

where the sparse resources available to public education are being diverted.”

Here are a few quotes from the program:

On Testing: “The testing business this year is about a \$2.6 billion business in the United States and that focuses on K-12 testing. And that's had fairly strong, high single digit growth to low double digit growth over the past several years since the passage of NCLB. NCLB tests account for about a third of the overall testing business. Because states are spending more money on testing, also known as assessment, more companies are getting in on the action.”

On Wraparounds: “The big money is not in testing contracts, but in so-called wraparounds. Those are text books, teaching manuals and practice exams that schools buy to help students prepare for the mandated tests. ... winning a state-testing contract opens the door to more lucrative test-prep sales. If you use company X and company X has one of the major texts in the area, that text will be aligned to the test that the company is providing as well. And that's not a secret; everyone knows that.”

On Tutoring: “Tutoring is now a \$4 billion industry with millions of students signing up for tutoring services every year. The No Child Left Behind Act allows low-income children in failing schools to receive tutoring services, with the local government picking up the bill. The law has spurred growth across the industry. And with 10 percent growth in tutoring revenues expected this year, there is room for companies both big and small to multiply.”

What issues do you see in all this? Let us hear from you so we can share perspectives from around the country. Send to Ltaylor@ucla.edu

#####

****NEWS FROM AROUND THE COUNTRY**



>DROPOUTS/PUSHOUTS

Obviously, the problem of students leaving school before graduation has tremendous implications for all of us. If the escalating number of news articles on this matter is any indication, we all need to help school improvement decision makers understand that a greater focus in schools on psychosocial and mental health concerns is imperative if the dropout rate is to decrease. [For resources and information on this matter, see the Center Quick Find on *Dropout Prevention* – <http://smhp.psych.ucla.edu/qf/dropout.html> and the Center Intro Packet on this matter – <http://smhp.psych.ucla.edu/pdfdocs/DropoutPrev/dropout.pdf>]

Here is a sample of some recent news reports:

>>Why Students Drop Out?

Arizona State University longitudinal study tracking Arizona students from kindergarten through high school to examine behavioral characteristics of dropouts found quitting is a gradual process that starts in K-8. This is contrary to the thought that dropping out is an impulsive act and that most dropout intervention programs should target high school students. Educators are encouraged to develop strategies to improve student attendance from as early as kindergarten. 2/6/08. Arizona Central. <http://www.azcentral.com/arizonarepublic/local/articles/0206ednbyrodel0206.html>

>>Study: Texas School System Fosters Low Graduation Rates

A study by Rice University and the University of Texas at Austin shows that Texas' public school accountability system, the model for the national No Child Left Behind Act, directly contributes to lower graduation rates. By analyzing data from more than 271,000 students, the study found that 60 % of African-American students, 75% of Latino students and 80% of

English-as-a-second language students did not graduate within five years. Researchers found an overall graduation rate of only 33 percent. The exit of low-achieving students created the appearance of rising test scores and of a narrowing of the achievement gap. 2/15/08. Austin Business Journal. <http://austin.bizjournals.com/austin/stories/2008/02/11/daily31.thml>

>>**Dropout Report Hits Non-traditional Sites**

Schools designed as a last resort for keeping kids in school are in fact seeing an alarming dropout rate. A disproportionate number of California's dropout are coming from non-traditional schools that include charters, continuation schools and alternative programs. Such schools produced more than 40% of the state's dropouts in 2005-06, despite enrolling only 12 percent of the high school population. 2/21/08. Sacramento Bee. <http://www.sacbee.com/education/story/727744.html>

>>**Dropout Rate, Suspensions on Rise in N.C.**

North Carolina high school students are dropping out in increasing numbers despite more efforts to keep them in school, prompting frustrated education leaders to call for raising the minimum dropout age from 16-18. Legislators and education officials have been paying more attention to the dropout problem since learning last year that more than 30 percent of high school students aren't graduating. 2/8/08. The News Observer. <http://www.newsobserver.com/news/education/story/932010.html>

>>**Teens May Get 5 Years to Graduate**

Some Michigan students would be able to attend a fifth year of high school – and not be counted as dropouts for failing to graduate in four. If approved by the state Board of Education, Michigan will ask the feds' permission to allow kids who have dropped out, and then return to school, to attend five years of high school without being counted as dropouts. Michigan would be just the third in the nation, following Washington and Idaho, to have an exemption for alternative education students. 2/11/08. The Detroit News. <http://www.detnews.com/apps/pbcs.dll/article?AID=/20080211/schools/802110353>

