

ENEWS: A Monthly Forum for Sharing and Interchange

July, 2007 (Vol. 11 #10)

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

ENEWS is one of the many resources our Center offers 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 Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward this to Anyone

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WHAT'S HERE THIS MONTH

****Emerging Issue**

>How Much is Understood about the Negative Psychosocial Impact of High Stakes Testing?

****News from around the country**

****Recent Publications Relevant to**

>Children's mental and physical health
>Family, school & 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**

****Upcoming initiatives, conferences & workshops**

****Calls for grant proposals, presentations & papers**

****UCLA Center activities and resources update**

****Training & job opportunities**

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

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To post messages to ENEWS, email them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS go to <http://lists.ucla.edu/cgi-bin/mailman/lisinfo/mentalhealth-1> and follow the directions. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

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****EMERGING ISSUE**

>>How Much is Understood about the Negative Psychosocial Impact of High Stakes Testing?

A recent report from Texas: "Tens of thousands of Texas students cheat on the TAKS test every year, including thousands on the high-stakes graduation test, according to an in-depth analysis by The Dallas Morning News. The analysis found cases where 30, 50 or even 90% of students had suspicious answer patterns that indicate collusion, either between students or with school staff. The study contradicts the Texas Education Agency's stance that cheating is extraordinarily rare and that the agency has done a good job of policing it. The analysis found that test scores of more than 50,000 students show evidence of cheating and suspicious scores are focused on the 11th-grade tests, which students must pass to earn a diploma."

High stakes testing raises many issues, some of which have been highlighted in previous issues of ENEWS. The emerging issue being highlighted today is whether the costs of high stakes testing in terms of psychosocial impact is outweighing the benefits?

The above report, and others, suggest the immediate costs are significant and that the longer-term costs should be of considerable concern. Clearly, there are policy makers who argue that the benefits outweigh the costs.

What are the data on this issue? Is anyone doing a sophisticated cost-benefit analyses from the perspective of the impact on social and emotional learning and development?

Let us hear from you about all this. Ltaylor@ucla.edu

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****NEWS FROM AROUND THE COUNTRY**

TEXAS EDUCATION CHIEF RESIGNS

"Education Commissioner Shirley Neeley ... is stepping down at Gov. Rick Perry's request.... Senate Education Chairwoman Florence Shapiro said Neeley generally enjoyed the support of school superintendents and teachers, although many were unhappy with last year's release of information from an outside audit that pointed to possible cheating at 700 schools.... Shapiro said she has heard criticism that Neeley didn't act fast enough to address allegations of cheating." Houston Chronicle, 6/20/07. <http://www.chron.com>

EXIT EXAM UNFAIR

"Alaska spends enough money on schools to meet state constitutional standards ... however, the state has failed to adequately supervise local school districts and, as a result, some students are not getting the education they are legally entitled to.... Therefore, requiring those students to pass the state exit exam to get a diploma violates their constitutional rights, an Anchorage judge ruled in a lawsuit challenging state education funding.... Nationally, similar lawsuits have won hundreds of millions in increased budget dollars for public schools." Anchorage Daily News, 6/22/07. <http://www.adn.com>

HIGH TEACHER TURNOVER DRAINS SCHOOL AND DISTRICT RESOURCES

"The teacher dropout problem is costing the national billions of dollars, draining resources, diminishing teaching quality, and undermining the nation's ability to close the student achievement gap, according to a new policy brief released by the National Commission on Teaching and America's Future. 6/20/07. <http://nctaf.org>

VIRGINIA TECH REPORT FAULTS PRIVACY LAWS

"Schools, doctors and police often do not share information about potentially dangerous students because they can't figure out complicated and overlapping privacy laws, according to a federal report on the Virginia Tech shooting." For report see <http://www.hhs.gov/vtreport.html> Associated Press, 6/13/07. [Http://www.boston.com](http://www.boston.com)

THOUSANDS OF FAILING SCHOOLS FACE "NO CHILD" OVERHAUL

"The scarlet letter in education these days is an "R". It stands for restructuring – the purgatory that schools are pushed into if they fail to meet testing goals for six straight years under the No Child Left Behind law. Nationwide, about 2,300 school are either in restructuring or are a year

away and planning...” Associated Press, 6/20/07. [Http://www.boston.com](http://www.boston.com)

