cases than not for treating serious mental illness among students."

(4) "Depression in mothers and disruption at home seem to cause aggression in youth -when working with aggressive youth -work with whole household. Never enough on bullying ."

(5) "One of our major problems that I see impeding our progress is that we need more outcome data to show the progress that can be made with special ed students and the general student population. If we gather some preliminary data of local projects, we could make the case for funding for a further study."

Advancing the field:

(a) "Effective collaboration between school-employed and community-employed personnel. Too often, systems set these folks up to be competitive and distrusting vs. collaborative. Investigate models for service delivery--including administrative policy guidance-- that promote the good work of both groups and how these two systems can work effectively with one another. Too many models are about supplanting one group for the other vs working out a system where the strengths and training of both groups can be effectively and efficiently maximized. Administrative policy guidance and professional development for school boards, superintendents, and other school administrators on how to do this is critical.

(b) "We need to improve the technology used in the field to improve productivity....the contributions of childhood trauma to students behavior and academic functioning. I have also been working hard on using mental health supports to improve graduation rates."

(c) "Are there ways to build more relationships so that several educational entities and leaders support these concepts and educators get the learning support message from several players - from the national level on down? Also, in working with learning supports concepts it became clear that facilitation of the process is key to building a comprehensive system within a school district. And, this process can be very individualized based on the school's context. Is there a way to build a cadre of "expert facilitators" to help schools walk through the process and coach them along the way so they can be successful? Could tools or protocols be developed to standardize these processes? I realize that each state would be somewhat different but when it comes down to the basic concepts, kids are kids and schools are schools. There have to be common ideas that could be supported. Once a district is functioning effectively, other schools will pay attention."

We look forward to hearing from you. Send your ideas to ltaylor@ucla.edu

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NEWS FROM AROUND THE COUNTRY

Graduation rate for US high schoolers falls for second straight year

The national high school graduation rate has slipped in recent years, despite an array of public and private efforts to boost the percentage of students going on to college. The percent of students earning a standard diploma in four years shifted from 69.2% in 2006 to 68.8% in 2007 according to an analysis of the most recent data in "Diplomas Count 2010. 6/10/10.
<http://www.csmonitor.com/USA/Education/2010/0610/Graduation-rate-for-US-high-schoolers-falls-for-second-straight-year>

Program Would Help At-risk Children from Cradle to College

A new federal grant program would provide millions of dollars to help at-risk children succeed in school and life, with a cradle-to-college approach. But the Promise Neighborhoods program requires a massive commitment from the wider community. The application's lead author must be either a nonprofit or faith-based organization, or an institution of higher education. Nearly 1,000 organizations nationwide have notified the Education Department they intend to apply for the grants, which amount to as much as \$500,000. But only 20 Promise Neighborhoods will be fully funded. (Las Vegas Sun, 06/25/10)
<http://www.lasvegassun.com/news/2010/jun/25/program-promises-lift-kids-lv-unity/>

1,000 at-risk students get a helping hand

10 low performing Boston public schools will partner with the City of Boston to place 1,000 students at risk of struggling academically in a myriad of free or subsidized summer enrichment programs such as the YMCA or Boys and Girls Club. ... The schools are also working with Boston After School and Beyond, a public-private partnership that focuses on after-school programming, to match students with city programs based on their interests and needs. 6/18/10.
http://www.boston.com/news/local/massachusetts/articles/2010/06/18/1000_at_risk_students_get_a_helping_hand/

Climate managers fired, deputy superintendent hired

The climate manager position was established in 2006 as a way to keep order in schools and help principals with other noninstructional concerns. The district's chief operations officer said that safety should be the responsibility of a school team. 6/11/10.
http://www.philly.com/inquirer/education/20100611_Climate_managers_fired__deputy_superintendent_hired.html

New York Antibullying Bill

After nearly a decade of debate, New York appears poised to adopt an anti-bullying measure that would require districts to report instances of bullying to the state education department. If Governor Paterson signs the Dignity for All Students Act, New York will be the 43rd state to pass an anti-bullying measure. The bill seeks to protect students from harassment and discrimination based on race, color, national origin, religion, weight, disability and gender identity, but its protections also extend to other forms of abuse. (New York Times, 06/23/10)
<http://www.nytimes.com/2010/06/24/nyregion/24bully.html>

Major cuts: High schools face hard economic lessons

Across the country, mass layoffs of teachers, counselors and others staff members...are leading to larger classes and reductions in everything that is not a core subject. ... Educators and others worry the cuts could lead to higher dropout rates and lower college attendance (6/6/10)
http://www.usatoday.com/news/education/2010-06-06-schools-economy_N.htm

Educators hope to avoid ‘loss of learning’

Furlough days for local schools ... mean parents will have to find child care while they work. ... The Boys & Girls Clubs of Hall County have jumped on board to provide more services...Child care centers also are stepping up. 6/13/10.

