



ENEWS

A Monthly Forum for Sharing and Interchange



June, 2010 (Vol. 14 #9)

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 Issue:**

>Can the Debate Over the Reauthorization of ESEA Help End the Marginalization of Student/Learning Supports?

****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**

>June – Summer minded students and motivation for learning

****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's Latest Reports**

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



EMERGING ISSUE

Can the Debate Over the Reauthorization of ESEA Help End the Marginalization of Student/Learning Supports?

A member of the U.S. House committee on Education and Labor (Rep. Judy Chu) has produced a report called *Save our Schools* which offers “a new framework and principles for revising School Improvement Grants.” That framework focuses on

- >Promoting flexibility and collaboration
- >Removing barriers to student success
- >Fostering teachers and school leaders

By highlighting *barriers to student success*, she moves these concerns out of the marginalized status they have had in school improvement policy and practice.

You can access the report at <http://chu.house.gov/SOS%20Report%20FINAL.pdf>

The Chu report has stirred up a vigorous discussion among a variety of “experts” and, within that discussion, there is an emerging focus on the need to understand what’s been missing in school improvement policy and practice with specific reference to removing barriers to student success (including mental and physical health concerns and much more). For example, the *National Journal Education* blog is providing a broad range of invited experts to comment on ideas in Representative Chu's report at

<http://education.nationaljournal.com/2010/05/are-the-administrations-turnar.php#1587424>

As you will see, the blog focused on the turnaround models, and we have been trying to turn more of the discussion toward concerns about addressing barriers to learning and teaching and re-engaging disconnected students. As always, the problem is that most of the “expert” respondents have only been exposed to approaches that Rick Hess dismisses as “stuff like family engagement and community health care” and as “community-centric reforms.” This happens a lot when supports are described mainly in terms of health and social services and when the word community is used.

What do you think of the Chu report? Does it provide an opportunity for those concerned with addressing barriers to learning and teaching and re-engaging disconnected students to unite around her call for school improvement policy and practices focused on “removing barriers to student success?” Send your comments to ltaylor@ucla.edu

We will synthesize the responses and share them.

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NEWS FROM AROUND THE COUNTRY

Percentage of High-poverty Schools Rises

The percentage of public schools where more than three quarters of students are eligible for free or reduced price lunch - a key indicator of poverty - has increased in the past decade. Students at these schools are less likely to attend college, to be taught by teachers with advanced degrees and face other disadvantages. The findings come from a special report included in the 2010 Condition of Education study. The U.S. Department of Education report found that the percent of high poverty schools rose from 12 to 17% between the 1999-2000 and 2007-08 school years.

(*Washington Post*, 05/27/10)

<http://www.washingtonpost.com/wp-dyn/content/article/2010/05/27/AR2010052701980.html>

Study Indicates That Early Intervention for Children Supports Healthy Development and Improves Family Life

According to a new report released by SAMHSA, behavioral and emotional problems decreased among nearly one-third (31%) of young children with mental health challenges within the first 6 months after entering services through systems of care program. The report, *Addressing the Mental Health Needs of Young Children and Their Families*, describes the academic, social, and emotional performance outcomes of children ages 8 and younger receiving services in systems of care. http://www.samhsa.gov/children/docs/MH_Needs_Children_Families.pdf

Justices Limit Life Sentences for Juveniles

On May 17, the Supreme Court ruled that juveniles who commit crimes in which no one is killed may not be sentenced to life in prison without the possibility of parole. Five justices, in an opinion by Justice Anthony M. Kennedy, agreed that the Eighth Amendment's ban on cruel and unusual punishment forbids such sentences as a categorical matter. <http://www.supremecourt.gov/opinions/09pdf/08-7412.pdf>.