SCHOOLS PLAN TO PAY CASH FOR MARKS

“New York City students could earn as much as \$500 a year for doing well on standardized tests and showing up for class in a new program to begin this fall.... Under the plan, fourth-grade students will receive up to \$25 for a perfect score on each of 10 standardized tests throughout the year. Seventh-grade students will be able to earn twice as much – \$50 per test, for a total of up to \$500.” The New York Times, 6/19/07. [Http://www.nytimes.com](http://www.nytimes.com)

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

Also access other news stories relevant to mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

***Children’s Mental and Physical Health**

>Risk-taking among adolescents: Associations with social and affective factors (2007) K. Michael and H. Ben-Zur, Journal of Adolescence, 30(1) 17-31. <http://www.sciencedirect.com>

>The epidemiology and phenomenology of non-suicidal self-injurious behavior among adolescents: A critical review of the literature. (2007) C. Jacobson & M. Gould. Archives of Suicide Research, 11(2) 129-47. [Http://www.tandf.co.uk/journals/titles/13811118.html](http://www.tandf.co.uk/journals/titles/13811118.html)

>Emergence of delinquency and depressed mood throughout adolescence as predictors of late adolescent problem substance use. (2007) W. Mason, et al., Psychology of Addictive Behaviors, 21, 13-24. <http://depts.washington.edu/sdrg>

>‘Pharming:’ the abuse of prescription and over-the-counter drugs in teens. (2007) D. Levine. Current Opinion in Pediatrics, 19(3) 270-4. <http://www.co-pediatrics.com>

>Mental health service use among adolescents and young adults with major depressive disorder and suicidality (2007) A. Cheung & C. Dewa, Canadian Journal of Psychiatry, 52(4) 228-32. <http://www.cpa-apc.org/publications/cjphome.asp>

>Identification of youth psychosocial problems during pediatric primary care visits (2007) J. Brown, et al., Administration and Policy in Mental Health and Mental Health Services Research.

***Family, School & Community**

>Bullies and victims at school: Are they the same pupils? (2007) M. Solberg, et al., British Journal of Educational Psychology, 77(Pt. 2): 441-64. http://www.bps.org.uk/publications/jep_1.cfm

>Using community and family risk and protective factors for community-based prevention planning (2007) A. Fagan, et al., Journal of Community Psychology 35(4) 535-555. <http://www.interscience.wiley.com/jpages/0090-4392>

>Individual, family, and neighborhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model. (2007) S. Jaffee, et al., Child Abuse and Neglect, ePub. [Http://sciencedirect.com/science/journal/01452134](http://sciencedirect.com/science/journal/01452134)

>School, parent, and student perspectives of school drug policies. (2007) T. Evans-Whipp, et al., Journal of School Health, 77, 138-144. <http://www.blackwell-synergy.com/toc/josh/77/3>

>School culture as an influencing factor on youth substance use. (2007) S. Bisset, et al., Journal of Epidemiology and Community Health, 61(6) 485-90. <http://jech.bmjournals.com>

>Youth activities, substance use, and family income (2007) Substance Abuse and Mental Health Services Administration. <http://oas.samhsa.gov/2k7/youthacts/youthacts.cfm>

>No experience necessary: How the New Orleans school takeover experiment devalues experienced teachers. United Teachers of New Orleans, Louisiana Federation of Teachers, and the AFT – http://www.aft.org/presscenter/releases/downloads/NoExperReport_07.pdf

***Policy, Systems, Law, Ethics, Finances & Statistics**

>Mental health of young people: A global public-health challenge (2007) V. Patel, et al., Lancet, 369(9569): 1302-13. [Http://sciencedirect.com/science/journal/01406736](http://sciencedirect.com/science/journal/01406736)

>The Condition of Education 2007, National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007064>

>Enhancing achievement and proficiency through safe and drug-free schools (2007). Safe and Drug-Free Schools and Communities Advisory Committee. <http://www.ed.gov/about/bdscomm/list/sdfscac/comment.html>

>The impact of gang formation on local patterns of crime (2007). Journal of Research in Crime and Delinquency, 44(2) 208-237. <http://www.sagepub.com/journal.aspx?pid=145>