<http://www.gainesvilletimes.com/news/archive/34293/>

Jump in U.S. college enrollment highest in 40 years

The nation's colleges are attracting record numbers of new students as more Hispanics finish high school and young adults opt to pursue a higher education rather than languish in a weak job market. ... Newly released government figures show that freshman enrollment surged 6% in 2008 to a record 2.6 million. 6/17/10. The Associated Press.

Note: Each week the Center highlights newsworthy stories online at
<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

*Among the sources used in gathering the above items are the ECS e-clip –
<http://www.ecs.org/e-clips>
The Public Education Network (PEN) Newsblast –
http://www.publiceducation.org/newsblast_current.asp
The Weekly Update from the American Orthopsychiatric Association –
<http://www.aoatoday.com/news.php>

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“Research clearly shows whenever there’s a stop in learning, regression takes place. We just want to make sure that students don’t have too much of a gap. We want you to take time off – I need to take time off. But we have to try to change the mindset of people to understand that summer should be for time off and learning as well.”

Jose Duarte, Principal

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RECENT PUBLICATIONS (IN PRINT AND ON THE Web)

Child, Adolescent, Young Adult Mental and Physical Health

That which does not kill you makes you stronger: Runaway youth's resilience to depression in the family context (2010) G. Erdem & N. Slesnick. *American Journal of Orthopsychiatry*, 80, 195-203.

<http://www3.interscience.wiley.com/journal/123468684/abstract?CRETRY=1&SRETRY=0>

Co-occurrence of victimization from five subtypes of bullying: physical, verbal, social exclusion, spreading rumors, and cyber. (2010). J. Wang, et al., *Journal of Pediatric Psychology* epub.

<http://jpepsy.oxfordjournals.org/cgi/content/abstract/jsq048v1?maxtoshow=&hits=10&RESULTFORMAT=1&author1=wang&andorexacttitle=and&andorexacttitleabs=and&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&sortspec=relevance&resourcetype=HWCIT>

Collaborative strengths-based brief therapy with self-injuring adolescents and their families (2010) M. Selekman. *Prevention Research*, 17, 18-20.

http://vnweb.hwwilsonweb.com/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.33

Timing and chronicity of family poverty and development of unhealthy behaviors in children: a longitudinal study (2010) J. Najman, et al., *Journal of Adolescent Health*, 46, 538-544.

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T80-502X4GT-5&_user=4423&_coverDate=06/30/2010&_alid=1384508039&_rdoc=1&_fmt=high&_orig=search&_cdi=5072&_sort=r&_docanchor=&view=c&_ct=1&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=476a79d2dbfd5d2e5cfed98e6758fe2e

Peer group self-identification as a predictor of relational and physical aggression among high school students (2010) P. Pokhrel, et al., *Journal of School Health*, 80, 249-258.

<http://www3.interscience.wiley.com/journal/123358363/abstract>

School, Family & Community

School and home relationships and their impact on school bullying (2010) R. Murray-Harvey & P. Slee. *School Psychology International*, 31, 271-295

<http://spi.sagepub.com/cgi/content/abstract/31/3/271>

An Ecological systems approach to bullying behaviors among middle school students in the United States. (2010) C. Lee. *Journal of Interpersonal Violence*, ePub.

<http://jiv.sagepub.com/cgi/content/abstract/0886260510370591v1>

Belongingness as a protective factor against loneliness and potential depression in a multicultural middle school (2010) T. Baskin. *The Counseling Psychologist* 38, 626-651.

<http://tcp.sagepub.com/cgi/content/abstract/38/5/626>

Going for goals: An evaluation of a short social-emotional intervention for primary school children (2010) N. Humphrey, et al. *School Psychology International*, 31, 250-270.

<http://spi.sagepub.com/cgi/content/abstract/31/3/250>

School response to non-suicidal self-injury (2010) J. Toste & N. Heath. *Prevention Research* 17, 14-17.

http://vnweb.hwwilsonweb.com/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.33

Poverty, race, and parental involvement during the transition to elementary schools (2010) C. Cooper, et al., *Journal of Family Issues*, 31, 859-883

<http://jfi.sagepub.com/cgi/content/abstract/31/7/859>

Children as citizens and partners in strengthening communities (2010) A. Smith. *American Journal of Orthopsychiatry*, 80, 103-108.