High School Boosting Graduation Rates by Removing Struggling Students from Rolls

High schools have been boosting their graduation rates by transferring thousands of struggling students to adult education centers and then removing them from school rolls. In one county, one in every seven students was listed as "transferred to adult education" and dropped from the graduation calculations. They indicated their graduate rate was 92%, it is just less than 78% when adult education transfers are included under a new system of calculating that the federal government soon will require. 5/8/10
http://articles.orlandosentinel.com/2010-05-08/news/os-schools-transfer-adult-ed-20100508_1_graduation-rate-adult-education-student-from-ninth-grade

Home School Is So Popular, Some Are Getting Suspicious

More than 22,620 secondary students stopped showing up for class in 2008 in one state were excluded from the state's dropout statistics because administrators said they were being home schooled. The rate of growth in this state has nearly tripled in the last decade, including a 24% jump in a single year. In an audit of one district only 167 of the 276 students had sufficient documentation to meet the state's definition of home schooling. 5/10/10.
<http://www.chron.com/dispatch/story.mpl/metropolitan/6999109.html>

Not Acceptable: Nearly One-third of Oregon High School Students Drop Out

Only two of every three - or 66% - students in Oregon's class of 2009 graduated from high school in four years, while more than 14,000 dropped out along the way, according to a report by the state education department. This year represented only the second time that Oregon measured high school graduation rates in a new, more accurate way. Under the old method, Oregon would have posted an 85% graduation rate for the class of 2009. Federal rules will require all states to use the new method for the class of 2011. (*Oregonian*, 05/25/10)
http://www.oregonlive.com/education/index.ssf/2010/05/not_acceptable_nearly_one-thir.html

Bullying and Teen Suicide: How Do We Adjust School Climate?

Increasingly, school systems are turning to comprehensive, ongoing programs designed to improve overall school climate (tolerance for differences, physical facilities, trust and respect among students and teachers, openness to ideas, presence of drugs and gangs, bullying). To have an impact, antibullying training must be continuous and involved the entire school community. 4/28/10.

<http://www.csmonitor.com/USA/Society/2010/0428/Bullying-and-teen-suicide-How-do-we-adjust-school-climate>

Link Between Child Care & Academic Achievement & Behavior Persists into Adolescence

Teens who were in high quality child care settings as young children scored slightly higher on measures of academic and cognitive achievement and were slightly less likely to report acting out behaviors than peers who were in lower quality child care arrangements during their early years, according to the latest analysis of a long-running study funded by the National Institutes of Health. 5/14/10. <http://www.nichd.nih.gov/news/releases/051410-early-child-care.cfm>

Doubling Federal Funding for Parental Engagement

Under current law, districts are required to use 1% of federal Title I Dollars to carry out family engagement activities. U. S. Dept of Ed proposed doubling funding to 2% and asking districts to use these funds in a more systemic and comprehensive way. 5/5/10.
<http://www2.ed.gov/news/pressreleases/2010/05/05052010.html>

State to Hike Taxes to Save School Funds

Shoppers in Kansas will be handing over more money on every purchase because of a sales tax increase to prevent a cut in education funding. After severe reductions last year, Kansas lawmakers were hearing concern from many voters about preserving schools. 5/16/10.
http://www.newsok.com/article/3461670?searched=state%20to%20hike%20taxes%20to%20save%20school%20funds&custom_click=search

Schools That Have Switched to Four-day Weeks See Test Scores Lag

At least 31 of 152 SD school districts plan to hold classes only four days a week this fall. An analysis of achievement scores shows that on average schools that have moved to a four day week since 2003 averaged 5.8% points behind the state in both math and reading in 2009 tests. 5/4/10.
<http://www.argusleader.com/apps/pbcs.dll/article?AID=20105040309>

Sales-tax Hike Passes

AZ states sales tax will be higher for the next three years after a decisive majority of voters agreed to help backfill state coffers and avoid deep cuts in education. About two-thirds of the extra sales tax collected will go to primary and second education. 5/19/10.
http://azstarnet.com/news/local/govt-and-politics/elections/image_bc093748-7fa4-5a48-80c3-d7b8ca0809e4.html

Teachers Facing Weakest Market in Years

The recession seems to have penetrated a profession long seen as recession proof. School officials and union leaders estimate that more than 150,000 teachers nationwide could lose their jobs next year. 5/19/20. <http://www.nytimes.com/2010/05/20/nyregion/20teachers.html>