>Revenues and expenditures for public elementary and secondary education (2007) National Center for Education Statistics. [Http://nces.ed.gov/pubs2007/expenditures/](http://nces.ed.gov/pubs2007/expenditures/)

>Ethnocultural aspects of suicide in young people: A systematic literature review (2007)
Part 1. Rates and Methods of Youth Suicide
Part 2. Risk factors, precipitating agents, and attitudes toward suicide
E. Colucci & G. Martin. Suicide and Life Threatening Behavior, 37(2) 197-237.
<http://www.guilford.com/pr/jnsl.htm>

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 100 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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“Even as wisdom often comes from the mouths of babes, so does it often come from the mouths of old people. The golden rule is to test everything in the light of reason and experience, no matter from where it comes.”

Mahatma Gandhi

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

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

In mid June, we sent a survey to a broad range of school leaders asking three brief questions:

- (1) Are you aware of any school improvement planning designed to develop a comprehensive systemic approach for addressing barriers to learning and teaching.
- (2) If you are, at this state of its development, how well does the learning support system

focus on (a) developing classroom and schoolwide interventions to both (enhance how students cope with barriers to learning and (b) re-engage them effectively in classroom instruction?

(3) Is someone designated as the administrative leader to ensure development and effective implementation of a comprehensive systemic approach for addressing barriers to learning and teaching.

(If you know of a district we may have missed, let us know and we will contact them.)

We are just now receiving the first responses. It is relevant to note that, of the first 100+ responses received, only about 30% of the respondents indicate knowing about some school improvement planning designed to develop a comprehensive systemic approach for addressing barriers to learning and teaching.

Assuming these data are representative and given the plateau of test scores in so many schools and districts, we think it is imperative for schools to accelerate the focus on developing a system of learning supports.

And, the summer provides an important opportunity for engaging in such a process.

To aid in this work, our Center has a variety of guides, resources, and tools for strategic planning, implementation, and capacity building. Such resources also help to deepen learning about the substance and processes of the work to be done. For easy access, we have been evolving an online “Toolkit for Rebuilding a Comprehensive System of Learning Supports” see <http://smhp.psych.ucla.edu/toolkit.htm>

The kit is divided into three sections.

- >Section A offers exemplars and guides related to moving forward with a comprehensive system of learning supports.

- >Section B includes a variety of brief guidance and blueprint notes, tools, and training materials developed by the Center at UCLA to aid capacity building (particularly staff and stakeholder development).

- >Section C provides the menu of over 130 specific Quick Finds available in the online clearinghouse accessed through the Center at UCLA. Each Quick Find is a gateway to a host of resources.

If you need assistance is doing this work, please let us know.

More generally, as you do your action planning for the next year, you might want to anticipate the predictable challenges of the school year. See “Ideas for Enhancing Support at Your School” for a month by month look at opportunities and challenges at <http://smhp.psych.ucla.edu/schoolsupport.htm>

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“Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.”

A. A.Milne

Summer is a time to stop bumping our heads and take the time to plan some new directions for learning support.

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****OTHER HELPFUL INTERNET RESOURCES**

- >Youth Suicide Fact Sheets based on National Violence Death Reporting System.

<http://www.sprc.org/library/youthsuicidefactsheet.pdf>
<http://www.sprc.org/library/youthsuicidestudentstatus.pdf>

>Fact Sheet Summarizes the Cost of Violence in the United States

<http://www.cdc.gov/ncipc/factsheets/costofviolence.htm>

>Family Involvement in Middle and High Schools.

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/adolescent.html>

Family Involvement in Elementary School Children's Education

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/elementary.html>

>Understanding High Schools Graduate Rates

<http://www.all4ed.org/publications/wcwc/index.html>

>Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff: From the Common Core of Data School Year 2005-06

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007352>

>Mapping 2005 State Proficiency Standards onto the National Assessment of Education Progress. <http://nces.ed.gov/nationsreportcard/researchcenter/statemapping.asp>

>Most school districts have developed emergency management plans, but would benefit from additional federal guidance

<http://www.gao.gov/cgi-bin/getrpt?gao-07-609>

>Practical Information on Crisis Planning: A Guide for Schools and Community. U. S.