<http://www3.interscience.wiley.com/journal/123346162/abstract>

Risk and resilience: The ordinary and extraordinary everyday lives of young people living in a high crime area (2010) K. Haw. *Youth & Society*, 41, 451-474.

<http://yas.sagepub.com/cgi/content/abstract/41/4/451>

Policy, Systems, Law, Ethics, Finances & Statistics

The consequences of high school exit examinations for low-performing urban students (2010) J. Papay, et al., *Educational Evaluation and Policy Analysis*, 32, 5-23.

<http://epa.sagepub.com/cgi/content/abstract/32/1/5>

How do immigration and customs enforcement practices affect the mental health of children? (2010) J. McLeigh. *American Journal of Orthopsychiatry*, 80, 96-100.

<http://www3.interscience.wiley.com/journal/123346149/abstract>

>Promoting young children's health and development: Taking stock of state policies

http://www.nccp.org/publications/pub_941.html

A tripartite perspective of social capital and its access by high school dropouts (2010) J. Drewry, et al., *Education and Urban Society*, epub.

<http://eus.sagepub.com/cgi/content/abstract/0013124510366799v1>

Using evidence from youths to guide improvements in the mental health system (2010) J. Kruzich & P. Javanjee. In M. Roberts-DeGennaro & S. Fogel (Eds.) *Empirically supported interventions for community and organizational change*. Pp. 157-176. Lyceum Books.

<http://lyceumbooks.com/UsingEvidenceToInform.htm>

Social determinants of children's health (2010). Supplement to the May 2010 issue of the *Journal of Health Care for the Poor and Underserved*.

http://muse.jhu.edu/journals/journal_of_health_care_for_the_poor_and_underserved/summary/v021/21.2A.carson.html

FYI: SafetyLit is a useful resource for abstracts related to injury prevention policy and practice <http://www.safetylit.org>

Note: The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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“We have seen what success looks like when sound policies and best practices are paired with strong community support. It starts with better schools, but we must also recognize that many of the roots of the dropout crisis lie in a shortage of fundamental supports in the lives of our children. We must couple education reform with efforts to ensure that children not only have a good education, but also caring adults in their lives, safe neighborhoods, after-school programs, access to health care and opportunities to help others.”

Alma Powell, America's Promise Alliance

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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>July – Using ‘down time’ to plan better ways to work together in providing learning supports

Turning around schools, includes turning around learning supports.

Just when school staff are thinking about R&R, somebody says it's time to start planning for next year. Resting up is important, but planning better ways to address the way we work to support students, families, and each other is crucial. Using summer to rethink how to work more effectively with dwindling resources and increasing accountability calls for new strategies.

Every school that wants to improve its system for providing student and learning supports needs a mechanism that focuses specifically on improving resource use and enhancement. To do that, case focused teams need to expand their mission beyond case-by-case interventions. The focus needs to expand to identifying common student and school problems and developing programs to address and perhaps prevent them.

One way to make time for this is to set aside one session a month for this broader agenda.

Here's a start on what that might entail:

When the focus is on the broader agenda, the team function as a *Learning Supports Resource Team*. Such a team takes responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school. Ultimately, a Learning Supports Resource Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- > Aggregating data across students and from teachers to analyze school needs
- > Mapping resources at school and in the community
- > Analyzing resources
- > Identifying the most pressing program development needs at the school
- > Coordinating and integrating school resources & connecting with community resources
- > Establishing priorities for strengthening programs and developing new ones
- > Planning and facilitating ways to strengthen and develop new programs and systems
- > Recommending how resources should be deployed and redeployed
- > Developing strategies for enhancing resources
- > "Social marketing"

Be sure to involve a school administrator on the team. That person can then present the team's recommendations at administrative and governance meetings.

For more about Learning Supports Resource Teams, see:

> *What is a Learning Support Resource Team?*

<http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>

> *Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*

http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

Note: Anticipating major concerns that arise with regularity over the course of the school year is imperative. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the home page at <http://smhp.psych.ucla.edu>

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“A sure sign you need a long vacation:
You think that “progressing an action plan” and “calendarizing a project”
are acceptable English phrases.”