School Turnaround Models Draw Bipartisan Concern

Lawmakers on both sides of the aisle say the four models for intervening in perennially foundering schools spelled out in the U. S. Dept. of Ed regulations for School Improvement Grant program are inflexible and don't put enough emphasis on factors such as the need for community and parental involvement. One representative introduced a "framework" with a more flexible and holistic range of options. 5/24/10
<http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2010/05/21/33turnaround.h29.html&destination=http://www.edweek.org/ew/articles/2010/05/21/33turnaround.h29.html&levelId=2100>
(see the framework report at <http://chu.house.gov/SOS%20Report%20FINAL.pdf>)

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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“You can choose to say you’re going to turn around a school, you can reconstitute a school, you can close a school. It won’t matter if you don’t have certain ingredients in place...including collaboration, buy-in from the community, the empowering and the professional development of teachers. If you don’t do these things, and you have to more or less do them together, you’re not going to turn around much of anything.”

Rep. George Miller, Chairman of the U.S. House Education and Labor Committee

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RECENT PUBLICATIONS (in print and on the Web)

Child, Adolescent, Young Adult Mental and Physical Health

>Can adolescents learn self-control? Delay of gratification in the development of control over risk taking (2010). D. Romer, et al., *Prevention Science*, ePub. <http://www.springerlink.com>

>Involvement in Internet aggression during early adolescence (2010). N. Werner, et al., *Journal of Youth & Adolescence*, 39(6), 607-619. <http://www.springerlink.com>

>Peer aggression and mental health problems: Self-esteem as a mediator (2010). H. Ybrandt & K. Armelius, *School Psychology International*, 31, 146-158. <http://spi.sagepub.com>

>Weight status as a predictor of being bullied in third through sixth grades (2010). J. Lumeng, et al., *Pediatrics*, ePub. <http://www.pediatrics.org>

>Prevention of mental ill-health and suicide: Public health perspectives. (2010). C. Hoven, et al., *European Psychiatry*, ePub. <http://www.sciencedirect.com>

>Circle of strength: A case description of culturally integrated suicide prevention. (2010). J. Gran & J. Muehlenkamp, *Archives of Suicide Research*, 14(2), 182-191. <http://www.tandf.co.uk/journals/titles/13811118.asp>

School, Family & Community

>The National Early Literacy Panel Report: Summary, commentary, and reflections on policies and practices to improve children’s early literacy. (2010). Special Issue of *Educational Researcher*, 39.

>Sense of Community as a protective factor against long term psychological effects of childhood violence (2010). E.A. Greenfield & N.F. Marks, *Social Services Review*, 84(1) 129-147. <http://www.journals.uchicago.edu/toc/ssr/2010/84/1>

>Failing young people? Education and aspirations in a deprived community (2010). S. Sinclair, et al., *Education, Citizenship and Social Justice*, 5, 5-12. <http://esj.sagepub.com>

>Capital, culture and community: Understanding school engagement in a challenging context (2010). D. Gillies, et al., *Improving Schools*, 13, 21-30. <http://imp.sagepub.com>

>Parents’ roles in mediating and buffering the implementation of an urban school reform. (2010). M. Martinez-Cosio, *Education & Urban Society*, 42(3), 283-306. <http://eus.sagepub.com>

>Interpersonal and intrapersonal factors associated with autonomous motivation in adolescents’ after school activities (2010). K. Beiswenger & W. Grolnick. *The Journal of Early Adolescence*, 30, 369-405. <http://jea.sagepub.com>

>School personnel’s perceptions of family-school communication: A qualitative study (2010). A. Farrell & M. Collier, *Improving Schools*, 13, 4-12. <http://imp.sagepub.com>

Policy, Systems, Law, Ethics, Finances & Statistics

>Just released the 2010 installment of *The conditions of education*. National Center for Education Statistics. <http://nces.ed.gov/programs/coe/>

>The relationship between income inequality and inequality in schooling (2010). S. Mayer, *Theory and Research in Education*, 8, 5-12. <http://tre.sagepub.com>