>>**Dropout Rate Targeted**

Requiring Maryland students to remain in school until they turn age 18 could drastically reduce dropout rates but would cost the state \$200 million a year and worsen the existing shortage of teachers, classroom space and other resources. A statewide task force of educators, community leaders and legislators recommended raising the compulsory attendance age as well as other proposals to reduce dropouts. 2/11/08. The Baltimore Sun. <http://www.baltimoresun.com/news/local/annearundel/bal-md.ar.dropout11feb11,0,4548737.story>



A Few Other News Items:

>**FEDERAL CAMPAIGN TO COMBAT TEEN PRESCRIPTION DRUG ABUSE**

The White House Office of National Drug Control Policy is launching its first major Federal efforts to educate parents about teen prescription drug abuse. Most teens who abuse prescription drugs say they get them from home, or from friends and relatives. The campaign involves television ads, banner ads, newspaper open letters, information sheets in pharmacies, parent brochure, community tool kit. 1/24/08. ONDCP News Room. <http://www.whitehousedrugpolicy.gov/news/press08/020808.html>

>**EXECUTIVE ORDER ESTABLISHES INTERAGENCY WORK GROUP ON YOUTH**

A coalition of Federal agencies will help support communities and organizations build on the interagency initiative "Helping American's Youth." The focus is on family, school, and community to leverage existing resources and improve outcomes for at risk youth. 2/7/08. <http://www.whitehouse.gov/firstlady/helping-youth.html>

>**STRESS ON THE IMPORTANCE OF CLUBS**

Advocates of after-school programs say that idle time can lead to trouble, especially for middle schoolers, and that school districts need to spend more money on things for kids to do when class is out. The investment, they say, can pay huge dividends in terms of student performance and parental peace of mind. 1/31/08 Des Moines Register. <http://www.desmoinesregister.com>

>**PRINCIPAL FLIGHT ON THE RISE IN THE AGE OF ACCOUNTABILITY**

School districts nationwide are finding it harder to hold on to principals as standards get tougher and the list of demands from the state and federal governments gets longer. Statewide [Texas], high turnover is particularly apparent in high schools. About 61 percent of high school principals leave their schools or the field within three years; by the fifth year, that figure increases to 76 percent. When the principalship is a revolving door at a school, experts say, it trickles down to teacher retention efforts and school reform initiatives. 2/11/08 Austin American-Statesman.

<http://www.statesman.com/search/content/news/stories/local/02/11/0211principals.html>

@#@#@#

“The higher the stakes and the longer such an accountability system governs schools, the more school personnel view students not as children to educate but as potential liabilities or assets for their school’s performance indicators, their own careers or their school’s funding.”

Austin Business Journal

@#@#@#@##

Note: Each week the Center highlights more or more newsworthy stories 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/linstolatest.htm>



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

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

>*The effects of childhood stress on health across the lifespan.* (2008) J. Middlebrooks & N. Audage. National Center for Injury Prevention and Control, Division of Violence, Prevention, CDC. [Http://www.cdc.gov/ncipc/pub-res/pdf/childhood_stress.pdf](http://www.cdc.gov/ncipc/pub-res/pdf/childhood_stress.pdf)

>Bullying and school safety (2008) G. Glew, et al., *Journal of Pediatrics*, 152(1) 123-8. [Http://journals.elsevierhealth.com/periodicals/ympd](http://journals.elsevierhealth.com/periodicals/ympd)

>A comparative study of adolescent risk assessment instruments: Predictive and incremental validity (2008) J. Welsh, et al., *Assessment*, 15(1) 104-15.

>Establishing ongoing, early identification programs for mental health problems in our schools: A feasibility study (2008) R. Nemeroff, et al, *Journal of the American Academy of Child and Adolescent Psychiatry*, epub.

<http://www.jaacap.com/pt/re/jaacap/pdfhandler.00004583-900000000-99970.pdf;jsessionid=HGyJf2v1fQq1Qzn36mJ5qZt0gTV0Jn701ZLCTDYpWTFJGGHph0Rf!-667243907!181195629!8091!-1?index=1&database=ppvovft&results=1&count=10&searchid=1&nav=search>

>*Unintentional strangulation deaths from the “choking game” among youths ages 6-19 years –*

United States, 1995-2007. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5706a1.htm>

>Mental Health Services Lacking for At-risk Children (2008) L. Hardy. *American School Board Journal*.