Department of Education and the Office of Safe and Drug Free Schools.

<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

>Comparing Drug Testing and Self Report of Drug Use Among Youths and Young Adults in the General Population

<http://oas.samhsa.gov/validity/drugtest.cfm>

>Illicit drug use by race/ethnicity in metropolitan and non-metropolitan counties: 2004 and 2005.

<http://oas.samhsa.gov/2k7/popdensity/popdensity.cfm>

>State estimates of depression, 2004 & 2005

<http://oas.samhsa.gov/2k7/states/depression.cfm>

>Association of Multiple Family Group Therapy and the Multiple Family Group

<http://www.multiplefamilygrouptherapy.com>

>Description and employment criteria of instructional paraprofessionals

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007008>

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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“There are two rules for success: 1) Don't tell all you know.”

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****A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

Below is just a small sample. For additional and ongoing information about conferences, refer to our website Conferences section at <http://smhp.psych.ucla.edu/upconf.htm>

>National Institute on Out of School Time, 7/9-13, Boston, MA. <http://www.niost.org/>

>American School Health Association, 7/9-13, Honolulu, HI
http://www.ashaweb.org/annual_conferences.html

>National Coordinating Committee on School Health and Safety, 7/18, Arlington, VA
<http://mchb.hrsa.gov/healthystudents>

>Improvisation for Lasting Change: Setting the Stage for Creative Collaboration in Social Work Practice, Teaching, and Research, 8/3-5, Orono, ME
Contact barbsilv@hotmail.com

>Sustainable Schoolwide Social and Emotional Learning Implementation Workshops, 8/6-7, Chicago, IL <http://www.casel.org>

>Youth, Education & Law: Current Issues, New Directions, 9/6-8, New Orleans, LA
<http://www.abanet.org/publiced/conference/lre07.html>

>2007 Cradle to Prison Pipeline Crisis in America National Summit, 9/25-26, Washington, DC.
<Http://www.childrensdefense.org/>

>National Conference on Truancy, 10/10-12, Palm Springs, CA. <http://www.cascwa.org>

>National Injury & Violence Prevention Research Conference, 10/10-11, Columbus, OH.
<http://www.savirweb.org/documents/confbrochure2007.pdf>

>Reducing Disproportionate Minority Contact in Juvenile Justice by Making the Right Connections, 10/25-27, Denver, CO. <http://ojjdp.ncjrs.gov>

>National Prevention Summit, 11/27-29, Washington, DC.
<http://www.cdc.gov/cochp/conference/index.htm>

Note: If you want to list your conference, please email information to ltaylor@ucla.edu

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“It’s not who you know, it’s whom you know.”

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

Below is just a sample. If you want to Surf the Internet for Funds, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to Financing and Funding. You will find links to funding sources and to a Quick Training Aid on Financing Strategies to Address Barriers to Learning.

For update info on federal grants, see the electronic storefront at <http://www.grants.gov>. There you can double check due dates and access applications.

A Few Examples of Current Grant Opportunities

>U. S. Department of Education

>>Smaller Learning Communities Program (84.215L) Due date 7/17/07
<http://www.grants.gov/search/search.do?oppId=13973&mode=VIEW>

>National Institute of Health (R01 grants: Deadline 10/05/07

>>Early Identification and Treatment of Mental Disorders in Children and Adolescents
<http://grants.nih.gov/grants/guide/pa-files/pa-07-158.html>

>>Research on the Reduction and Prevention of Suicidality
<http://grants.nih.gov/grants/guide/pa-files/pa-07-079.html>

>Substance Abuse Mental Health Service Administration
>>Knowledge Dissemination Conference Grants. Due 10/31/07
http://www.samhsa.gov/grants/conference/pa_06_001_conference.aspx

Calls for Proposals

>Office of Juvenile Justice and Delinquency Prevention invites proposals for presentations at its national Disproportionate Minority Contact conference. Deadline 7/20/07.
<http://ojjdp.ncjrs.gov/dmc/resources/callforpresentations.pdf>

>Journal of Youth Development: Bridging Research and Practice is interested in receiving papers for publication consideration in the following categories: (1) Research and Evaluation Strategy Articles (2) Resource Reviews. Manuscripts are accepted at anytime.
[Http://www.nae4ha.org/profdev/joyd/index.html](http://www.nae4ha.org/profdev/joyd/index.html)