>Defining equity: Multiple perspectives to analyzing the performance of diverse learners (2010). W. Jordan. *Review of Research in Education*, 34, 142-156. <http://rre.sagepub.com>

>Morale of teachers in high poverty schools: A post NCLB mixed methods analysis (2010). M. Byrd-Blake, et al., *Education and Urban Society*, 42, 450-465. <http://eus.sagepub.com>

>Overlapping student environments: An examination of the home-school connection and its impact on achievement (2010). K. Garas-York, *Education and Urban Society*, 42, 430-449. <http://eus.sagepub.com>

>Influence of a nationwide social marketing campaign on adolescent drug use (2010). L. Scheier & J. Grenard, *Journal of Health Communication*, 15(3) 240-271. <http://www.tandf.co.uk>

>Harnessing complexity: Taking advance of context and relationships in dissemination of school based interventions (2010). H. Butler, et al., *Health Promotion and Practice*, 11, 259-270. <http://hpp.sagepub.com>

FYI: SafetyLit is a useful resource for abstracts to articles 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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“Education reforms in this country are like fireflies in a field--the fireflies blink on and off, but they are isolated and uncoordinated, so they do not give off a concentrated or meaningful glow.”

Mike Smith

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

June – Summer minded students and motivation for learning

Children and youth are always learning. Sometimes they all learn together in the classroom during the school year. Sometimes they learn different things, at different paces, from different sources. Summer is a time that accentuates those differences. While families who can afford it take family vacations, visit museums, send children to camp, the experiences are different for families who can't afford to augment summer learning. In the publication, *A Time to learn, a time to grow: California Parents talk about summertime and summer programs* (2009) Public Agenda reports “Minority parents, low income parents and parents in rural areas ... say that there just are not good programs to choose from.” And Fairchild and Smink emphasize:

“The literature is clear and compelling on the fact that summer is a season of huge risks and setbacks for low income youth. ... In many ways, the summer months are the last frontier of school reform. Despite extensive research confirming the existence of a ‘summer slide’ in learning among all students, and a recent study showing that two-thirds of the achievement gap in reading is directly related to unequal summer learning

opportunities, the summer months have been largely ignored by policymakers and reformers alike. Recently, though, there has been a significant shift in thinking among many educators, politicians, and advocates that views summer as a time of great potential for closing achievement gaps through innovative programming. ... Pittsburgh, for example, is investing more than \$10 million in Title I funds under the American Recovery and Reinvestment Act to support its Summer Dreamers Academy, a free, comprehensive program open to all middle school students in the district. In addition to literacy instruction, the program includes a variety of enrichment activities provided by 27 community partners. ... Summer programs may be funded through various sources, including education, workforce-development programs, libraries, parks and recreation, and juvenile justice.” (Excerpted from: “Is Summer School the Key to Reform?” *Education Week*, 5/10/10)

How can you get summer programs expanded in tight economic times? How can you make them so inviting that students who usually avoid “summer school” will be interested? How can you engage local champions for youth (sports and music figures in your community) to encourage students who might not be interested to participate?

When we asked a colleague about summer programs in her community she said:

“There are all types of programs for the summer. Schools are required to offer LEAP remediation for grades 4, 8, and the GEE. In addition, different districts offer different programs. The 21st Century Program is in some districts which offers academics as well as summer experiences that are more similar to camp. Many districts also have several kinds of summer camps. Also, the Lions Club and other service organizations offer camps. In addition some of the universities offer summer camp experiences in music, science, etc. I hope this helps. I am not sure that even schools are aware of all the camp type of experiences that are offered in communities!!!”

If there are schools, neighborhoods, specific students you are concerned about, mobilizing summer learning might be a gap that you and your community can address.

For a range of ideas on out of school learning, see our Quick Find
<http://smhp.psych.ucla.edu/qf/afterschool.htm>

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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“What do you mean summer reading list? I want the summer fun list!”