<http://www.asbj.com/mainmenucategory/archive/2008/march/childrenatriskmentalhealth.aspx>

>Do pediatricians think they are responsible for identification and management of child mental health problems? (2008) R. Stein, et al., *Ambulatory Pediatrics*, 8(1) 11-17.

***Family, School & Community**

>School adjustment in the early grades: Toward an integrated model of neighborhood, parental, and child processes (2008) S. Nettles, et al., *Review of Educational Research* 78(1) 3-32.

[Http://www.sciencedirect.com/science/journal/15301567](http://www.sciencedirect.com/science/journal/15301567).

>Families, schools, and disaster: The mental health consequences of catastrophic events (2008) D. Gaffney, *Family and Community Health*, 31(1) 44-53.

[Http://www.familyandcommunityhealth.com/](http://www.familyandcommunityhealth.com/)

>Community violence in context: risk and resilience in children and families (2008) E. Aisenberg & T. Herrenkohl. *Journal of Interpersonal Violence*, 23(3) 296-315.

[Http://www.sagepub.com/journal.asp?pid=108](http://www.sagepub.com/journal.asp?pid=108)

>*Prescription for danger: A report on prescription and over-the-counter drug abuse among the nation's teens.* (2008) Office of National Drug Control Policy.

http://theantidrug.com/pdfs/prescription_report.pdf

>Project-based Learning (2008) J. David. *Educational Leadership* 65(5) 80-82.

<http://www.ascd.org>

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

>Avoidable Losses: High-stakes Accountability and the Dropout Crisis (2008) L. McNeil, et al., *Education Policy Analysis Archives*. [Http://epaa.asu.edu/epaa/v16n3/](http://epaa.asu.edu/epaa/v16n3/)

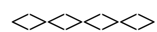
>*A Report Card on Comprehensive Equity: Racial Gaps in the Nation's Youth Outcomes* (2008) R. Rothstein. Economic Policy Institute. [Http://www.epi.org/content.cfm/racial_gaps](http://www.epi.org/content.cfm/racial_gaps)

>Public knowledge and assessment of child mental health problems: Finding from the National Stigma Study – Children. (2008) B. Pescosolido, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, January 22. [Http://www.aacap.org](http://www.aacap.org)

>Antibullying Legislation: A Public Health Perspective (2008) J. Srabstein, et al., *Journal of Adolescent Health*, 42(1) 11-20. [Http://www.sciencedirect.com/science/journal/1054139X](http://www.sciencedirect.com/science/journal/1054139X)

>Perspectives on Evidence-based Research in Education (2008) R. Slavin. *Educational Researcher*, 37(1) 5-14. <http://er.aera.net>

>Variations in Medicaid Mental Health Service Use and Cost for Children. (2008) E. Howell & J. Teich. *Administrative Policy in Mental Health*. Feb 8 epub



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

@#@#@#

“One of the things we’re hearing from students who are disconnected, or have dropped out, is that the traditional high school is not a setting where they’ve been successful, and they don’t want to return.”

Debbie Pitman

@#@#@#

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

>>March – Reducing Stress: Preventing Burnout

The impact of accountability standards has increased pressure on administrators, teachers, and students. The above news stories show the toll taken on students (dropout or push out?) and on staff (high turnover of principals). Working in high poverty school adds to the mix. Here is a brief excerpt from a 2007 report from the American Federation of Teachers that addresses this:

Meeting the Challenge: Recruiting and Retaining Teachers in Hard-to-staff schools

“If we listen to the reasons teachers give regarding why they leave their schools or the profession, they often cite the following:

- >student discipline problems and personal safety concern
- >lack of on-site support and intervention for students experiencing learning difficulties
- >poor administrative leadership and support
- >unhealthy physical plant
- >lack of faculty influence on decisions that affect student learning
- >inadequate ongoing, job-embedded professional development and other supports
- >lack of student academic success
- >inadequate time for planning, preparation, instruction
- >excessive classroom intrusions

All teachers want to succeed in the classroom. Teaching and learning cannot take place in environments where basic needs go unmet. ..this means developing new partnerships and letting go of past missteps, ultimately, it means moving forward and working together.”

One theme common in the research on burnout is the sense of working hard, yet being told not enough is accomplished. Related to this, the narrowing of the accountability in educational outcomes has accentuated the failure of schools (needs improvement, in restructuring). Taking some control over what we believe is important in evaluating our work and reporting on progress in these areas, might go a long way toward reducing this sense of frustration. Measures of efforts to strengthen student engagement in learning and a sense of connectedness to school would expand the accountability focus to better capture what we can do to increase our sense of competence and progress in creating the prerequisites for improved outcomes in learning.