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OTHER HELPFUL INTERNET RESOURCES

- >The Anti-Violence Campus at Second Life – <http://www.antiviolencecampus.org/>
- >Engaging parents and students in ESEA reauthorization – <http://www.annenberginstitute.org/commentary/index.php>
- >Attitudes toward mental illness (5/28/10) – <http://www.cdc.gov/mmwr>
- >The State of American’s Children 2010 – <http://www.childrendefense.org>
- >New data about graduation and dropout rates -- <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341>
- >Youth risk behavior surveillance – United States, 2009 -- <http://www.cdc.gov/healthyyouth/yrbs/index.htm>
- >Enhancing pediatric mental health care -- http://pediatrics.aappublications.org/content/vol125/supplement_3/
- >Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems – http://njjn.org/resource_1605.html
- >America after 3 p.m.: Special report on summer: Missed opportunities, unmet demand – http://www.afterschoolalliance.org/aa3pm_summer.cfm

Note: For a wide range of relevant websites see our Gateway to a World of Resources at http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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“Inspirational messages heard at work: We put the “k” in “kwality.”

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LINKS TO

- >Upcoming initiatives, conferences & workshops – <http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals presentations & papers – <http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>
- >Upcoming/archived webcasts and other professional development opportunities -- <http://smhp.psych.ucla.edu/webcast.htm>

Note: Information on each of these is updated on an ongoing basis on our website. Just click of the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>

If you would like to add information to these, please send it to ltaylor@ucla.edu

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UCLA CENTER UPDATE

A NEW POLICY REPORT FROM CENTER

> *Synthesis and Analysis of Recommendations to Congress for ESEA Reauthorization from the Perspective of Addressing Barriers to Learning & Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/esecarecs.pdf>

This report categorizes, synthesizes, and analyzes major recommendations to Congress for the ESEA reauthorization. The research is conducted from the perspective of a three- rather than a two-component blueprint for education reform. The analysis illuminates fundamental gaps in the prevailing recommendations from the U.S. Department of Education and other major stakeholders and education leaders. Specific emphasis is given to what's missing with respect to a component to address barriers to learning and teaching and re-engage disconnected students. For example, the analysis finds that sparse attention is given to the need for (a) rethinking and restructuring the work of student and learning support professionals, (b) redeploying existing resources used for learning supports, and (c) weaving school and community resources together. As a result, there is little recognition of the role such improvements can play both in helping teachers enhance engagement and re-engagement in classroom learning and in establishing the type of caring climate in classrooms and school-wide that promotes progress and well-being.

The report notes pioneering work in states that are moving learning supports from the margins to a prominent place in improving schools and enhancing student outcomes. It concludes by highlighting what schools must do to plan and develop more effective and comprehensive systems for directly dealing with factors that keep too many students from doing well at school.

JOURNAL/NEWSLETTER (Summer, 2010)

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer10.pdf>

Feature article:

> *Congressional Education Committee Member's School Improvement Report Moves Policy Debate from a Two- to a Three-Component Blueprint*

In May, Congresswoman Judy Chu issued a report entitled: *Strengthening Our Schools: A New Framework and Principles for Revising School Improvement Grants*. Rather than the usual limited two-component blueprint framework that focuses only on instruction and management/ governance, Representative Chu's report adopts a three-component framework. This third component encompasses learning supports directly designed to remove barriers to student success and is presented as a primary and essential component of school improvement. Concerns related to mental health in schools are fully embedded in this component.

Also in this issue:

> *A brief discussion About Moving from a Two- to a Three-Component Approach for School Improvement*

> *Learning Supports in Action at a School: What it Will Look Like When We Help Teachers with Student Re-engagement, Rather than Overemphasizing Discipline and Referral for Mental Health Services*

> What's New from the Center.

A NEW ITEM IN THE YOUTH CULTURE SUBGROUPS SERIES:

>About Sexual Minority (LGBT) Youth Subculture
<http://smhp.psych.ucla.edu/pdfdocs/youth/lgbt.pdf>

For more information on the UCLA Center for Mental Health in Schools and its many resources, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895. Email: smhp@ucla.edu

THIS MONTH'S FEATURED CENTER RESOURCE

Consultation Cadre: Colleagues Helping Colleagues

The Consultation Cadre provides a network of individuals with expertise who provide responses to requests for information from colleagues. The Cadre is composed of professionals who have relevant experience related to addressing barriers to student learning and mental health in schools.

The Cadre functions in two ways:

(1) Each week the Center sends out a Practitioners' Listserv that includes requests for information sent to the Center from colleagues across the country. This listserv is sent to all Consultation Cadre members with an invitation to reply if they want to. (Even if they don't, the responses provided often are relevant to their own work.)