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OTHER HELPFUL INTERNET RESOURCES

>The teen years explained
<http://www.jhsph.edu/bin/s/e/interactive%20guide.pdf>

>The Human Rights of Children New Website Link.
<http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1648.htm>

>What municipal leaders can do to reduce gang violence
<http://www.nlc.org/IYEF/safety/gang/index.aspx>

>Nearly three in four Americans say bullying is a serious problem in their local schools
<http://www.publicagenda.org/pages/bullying-2010>

- >Helping high school dropouts improve their prospects
http://www.brookings.edu/papers/2010/0427_helping_dropouts_haskins.aspx
- >Cutting costs, keeping quality: Financing strategies for youth serving organizations in a difficult economy <http://www.financeproject.org/publications/CuttingCostKeepingQuality.pdf>
- >Mayor's Action Challenge for Children and Families
http://www.nlc.org/topics/index.aspx?SectionID=youth_education_families
- >Preventing gang violence and building communities where young people thrive
<http://www.nlc.org/IYEF/safety/gang/resources.aspx>
- >The state of city leadership for children and families: Innovations and trends in youth violence prevention. <http://www.nlc.org/IYEF/safety/gang/resources.aspx>
- >Evaluation for Improvement: A Seven step empowerment evaluation approach for violence prevention organizations.
[Http://www.cdc.gov/violenceprevention/pub/evaluation_improvement.html](http://www.cdc.gov/violenceprevention/pub/evaluation_improvement.html)

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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“Statistically, if there is a fifty-fifty chance that something will go wrong, it actually will go wrong nine times out of ten.”

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LINKS TO

- >Upcoming initiative, 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 bases on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>

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

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UCLA CENTER UPDATE

New Directions Initiative

In response to receiving our latest report *Turning Around, Transforming and Continuously Improving Schools: Federal Proposals are still based on a two rather than a three component blueprint* <http://smhp.psych.ucla.edu/pdfdocs/turning.pdf>, we were contacted by the staff of Rep. Judy Chu's office. Congresswoman Chu is a member of the U. S. House Education and Labor Committee. We provided new directions input for the report she unveiled on May 20th.

In the report, she adopts our three component framework by highlighting *barriers to student success*. In doing so, she takes the first step at the federal level to end the marginalized status student/learning supports have had in school improvement policy and practice.

Below is an excerpt from her news release for the report. Also see the Emerging Issue in this ENEWS.

Congresswoman Judy Chu (D-CA) officially unveiled a plan today to improve our nation's education system using a new framework of school improvement grants, a proposal that is being supported by AFT, NEA, PTA and the National Association of School Psychologists, among other groups.

The Congresswoman's new framework constitutes a radical departure from existing guidelines on School Improvement Grants, replacing the overly punitive and restrictive model with a more flexible, holistic approach and giving schools a broader menu of research-driven options and more time to show improvement. Under the new framework, school closure would strictly be a last resort option.

"The current school improvement grant program is admirable in theory, but some of the tactics haven't been successful in practice," said Rep. Chu,... "What we need is a system that promotes flexibility and collaboration instead of tying the hands of administrators, teachers, and parents. We must remove barriers to student success instead of ignoring them. And finally, we must support teachers and leaders, instead of breaking them down.

That is the approach taken by Rep. Chu's proposed new framework, called Strengthening Our Schools (SOS). The plan would promote flexibility and collaboration between schools, parents, community leaders, businesses and other stakeholders; provide support to students facing crisis, both inside and outside of the classroom, by offering mental health services for behavioral problems, ESL resources and other wrap-around services; and giving teachers the tools they need to reconnect with disengaged students and help improve performance through personalized teacher training and specialized instructional support.