For more ideas on reducing burnout and increasing engagement of all participants in schools, see Center materials and other online resource links on these Quick Find topic pages:

- >>Burnout – <http://smhp.psych.ucla.edu/qf/burnout.htm>
- >>Environments that Support Learning – <http://smhp.psych.ucla.edu/qf/environments.htm>
- >>Motivation – <http://smhp.psych.ucla.edu/qf/motiv.htm>

<><><><>

Note: You can anticipate major concerns that arise over the course of the school year that provide natural opportunities to strengthen support for learning. To see the “calendar” of monthly concerns and themes, see “Ideas for Enhancing Support at Your School this Month” on

the Center's home page at <http://smhp.psych.ucla.edu>

@##@##@#

“Over the past decade, this nation has spent billions in local, state, and federal funds on fragmented, incremental school intervention strategies that, despite noble intentions, have had precious little impact on the neediest schools... To succeed, we will have to redefine this work by making turnaround clusters into innovative, resource-rich clubs that school leaders and outside partners actively want to join...”

William Guenther & Andrew Calkins
@##@##@##@##@

****OTHER HELPFUL INTERNET RESOURCES**

>The performance of at-risk youth as tutors –
http://www.dropoutprevention.org/resource/featured_articles/perform_tutors.htm

>Public attitudes towards children with mental health conditions (#154) –
<http://www.rtc.pdx.edu/pgDataTrends.shtml>

>School Climate – <http://www.csee.net>

>Coping with Stress – <http://www.cdc.gov/ncipc/dvp/copingwithstress.htm>

>Evidence-based behavioral practice – <http://www.ebbp.org>

>After-School Toolkit: Tips, techniques and templates for improving program quality –
<http://www.ppv.org>

<><><><>

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

@##@##@#

“My life has no purpose, no direction, no aim, no meaning, and yet I’m happy. I can’t figure it out. What am I doing right?”

Charles M. Schulz
@##@##@##@##

#####

****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>

Information of each of these is updated on an ongoing bases on our website. Just click on the indicated URL. If you would like to add information on these, please send it to ltaylor@ucla.edu
#####

****UCLA CENTER – BRIEF UPDATE**

For the latest information on Center resources and activities go to <http://smhp.psych.ucla.edu> and click on What's New

Highlighted below are a few items -- all are online to make them immediately accessible at no cost and with no restrictions on use.

***New Book**

>*Mental Health in School & School Improvement: Current Status, Concerns, and New Directions*

<http://smhp.psych.ucla.edu/mhbook/mhbookintro.htm>

***New Resource Aid**

>*Frameworks for Systemic Transformation of Student and Learning Supports*

<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>

***Updated Resources**

>*Understanding and Minimizing Staff Burnout*

<http://smhp.psych.ucla.edu/pdfdocs/burnout/burn1.pdf>

>*Transitions: Turning Risks into Opportunities for Student Support*

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

>*Learning Problems and Learning Disabilities*

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

>*Confidentiality and Informed Consent*

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

>*Early Development and Learning from the Perspective of Addressing Barriers*

<http://smhp.psych.ucla.edu/pdfdocs/earlydevelop/earlydev.pdf>

*** New Publication**

>**Best Practices in the Use of Resource Teams to Enhance Learning Supports.** In

Thomas, A. & Grimes, J (Eds) (2008) *Best practices in school psychology-V*. Bethesda, MD. National Association of School Psychologists.

<<<<<<<<

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 at the 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

<<<<

And, check out our sister center – Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, 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

#####

@#@#@#@#@#

“The trouble with having an open mind, of course, is that people will insist on coming along and trying to put things in it.”

Terry Pratchett

@###@##

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

>>Colleagues' comments related to last month's Emerging Issue:

Has the emphasis on school security and student safety overwhelmed efforts to enhance a caring and supportive school climate?

(1) “Here are two articles that may help in the discussion regarding the mental health impact of school security measures.

>A Structural Analysis of School Violence and Disruption – Implications for Creating Safer Schools (1999) M. Mayer, & P. Leone. *Education and Treatment of Children*, 22(3) 333-356.

>School Discipline at a Crossroads – From Zero Tolerance to Early Response (2000) R. Skiba & R. Peterson. *Exceptional Children*, 66(3) 335-347.”