>Journal of Consulting and Clinical Psychology call for papers for special section on “Moving beyond efficacy: factors influencing the outcome of evidence-based psychological interventions with children and adolescents” Due January 15, 2008.
[Http://www.apa.org/journals/ccp/papercall.html](http://www.apa.org/journals/ccp/papercall.html)

>Journal for Prevention & Intervention in the Community call for papers for special issue “The Interface of Family, School, and Community Factors to Protect Youth and Children.” Deadline September 1, 2007. See <http://www.ces.ncsu.edu/depts/fcs> or contact karen_debord @ncsu.edu

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“A journey of a thousand miles begins with a cash advance.”

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****UCLA CENTER ACTIVITIES AND RESOURCES UPDATE**

>>Letter sent to House and Senate Education Committees urging a focus on addressing barriers to learning in the reauthorization of No Child Left Behind. As of now, this letter is endorsed by 51 organizations and 178 other individuals. See the list online at <http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf>

As the reauthorization process moves forward, we will continue to use this letter and other means to focus attention on this matter. If you haven't already, let us know if you want to be added to the list and let others know about this.

>>New Center Publication

Systemic Change for School Improvement (2007) in the Journal of Educational and Psychological Consultation, 17(1) 55-77.

>>Addition to Center Policy and Practice Analysis Briefs

Youth Risk Taking Behavior: The Role of Schools

Contents: What Schools Do with Respect to Risk Taking Behaviors

Concerns about Current School Approaches

What Should Schools Do?

Recommendations for School Policy and Planning

References and Resources

Exhibits

1. Deciding to Take a Risk?

2. Suggested Common Elements of Promising Programs

3. What Researchers Say About School Engagement

Appendices

A. About School Engagement and Re-engagement

B. A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports

>>Improving Access to Resources and Publications – We have begun additional refinements in the “Resources & Publications” section of our website. The first step involves modification of the online catalogues in terms of access by either format or topics. The revised pages will be up and running later this week. Take a look and let us know if we are on the right track. Over the summer, we will improve topical access by further development of each QUICK FIND on the dropdown menu. Let us know other topics you would like us to add and also share information about other resources we should include in any of the QUICK FINDS.

>>Outreach mailing to education leaders – As noted in the section on “This month’s focus for schools to address barriers to learning,” the Center spent a good deal of time in June outreaching to education leaders across the country. One facet of this was the survey mentioned in that section.

The other facet involved dissemination of a “School Improvement Tool for Moving toward a Comprehensive System of Learning Supports: Mapping & Analyzing Learning Supports” This tool outlines a six step process that can be used by planners and decision makers to chart all current activities and resource use (e.g., school, district, community) as a basis for evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward. It is one of the tools included in the “Toolkit for Rebuilding a Comprehensive System of Learning Supports” mentioned above. It is proving to be a useful device for school improvement planning. See <http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact

Howard Adelman and Linda Taylor, Co-directors

School Mental Health Project/Center for Mental Health in Schools

UCLA Department of Psychology

Los Angeles, CA 90095-1563

Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716

Email: smhp@ucla.edu

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Check out our sister center, Center for School Mental Health Analysis and Action, at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“Hard work never killed anyone, but why chance it?”

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****TRAINING AND JOB OPPORTUNITIES**

Note: For info on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm>

Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

Here are a few opportunities that have been brought directly to our attention this month:

<Research>

Two positions (data analyst and research association) available at the Prevention Research Center of Pennsylvania State University (<http://www.prevention.psu.edu>).

Contact Barb Oldro (bbg3@psu.edu)

<Postdoctoral>

University of Virginia, Center for Advanced Study of Teaching and Learning has a post-doctoral position related to an intervention that is designed to enhance the quality of adolescents’

interactions with their teachers in secondary school classrooms.
See <http://www.virginia.edu/vprgs/CASTL/>

<Internship>

Children's Defense Fund, Washington, DC. For information contact Jonathan Rybka at 202-628-8787. See <http://www.childrensdefense.org>

<Postdoctoral>

Research position in violence prevention, University of Illinois at Chicago, Interdisciplinary Center for Research on Violence. See <http://www.uic.edu/orgs/violencecenter/> or contact Paul Schewe <http://www.uic.edu/~schewepa>

<Postdoctoral>

Prevention research with children, Arizona State University Psychology Department and the Program for Prevention Research. Application deadline is August 1, 2007. Contact Laurie Chassin at laurie.chassin@asu.edu

<Postdoctoral>

Socio-emotional development research, University of Notre Dame. Deadlines July 15, 2007, Contact Julie Braungart-Ricker, 100 O-Shaughnessy Hall, Notre Dame, IN 46556.

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“Hard work pays off in the future. Laziness pays off now.”

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****COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

>From a Member of our Advisory Committee

“In light of recent events, increasingly rigid policies appear to have emerged in schools with regard to student threats, including suspension, police reports, even expulsion. Having cogent recommendations and discussions regarding this matter that allow room for clinical judgement and the understanding of the developmental nature of some of these 'threats' would be greatly appreciated.”

Please send your comments on this to ltaylor@ucla.edu for compiling and sharing.

>Request received asking that information be shared about the following books for teens:

“I'm not alone: A Teen's guide to living with a parent who has a mental illness”

“Finding My Way: A Teen's Guide to Living with a Parent Who has Experienced Trauma”

See <http://www.seedsofhopebooks.com>

> Re. last month's issue: Retaining Teachers

#1. “I am a teacher, and I think that the problem of teacher retention can be largely solved by placing more responsibility on the student. Many of my students do not seem to care a great deal about their success in school. These students should be directed into programs that allow them to work, earn money, and study for the vocation that they will be following in life, instead of forcing them into college prep programs. This would help with the discipline problems that are the primary reasons teachers feel dissatisfied and drop out of education. The students who follow a Voc-Ed route in high school, should be allowed to enter Community College in the future if they decide that they do wish to further themselves. A motivated Jr. College student can get caught up academically in a very short time. My plan would make a lot of unhappy people more satisfied and prepared than our present system does.”

#2. “We would say [the answer is] better selection criteria. Calstate Teach has some retention

information and they use the Haberman Star Teacher Selection Interview for their teacher candidates.” See <http://www.habermanfoundation.org>

#3. Of relevance to any discussion of teacher retention is the publication from the National Commission on Teaching and American's Future on the cost of teacher turnover (http://www.nctaf.org/resources/demonstration_projects/turnover/teacherturnovercoststudy.htm)

Here is a brief excerpt from the Executive Summary:

“**The Cost of Teacher Turnover** – Low performing schools rarely close the student achievement gap because they never close the teaching quality gap — they are constantly rebuilding their staff. An inordinate amount of their capital — both human and financial — is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students. Student achievement suffers, but high turnover schools are also extremely costly to operate. Trapped in a chronic cycle of teacher hiring and replacement these schools drain their districts of precious dollars that could be better spent to improve teaching quality and student achievement.....

Recommendations

1. Invest in new teacher support and development – Comprehensive induction programs have been proven to increase teacher retention and improve student achievement. The costs of such programs could be offset by the savings achieved through decreases in the costs of turnover.

2. Target comprehensive retention strategies to at-risk schools – Teachers leave at-risk (low-income, high-minority, low-performing) schools at high rates. Retention initiatives in these schools have the greatest potential for a high return on investment, both in terms of resources and school performance.

3. Track teacher turnover and its costs annually -- In order to make sound decisions, school leaders and policymakers need data on teacher turnover and its costs. By tracking teachers and costs year by year, school leaders and policymakers will be able to determine where to invest in teacher retention and the impact of these investments.

4. Amend NCLB to hold school leaders accountable for turnover and its costs --To ensure that every child has access to a school with a rate of teacher attrition and experience that is comparable to all other schools served by its local education agency, each local and state education agency should be required to publicly report the distribution of qualified teachers, the average years of teaching experience in each school, the annual rate of teacher and principal attrition, and the cost of that attrition for each school it serves.

5. Upgrade district data systems -- Most districts have huge collections of data on the cost elements associated with teacher turnover, but the current data systems stand in the way of accurate and timely analysis. Coherent data systems should be created to house cost data in a way that is easily accessible and analyzable.”

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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. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) 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:
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