"In the upcoming ESEA Reauthorization I will be pushing for a complete revision of school improvement grants that is based on Strengthening Our Schools," said Rep. Chu, who was joined by representatives of major national education associations, teachers groups, former administration officials, parents and others as she unveiled the details of SOS at the Rayburn House Office Building. "As a Member of the Committee on Education and Labor, I plan to work with Chairman Miller on school turnaround and push for this framework to be adopted"

See the Chu Report at <http://chu.house.gov/SOS%20Report%20FINAL.pdf>

Additions to the series on Youth Culture & Subgroups

>About "Nerds" and "Geeks" as an identified subculture
<http://smhp.psych.ucla.edu/pdfdocs/youth/nag.pdf>

>About "Preppies" as a Youth Culture Subgroup
<http://smhp.psych.ucla.edu/pdfdocs/youth/preppy.pdf>

This series is up to 14 resources online; others are in process. To see all of the Information Resources in the series, go to the Quick Find on Youth Culture and Subgroups
<http://smhp.psych.ucla.edu/qf/youthculture.htm>

Request for Your Input

>HRSA evaluation of resource centers

We've been asked to distribute the following message as part of a customer satisfaction survey being conducted by our funding agency (The Health Resources and Services Administration's

Maternal and Child Health Bureau). Please take a few minutes and let them know about your experiences with our Center. Thanks.

The Health Resources and Services Administration's (HRSA) Maternal and Child Health Bureau is conducting a Customer Satisfaction Survey of what it refers to as its Resource Centers. The agency provides partial funding for our Center [UCLA Center for Mental Health in Schools]. The goal of their survey is to use the feedback to help improve the quality of the Center's work and learn how the Maternal and Child Health Bureau can serve you better.

It would be appreciated if you took a few minutes to complete the anonymous survey via the internet by clicking on the link below.

<https://svy.cfigroup.com/cgi-bin/qwebcorporate.dll?idx=S59BJQ>

The survey will take approximately 10 minutes to complete. CFI Group, an independent research and consulting firm, is conducting this survey for the Maternal and Child Health Bureau. The survey is hosted via a secure server and your participation will remain anonymous. If you have any technical questions or issues while taking the survey, please contact MCHBSurvey@mail.cfigroup.com.

The information you provide will be vital for the Maternal and Child Health Bureau to improve their efforts, and we hope you can take the time to complete the survey. Thank you in advance for your participation.

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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

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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, become co-directors of this center as of July.

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

We were asked to tell you about the following:

(1) "NAHIIC is pleased to announce the launch of the Data Project to Improve Adolescent and Young Adult Health: National and State Profiles ("The Data Project"). This tool contains state-specific data on a number of mental health measures that will be a useful resource when responding to informational requests. We would appreciate it if you could share it with your network. <http://nahic.ucsf.edu/index.php/dataproject/>

This online tool presents national- and state-level profiles of key measures of adolescent and young adult health, using Healthy People 2010's 21 Critical Health Objectives for Adolescents and Young Adults. The data cover six areas: mortality, unintentional injury, violence, substance abuse and mental health, reproductive health and prevention of chronic disease.

This easy-to-use, online database allows users to assess recent progress on these areas by presenting data and text highlights that correspond to the baseline (1998-99) and midcourse (2004-05) measures for the 21 Critical Health Objectives.

The Data Project was designed for people with varying levels of data fluency and data needs. The data tables, text and additional resources allow users to:

- * Access data and profiles for each of the 50 states
- * Examine differences and disparities by age, race/ethnicity, and gender at national and state levels.
- * Compare progress among states (How does your state compare to national data or other similar states?)
- * Track changes from baseline to midcourse (Is your state moving in the right direction?)
- * Adapt narrative summaries to be used in your own presentations
- * Identify priority issues and mobilize resources

The website presents a National Summary and the State summaries. It also includes detailed Notes and Limitations about data collection and presentation; and Tools and Resources, with guidance for using these data to improve adolescent and young adult health.

We hope you take some time to explore the website to see how you or your community can benefit. Please contact Research Coordinator John Urquhart with any questions or feedback: urquhartj@peds.ucsf.edu ”

(2) “On behalf of NIHCM & Children’s Safety Network, I wanted to share with you a recent publication and ask for your help disseminating it to your constituencies.”

Preventing Adolescent Injury: The Role of Health Plans

<http://nihcm.org/pdf/injuryissuebrief.pdf>



THIS IS THE END OF THIS ISSUE OF E-NEWS

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. The UCLA Center is one of two national centers.

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