(2) “You may be interested in the recent Mayer & Leone, School Violence and Disruption Revisited: Equity and Safety in the School House (2007) [M. Mayer and P. Leone]. *Focus on Exceptional Children*, 40(1)

On a related note, the Consortium to Prevent School Violence (<http://www.preventschoolviolence.org>) is moving forward building the pipelines for multiple new projects: research brief series, fact sheet series, training PowerPoints, essays in school violence series developed by stakeholder focus groups from around the country (about 25 monthly essays in the works on a wide variety of issues with many varied stakeholder groups, training videos, and so forth.”

(3) “It has been my experience that adults, more so than kids, tend to be caught up on the issue of whether security measures and drills such as lockdowns create fear, panic, or anxiety among students. The reality is that today's children and youth are growing up in a world where security has been a part of their everyday lives. While adults get stuck in rhetoric and theory on the presence of security and preparedness measures in schools, overall kids are accepting of reasonable, balanced, and well-communicated risk reduction security measures, drills, and related strategies.

Security measures such as cameras, security and police officers, patrol cars in parking lots, and other measures are in almost every shopping center, mall, grocery store, discount store, athletic and concert arena, and other public places. In fact, in our society, if a person is a victim of crime in these places, the victims frequently pursue civil litigation for the lack of security and/or for negligent security. Yet some theorists state or imply that schools are somehow different than these other public places, and that a lower standard of basic security measures should apply in our schools.

Even at fast food restaurants we enter and exit through a limited number of open doors, employees greet us upon arrival, and cameras are in our faces at the drive-through windows. Do we need research studies to determine if these measures negatively effect us as we purchase our salads, hamburgers, or fries for lunch? For years, we have protected hamburger better than our children and teachers, and we still seem to believe that having some security measures in our schools is somehow Draconian.

I think some research on the effects of security and crisis preparedness measures in schools is a good idea. I believe that if objectively designed and implemented, with some input from professionals who actually understand what school security is about, the findings will be similar to several referenced to date that show there is not the negative impact that some theorists believe may exist. At the same time, I do not believe we need to waste millions of tax dollars on research studies when common sense applies. After terrorist attacks upon our country, we did not wait 10 years for research studies before we decided to improve some basic tenets of homeland security. Nor should we do so for school security.

Not until the past decade have we began reducing the number of wide open doors at schools,

training staff on greetings and challenging strangers, better monitoring common areas and isolated locations in our buildings, forging more meaningful relationships and partnerships between schools and law enforcement, training staff on recognizing early warning signs of violence, developing threat assessment protocols and training staff, developing and testing preparedness plans, and taking other reasonable measures. Yet "Security" continues to far too often misrepresented as physical measures such cameras and metal detectors. I think before we do anything else, we need to get a common understanding that "security" means more than having one or two pieces of equipment.

Sadly, many in the worlds of academia, the profession of education, the reporting world of the media, and elsewhere fail to understand that "school security" is as much, if not more, about crime prevention awareness and training, proactive security-related policies and procedures, and nudging people out of an "Ostrich-Syndrome" mentality that has historically created a false sense of security in our nation's schools, than it is about physical security measures such as cameras or metal detectors alone. Any competent, experienced school security professional will tell you that the first and best of line of defense is always a well-trained, highly-alert staff and student body.

One of the most frustrating things in my 25 years in the school security field is to watch professionals continually frame this issue as one of security "or" prevention? Why can we not have balanced security "and" prevention? A student who is assaulted in the back hallway of her school will not benefit much from the prevention program offered in her classroom or her scheduled counseling office session with the school psychologist (if she makes it there) after being assaulted. We must take steps to create a secure environment in order for the many other wonderful prevention, intervention, and education services to be safely and effectively delivered.

A comprehensive school safety program includes a balanced approach including prevention and intervention strategies, strong mental health programs, school climate and discipline strategies, reasonable physical security measures, emergency and crisis preparedness plans, professional development training for staff, student involvement and ownership, and partnerships with public safety officials, parents, mental health and social service agencies, and others in the broader school community. Any one of these strategies standing alone, or for that matter multiple of these strategies without the others, will not provide the best model for safer schools. The "either - or" mentality in approaching school safety must change in the minds of our adult professionals studying and practicing in this arena before we can really make in progress on school safety.”



Finally, we were asked to share the following work:

>>*OutreachArts* [described as award-winning adolescent mental health awareness films]
<http://www.outreacharts.com>

>>*Rebecca's Rose*, by Jane Hennessy, about a sister's battle with schizophrenia
(<http://authorhouse.com/bookstore>)



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:
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) 206-8716; email: smhp@ucla.edu