(2) Individual Cadre members are listed in a data base (click on Search above). This allows anyone who is looking for someone with relevant expertise who is willing to provide a limited amount of free consultation.

JOIN our Consultation Cadre. We want to include any of you with such expertise who are willing to be contacted and will provide a limited amount of free consultation. The following few areas are where we need some more names. (Cadre members are not screened. It's not our role to endorse anyone. We think it's wonderful that many professionals want to help their colleagues, and our role is to provide a way for Center users to connect with each other.)

USE our website to SEARCH our Consultation Cadre by topic and state for someone with whom to seek information. <http://www.smhp.psych.ucla.edu/websrch.htm#databases>

For additional assistance you may contact our Center's Technical Assistance -- Ltaylor@ucla.edu. Referrals to Cadre Members are provided as part of our daily technical assistance activity.

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Check out our sister center, the Center for School Mental Health at <http://csmh.umaryland.edu> University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu Nancy Lever and Sharon Stephan, co-directors.

The 15th Annual Conference on Advancing School Mental Health October 7-9, 2010. Hyatt Regency Albuquerque, Albuquerque, New Mexico. The conference is conducted by the Center for School Mental Health (CSMH) University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry in partnership with The IDEA partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education (NASDSE).

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COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

Reactions to last month's Emerging Issue:

(A) "Regarding the Chu report: I would also like to see the inclusion of professional school counselors and other student service professionals included in the school improvement framework. While teachers and administrators are mentioned, there is an omission of student service professionals that focus their work on issues of equity and achievement. I would also like to see innovation rewarded and strongly encouraged as part of the plan. While I support research-based interventions, I do think there is a need to promote risk taking and innovation in public education. This may help us to avoid doing the same things over and over with a different name. I do think the framework has many strong points!"

(B) "I believe Congresswoman Chu is right on the money with this document. I am a former Safe Schools/Healthy Students Project Director and have a knowledge of systems, integration of supports, community/educational cultural differences and the length of time to make changes, I am able to understand what she is saying and I am seeing it work. My concern focuses around those that do not understand or cannot grasp this concept. It is "out of the box" thinking on many levels."

Comments on other Emerging Issues:

"I read with interest the summary posted about the Race to the Top plans for turning around low performing schools. Why doesn't the Department of Education look at successful schools, school systems, school funding, and school organization in other countries with high student achievement? I think it is a mismatch to look to business models for education. Education is not based on a short term quarterly profit structure. Education is not designed to create a product, rather it is to support the learning and socialization of children and youth. It is not something we do to someone, rather it is something we do to support someone's successful development. It seems a huge mistake to look to business and study the field of business to improve education. It seems a logical and accessible step to study the field of education in other countries that experience great success. It seems a logical and accessible step to study the dynamics of the barriers to student learning and plan on how schools can address these barriers systematically throughout the United States."

We were asked to share the follow with you

(1) "Can you please forward this email to interested parties? The U.S. Department of Education is seeking skilled professionals to serve as peer reviewers for the Full-Service Community Schools (FSCS) grant competition. The FSCS program encourages coordination of academic, social, and health services through partnerships between public elementary and secondary schools; the schools' local educational agencies; and community-based organizations, non-profit organizations, and other public or private entities. The purpose of this collaboration is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. More information about Full-Service Community Schools and the opportunity to serve as a peer reviewer can be found at the FSCS program website:
<http://www2.ed.gov/programs/communityschools/index.html>.

IF INTERESTED: If you would like to be considered as a peer reviewer for the FSCS grant competition, please e-mail a copy of your current r sum  or vitae to FSCSreviewer@ed.gov and complete the Peer Reviewer Checklist-[MS Word 81KB] and save it to your computer as a 1997-2003 Microsoft Word document (.doc, not .docx) with your full name/peer reviewer checklist as the title of the document (e.g. "John Smith peer reviewer checklist"). The deadline is Friday, July 9, 2010. Thank you for your assistance."

(2) “We think the program Grand Ideas from Within can assist in overcoming some of the barriers to learning in rural communities. This program teaches skills for managing one’s thoughts and actions in a healthy way, and because students use their imagination to produce healthy content from within, it is appropriate for all socioeconomic classes, cultures and genders. See <http://grandideasfromwithin.com>

(3) “I am working on promotion efforts for the Sixth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders. November 17-19, 2010 in Washington, DC. <Http://wmhconf2010.hhd.org>



THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu