27 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools — UCLA Center — Program and Policy Analysis

January, 2014 (Vol. 18 #4)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? **This newsletter focuses on relevant policies and practices.**

For more on resources from our national Center, see http://smhp.psych.ucla.edu

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**We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**
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WHAT'S HERE THIS MONTH

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>*January: Re-engaging disconnected students*

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EMERGING CONCERN

2014 CALL TO ACTION CAMPAIGN

IT'S TIME TO UNIFY STUDENT & LEARNING SUPPORTS!

All signs point to now being the time for actions that can produce fundamental changes related to developing unified and comprehensive systems for addressing barriers to learning and teaching and re-engaging disconnected students.

As part of the *National Initiative for New Directions for Student and Learning Supports*, the Center has developed a nationwide outreach campaign. The outreach is designed to build awareness regarding:

- • Why it is imperative to pursue *New Directions for Student Support*

- • Ways to *Rethink Use of Resources* (Programs, Personnel, etc.)

Truly ensuring equity of opportunity for all students to succeed at school and beyond requires enlightened leadership at all levels to transform the status quo. And, it will take committed people, working together, to establish and fully unify and develop comprehensive learning support systems as part of every school improvement initiative.

For the complete call to action, see:

Call to Action & Outreach Campaign Steps you can Take
http://smhp.psych.ucla.edu/whatsnew/call.htm

If you are interested in learning more, or wish to send some comments, please contact: Ltaylor@ucla.edu

Subtract teachers, add pupils: math of today's jammed schools. The recession may have ended, but many of the nation's school districts that laid off teachers and other employees to cut payrolls in leaner times have not yet replenished their ranks. Now, despite the recovery, many schools face unwieldy class sizes and a lack of specialists to help those students who struggle academically, are learning English as a second language or need extra emotional support. Across the country, public schools employ about 250,000 fewer people than before the recession, according to figures from the Labor Department. Enrollment in public schools, meanwhile, has increased by more than 800,000 students. To maintain prerecession staffing ratios, public school employment should have actually grown by about 132,000 jobs in the past four years, in addition to replacing those that were lost. 12/22/13 http://www.nytimes.com

A poverty, not education, crisis in U.S. The latest results of the Program for International Student Assessment - which measures the knowledge and skills of 15-year-old students in math, reading and science - were released last week, and once again Finland is near the top. True, this time students in Asia claimed many of the top spots. But Finland's system remains one of the world's highest-performing, with its universal preschool program, site-based management and dislike of standardized testing often cited for its success. By comparison, U.S. student scores remained in the middle of the pack. But the most telling difference between Finns and Americans when it comes to education is child poverty. Poverty is the most relevant factor in determining the outcome of a person's educational journey, and in Finland, the child poverty rate is about 5%. In the U.S., the rate is almost five times as high. While the only long-term solution to poverty might be a good education, a good education is seldom available to children living in poverty. One reason is that spending on education has not kept pace with the rise in child poverty. While poverty grew by 40% in the Midwest and 33% in the South from 2001 to 2011, educational spending per pupil grew by only 12% in these regions over the same 10-year period. 12/10/13 http://www.usatoday.com

Does Raising dropout age reduce dropout rate? West Virginia's state superintendent said that fewer 16-year-old students dropped out of high school after the compulsory attendance age was raised to 17, but hundreds still stopped going to class. He told lawmakers that the number of 16-year-olds who dropped out of school in the 2011-2012, the first year the law was in effect, declined more than half from the previous year. West Virginia officials have been struggling for years to increase graduation rates. Raising the compulsory attendance age to 17 was seen by lawmakers as a way to help achieve that goal while boosting the state's economy and reducing the negative social effects associated with high school dropouts. Parents can be fined up to $100 and required to pay prosecution costs when their child does not attend school as required by law. After being convicted a second time, parents can be fined again can be required to go to school and remain there throughout the school day as long as a judge wants. The other option is to be sentenced to jail between five and 20 days. 12/10/13 http://www.charlestondailymail.com/News/201312100162

Parent power. A Chicago community group has built one of the strongest parent-school partnership in the nation. Over the past 18 years, the neighborhood association has recruited about 1,800 parents to spend two hours a day, five days a week for a semester or more in

their children's schools. The program also encourages parents to further their own education, in the belief that better educated parents lead to strong students and stronger communities. The program now operated in 65 schools throughout IL, some with expansion funds from the IL State Board of Education. 12/7/13. http://seattletimes.com

Seeing the Toll, Schools Revise Zero Tolerance. Faced with mounting evidence that get-tough policies in schools are leading to arrest records, low academic achievement and high dropout rates that especially affect minority students, cities and school districts around the country are rethinking their approach to minor offenses. Nationwide, more than 70 percent of students involved in arrests or referrals to court are black or Hispanic, according to federal data. Pressure to change has come from the Obama administration, too. Beginning in 2009, the Department of Justice and the Department of Education aggressively began to encourage schools to think twice before arresting and pushing children out of school. In some cases, as in Meridian, Miss., the federal government has sued to force change in schools. Juvenile judges were among the first to express alarm over the jump in the number of students appearing in court on misdemeanors, an increase they said is tied to the proliferation of school police officers. 12/2/13 http://www.nytimes.com/

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Quote from zero tolerance article

> "What you see is the beginning of a national trend here. Everybody recognizes right now that if we want to really find ways to close the achievement gap, we are really going to need to look at the huge number of kids being removed from school campuses who are not receiving any classroom time."
>
> Michael Thompson
> Dir. Council of State Governments Justice Center

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Among the sources used in gathering the above items are:
>The ECS e-clip at http://www.ecs.org
>The Update from the American Orthopsychiatric Association at http://www.aoatoday.com/news.php
Note: Each week the Center highlights newsworthy stories online at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm
If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

>January: *Re-engaging Disconnected Students*

A special focus for this month is on those who have become disengaged from schooling.

Note: Below are some ideas that could be used in preparing school staff for a discussion about re-engaging disconnected students. Could use these in a flipped professional development process, or if there is not an opportunity for a face-to-face session, the material can be forwarded to staff as a self-study professional development opportunity.

Activity to help focus staff discussion on this theme:

By this point in the year, school staff and students know that for some students "*it isn't working*." Common laments hear at schools:
- *They could do it if they only wanted to!!!*
- *These are smart kids, but they just won't do the work!*
- *If he survives childhood and adolescence, he'll probably be a very successful adult!*

What changes could be made in classrooms (with the help of student and learning supports staff) that would keep most/all students engaged in learning and re-engage disconnected students in classroom learning?

In answering this question, review:
>**Engaging and Re-engaging Students --**
http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

About *Re-engaging Students*

Some students are passively disengaged and seemed bored or burned out; others are actively disconnected – often to the point of acting out at school or not attending. Disengaged students reflect low and negative intrinsic motivation and tend to have a negative effect on staff intrinsic motivation. That is, staff feel discouraged when experiencing a lack of success with students. The failure threatens feelings of competence and self determination and too often disconnects staff from kids who need help. Since giving up on these students is no option, we need to focus on *re-engagement.* Now is a time for mid-course corrections to turn this all around. A time to think how to do some things differently to get results.

As Winnie -the-Pooh says (while Christopher Robin is dragging him by his heel downstairs and his head is bumping on each stair): *"I think there is a better way to do this if only I could stop bumping long enough to think of it."*

This is the time to stop bumping and try to re-engage students who seem to have become rather disengaged from classroom learning (and are finding other, often disruptive and inappropriate, ways to spend their time.)

Following are some ideas for starting to turn things around.

First Step: Support staff and teachers need to establish the kind of working relationship that is motivated by the desire to (a) understand the causes for students' lack of engagement and difficult behavior and (b) try some different strategies. While the initial focus may be on a particular student, move toward thinking more generally about that student as one of a type who experiences learning or relationship problems and how changes in strategy would benefit as many as we can. That makes the potential pay off much greater.

Ask WHY? Why are some students not engaged in classroom learning? Why are they misbehaving? Real pathology as the cause is relatively rare. Factors away from school can be barriers, but at this time, we should focus on some of the common school-related reasons. These include:

- not experiencing sufficient success in learning, so they give up;
- not having a good relationship with the teacher, so they react/resist;
- not having connected with a supportive group of friends, so they feel isolated/alienated.

Worse yet, a few students may be experiencing a lack of success related to all three matters. Any of the above can set a negative cycle into motion. And, once students have a negative image and reputation, we are all in trouble.

TRY:

1. ***Individual Conferences:*** Schools need to assist teachers at this time of year by facilitating time for them to conference individually with each student who has been having problems. In some cases, the student's parents need to be included. The focus is on how to use the time before and through the winter break as a period for renewing positive relationships and re-engaging the student in classroom learning. Student support staff can play a role in arranging such conferences and then covering the teacher's class while the teacher holds the conferences. The discussions should cover
   (a) why there has been a problem (without getting into a "blame-game"),
   (b) exploring new ways that *the student thinks* could make things better for all concerned,
   (c) arriving at some mutual agreements (not one-way "contracts").

2. ***Immediate Opportunities For Change of Image:*** For students who have acquired a negative reputation, it is critical to develop some immediate opportunities for them to take on some attractive, positive roles (e.g., team captain, special monitor, photographer for the school newspaper, part of the design group for the school's website).

3. ***Add Some Extra Caring Support:*** Use volunteers, aids, and/or other students to provide additional support to these specific students. Make certain the tone is one of caring not censure and that the support provides real opportunities to discover the value of learning and not another monitoring device.

4. ***Do more to account for individual differences:*** Focus on differences in both motivation as well as capability in designing learning opportunities and then implementing them in ways than enhance intrinsic motivation for ongoing learning at school. Accommodations may be needed with respect to the physical arrangement of the classroom, presentation of material, workload and nature of feedback, and more

5. ***Positive Activities When Not in School:*** Focus on connecting the student with intrinsically motivating activities and projects. These should be ways to build on the new classroom activities that have been designed to re-engage the student. Such activities can consolidate something that has been learned recently or lay a foundation for future learning (e.g., school reading and writing projects). Examples include involving students in
   (a) carrying out special roles related to holiday events,
   (b) taking pictures while on trips to special places and later bringing them to school to include in learning activities (e.g., writing stories),
   (c) choosing videotapes that teach as well as entertain, and so forth.

6. ***Keep Making Them Feel Cared About and Positively Special:*** Teachers and support staff need to keep taking special steps to bond with these students and help them re-engage in positive activities and learning. Again, use volunteers, aids, and/or other students to provide extra support.

7. KEEP IT UP UNTIL IT PAYS OFF.

For Resources Related to Re-engaging Students, See the Center's Online Clearinghouse Quick Finds on:

>*Motivation* – http://smhp.psych.ucla.edu/qf/motiv.htm
>Classroom Focused Enabling – http://smhp.psych.ucla.edu/qf/classenable.htm
>*Response to Intervention* – http://smhp.psych.ucla.edu/qf/responsetointervention.htm
>*Re-engaging Students in Learning* – http://smhp.psych.ucla.edu/qf/reengage_qt/

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

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What's wrong with our children?
Adults telling children not to be violent while marketing and glorifying violence.
I believe adult hypocrisy is the biggest problem children face in America."

Marian Wright Edelman
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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

A major facet of the Center's work is the *National Initiative for New Directions for Learning Supports* – see http://smhp.psych.ucla.edu/summit2002/ninhome.htm .

The aim is to advance the field by increasing the attention of school improvement policy makers to rethinking student and learning supports.

As part of the initiative, each month we compile information about what states, districts, and schools are doing related to moving in new directions for student and learning supports. This information is sent to participants in the *District and State Collaborative Network for Developing Comprehensive Systems for Learning Supports*. If you are not a member of this network, you can access the update on the network's page on our website – http://smhp.psych.ucla.edu/network/network.html

If you would like to be included as a participant in this collaborative network, send an email to ltaylor@ucla.edu

For more on the *National Initiative and Networks for New Directions for Learning Supports*, see http://smhp.psych.ucla.edu/summit2002/ninhome.htm

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

<h1 style="text-align:center">UCLA CENTER DEVELOPED RESOURCES UPDATE</h1>

Watch for It

Winter, 2014 Newsletter/Journal (to be released in the next day or two, here is a preview)

>*2014: It's time to unify learning support*
>*Don't advocate for another initiative: embed the work into a unified component to address barriers to learning and teaching*
>*Five essential elements of a unified and comprehensive system of learning supports*
>*2014 Call to action campaign*

When you receive the above, it would be great if you would forward it to colleagues as a stimulus for discussion and to encourage them to join in the campaign

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests from colleagues about:

>About embedding initiatives & programs to establish a unified system of learning supports
>Using online programs for students to report personnal and school problems
>Tools & coaching for establishing a unified and comprrehensive system of learning supports
>Attendance and addressing barriers
>Reframing school discipline to account for motivational causes

Note: The latest interchange is on our website at
http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)
Follow up exchanges are posted on the Center website's Net Exchange –
http://smhp.psych.ucla.edu/newnetexchange.htm

Center Featured Resource:

>***Providing tools and coaching on how to use them to create a unified and comprehensive system of learning supports***

While we have a range of tools available for all to us in working to strengthen learning supports so all students succeed, we know that it helps to have some guidance on which tools to use when and how to use them most effectively. For example, we recently received the following from a district working to strengthen learning supports:

"I am the trainer that works with our District to implement the Learner Supports System and to train the district and school teams. I am so excited that we are doing this, I have wanted to move to this framework since I first heard you present the ideas to our state department. The next step for our district leadership team is to develop survey monkey surveys of the self-study surveys. The support service staff on each of the campuses will be our targets to complete the surveys. We plan to meet to plan it out and to begin to create the surveys and I thought I would check in with you to see if this has already been done, so we don't have to reinvent the wheel."

Here was our response: Great to hear about the progress you are making in your district. With regard to moving the mapping and surveys online, we have had a couple of experiences with state departments and districts who tried this approach. However, we think that there are disadvantages to doing the work online individually. The purpose of most of our tools and activities are to promote group discussion in order to identify priorities and build shared commitment for action. We worked with one principal who met with her teaching staff

monthly to move together through the classroom survey to stimulate plans for strengthening classroom learning supports.

There are three key opportunities for group discussion:

>Exploring barriers to learning to better understand the underlying causes of what keeps students from connecting with good instruction and why it is an imperative to develop a learning support system to address them. (See *Barriers, Buffers, & Youth Development* – http://smhp.psych.ucla.edu/pdfdocs/barriersbuffers.pdf .)

>Mapping the current resources in the framework of a continuum of intervention for each of the six content areas of learning supports, i.e., classroom, transitions, home involvement, community outreach, crisis prevention/response, and student/family assistance. (See *Mapping & Analyzing Learning Supports: A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports* – http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf .)

>In depth survey of each of the six content areas of learning supports designed to look at specific ways to strengthen each of the areas. (See *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* – http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf .)

We have found that organizing a large group in small working groups of six to eight, with one member facilitating the discussion and another member taking notes works well. At the end of the discussion period (30 minutes is probably enough) the group reports out the one or two major insights (Aha moments) and recommendations. The facilitator of the large group moves the reporting out and a recorder for the large group posts the insights and recommendations on a wall chart as the group sees commonalities that allow them to decide on priorities strategies for action.

Using these tools to raise awareness of the need for a unified and comprehensive system of learning supports is a great way to launch the 2014 campaign in your school, district, or state department of education.

Need help? **Contact ltaylor@ucla.edu**

LINKS TO:

>**Upcoming initiatives, conferences & workshops** – **http://smhp.psych.ucla.edu/upconf.htm**

>**Calls for grant proposals, presentations, and papers** – **http://smhp.psych.ucla.edu/upcall.htm**

>**Training and job opportunities** – **Http://smhp.psych.ucla.edu/job.htm**

>**Upcoming and archived webcasts and other professional development opportunities** – **http://smhp.psych.ucla.edu/webcast.htm**

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu

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

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OTHER HELPFUL INTERNET RESOURCES

Featured Resource:

> *Meeting the Challenge of Combating Chronic Absenteeism –*
> http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf

Excerpt from website:
"The single most effective action by the task force was creating the NYC Success Mentor Corps, which paired at-risk students with school staff, retirees, social work students, AmeriCorps volunteers and high-school seniors. Students who had been chronically absent gained almost two additional weeks in school per year once they had a mentor. The attendance of some students with mentors rose by an entire month."

> *Monitoring the Future: National results on adolescent drug use: Overview of key findings, 2013 –*
> Tables and figures may be accessed at http://www.monitoringthefuture.org/data/data.html

> *Communities Turning the Tide on School Discipline –* http://gallery.mailchimp.com/d31c72317ed
> 7ed2db9d8e6924/files/Turning_the_Tide_on_School_Discipline.pdf

> *From Courts to Communities: The Right response to Truancy, Running away, and other status*
> *offences –* http://njjn.org/uploads/digital-library/Vera_From-Courts-to-Communities-The-Right-response -to-Truancy_December-2013.pdf

> *Does raising the state compulsory school attendance age achieve the intended outcomes? –*
> http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2014005.pdf

> *Performance of U.S. 15-Year-Old Students in an International Context: First Look at results from*
> *the 2012 Program for International Student Assessment –* http://nces.edgov/surveys/pisa/

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Teacher: *Name the four seasons.*

Student: *Salt, pepper, mustard, and vinegar.*

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HERE"S TO A HAPPY NEW YEAR FOR MORE AND MORE STUDENTS
AND THOSE WHO WORK SO HARD TO ENHANCE EQUITY OF OPPORTUNITY
FOR SUCCESS AT SCHOOL AND BEYOND

RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

>Child friendly spaces: Toward a grounded, community-based approach for strengthening child protection practice in humanitarian crises: Natural helpers play a critical role in ensuring children's safety during and in the aftermath of crises. Wessells M, Kostelny K. *Child Abuse Negl.* 2013; ePub(ePub): http://www.sciencedirect.com/science/article/pii/S0145213413003359

>Community support as a moderator of postdisaster mental health symptoms in urban and nonurban communities. West JS, Price M, Gros KS, Ruggiero KJ. *Disaster Med. Public Health Prep.* 2013; 7(5): 443-451.
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9087827

> Rejection and victimization among elementary school children: The buffering role of classroom-level predictors. Serdiouk M, Rodkin P, Madill R, Logis H, Gest S. J. Abnorm. Child Psychol. 2013; ePub http://link.springer.com/article/10.1007%2Fs10802-013-9826-9

> Racially diverse classrooms: Effects of classroom racial composition on interracial peer relationships. Barth JM, McDonald KL, Lochman JE, Boxmeyer C, Powell N, Dillon C, Sallee M. *Am. J. Orthopsychiatry* 2013; 83(2): 231-243. http://onlinelibrary.wiley.com/doi/10.1111/ajop.12026/abstract;jsessionid=17BCA5221B529FE62D1B079A5FE20776.f01t02

Policy, systems, law, ethics, finances & statistics

>Leadership, organizational climate, and working alliance in a children's mental health service system Green AE, Albanese BJ, Cafri G, Aarons GA. *Community Ment. Health J.* 2013; ePub(ePub http://link.springer.com/article/10.1007%2Fs10597-013-9668-5

>'Programs' aren't enough: Child protection must become a part of everyday life. Melton GB. *Child Abuse Negl.* 2013; ePub
http://www.sciencedirect.com/science/article/pii/S0145213413003414

>The psychology and practice of youth-adult partnerships: Bridging generations for youth development and community change. Zeldin, S., Christens, B. Powers, J. *Almerican Journal of Community Psychology* 2013. 51(3/4) 385-397. http://link.springer.com/article/10.1007/s10464-012-9558-y

>Adolescent academic achievement and school engagement: An examination of the role of schoolwide peer culture. Lunch, A., Lerner, R., Leventhal, T. *Journal of Youth and Adolescence*, 2013, 42 (1) 6-19. http://link.springer.com/article/10.1007/s10964-012-9833-0

Child, adolescent, and young adult's mental and physical health

> Self-esteem and social support as moderators of depression, body image, and disordered eating for suicidal ideation in adolescents. Brausch AM, Decker KM. *J. Abnorm. Child Psychol*. 2013; ePub(ePub): ePub http://link.springer.com/article/10.1007%2Fs10802-013-9822-0

> Multiple service use: The impact of consistency in service quality for vulnerable youth Sanders J, Munford R, Liebenberg L, Ungar M. *Child Abuse Negl*. 2013; ePub
http://www.sciencedirect.com/science/article/pii/S0145213413003293

>Adolescents' empathy and prosocial behavior in the family context: A longitudinal study. Yoo, H., Feng. X., & Day R. *Journal of Youth and Adolescence*, 2013, 42 (12) *http://link.springer.com/article/10.1007/s10964-012-9900-6/fulltext.html*

>Predicting life satisfaction during middle adulthood from peer relationships during mid adolescence. Marion, D., et al. *Journal of Youth and Adolescence*, 2013, 42(8) 1299-1307. http://link.springer.com/article/10.1007/s10964-013-9969-6

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. Http://www.safetylit.org

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

Note: The Center's 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. Smhp@ucla.edu

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New Year's resolution
"I will stop buttering my doughnuts."
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COMMENTS AND SHARING FROM THE FIELD

Feedback from colleagues:

(1) "I am Superintendent in IL and just want to thank you for your e-mails and the information that you send so routinely. It seems that you somehow know the right research or piece of information that is needed at the right time. I have read, shared, and learned from your work and appreciate having a consultant available that sends me the latest and best research. We are working hard to make this good district great and you are helping us do just that!"

(2) From a Principal in Oregon: "I want to let you know about impact your research has had on the work we are doing at our school. To begin with, it validates what we as a staff felt we already knew; that standards and preparing students for high stake testing is not preparing them for success in life. We are a K-3 school. Our main premise is that every student can be taught and everything can be learned. This goes beyond Common Core State Standards. It also includes behavior, language, perseverance, and thinking. We are building a foundation for learning that, when applied to natural human development, prepares our students to engage and thrive in an ever changing world. Thank you for your work and if we can ever be of assistance to you, please let us know."

We were asked to share the following:

(1) "Some colleagues and I have a new postdoctoral training opportunity available here at the University of Washington focused on school mental health and implementation science. Any chance you could add it to the UCLA Center's current list of training and job opportunities? I have attached a .pdf of the job ad to this email. The specifics are also available here: http://www.seattleimplementation.org/2013/11/university-of-washington-postdoctoral-fellowship-in-school-mental-health-and-implementation-science/"

(2) "Hey. I do not mean to toot our horn, but the publication we did in 2002 entitled "Practical Evaluation for Collaborative Services: Goals, Processes, Tools, and Reporting Systems for School-Based Programs" [CORWIN Press Inc.] continues to serve us well. The many tips included in the book came from ten years of intensive work to link schools and community services. The ideas get at the basic practices folks continue to implement to serve families and children. One continuing parameter that all programs experience is that children and families come for help with multiple issues and not just one. That normally leads to the need for multiple services to be linked together in addressing any family or child. Thought the book/resource might be revisited as we address the present and future development of programs and services."

(3) "Per your enduring request for information about relevant publications, you should know that there's a special issue (just published) on school-university partnerships.
Hal A. Lawson (2013) Third-Generation Partnerships for P-16 Pipelines and Cradle-Through-Career Education Systems, Peabody Journal of Education, 88:5, 637-656"
http://dx.doi.org/10.1080/0161956X.2013.835187

(4) "Thank you for keeping my organization informed of the work you do. My Team is very passionate and knowledgeable about the need of teaching tools, techniques, strategies and more needed to help facilitators of learning re-engage students and un-learn facilitators, administrators and leaders to re-learn. We offer a 30 hour Training and over 50 printed documents/tools along with pre and post assessments, Benchmarks and Standards, Learning Rubrics, Servicing Learning and more (to make the learning happen). We refer to our work as **"<u>Woven Traditions</u>"** *"Beyond Diversity to Cultural Proficiency"* In our work we have interwoven Common Core State Standards, Character Ed. and 21st Century Skills. A Team of eight educators deliver this incredible work to those interested in Equity and becoming Culturally Proficient. Most recently adopted by The Ohio State University and several other University partners."
www.didyouknowpublishing.com/woventraditions

(5) "Your recent email regarding support systems pricked my attention. As pointed out in your correspondence, contemporary educational institutions and systems are indeed leaving a lot of students behind. That is particularly relevant to fatherless and father-challenged children. As a previous school superintendent, and currently a trainer of teachers, administrators, and board members, I have attempted to enhance teacher quality in order to facilitate better classroom practices. Even though our schools employ many talented and effective classroom teachers, the truth is that schools also employ too many ineffective classroom teachers. Therefore, I decided to create a paradigm shift in how academic content is delivered to and engages students.
Based on awareness that too many students are under-served by status quo educational institutions based on lock-step classrooms (grades 1-12) in which students are advanced according to age cohorts, I received a million dollar plus grant from a private industrial source to design non-teacher-dependent courses that address multiple causes of student and teacher failures: fatherlessness, minimum working academic vocabulary, under-delivering teachers, left-behind students, and the escalating per-pupil cost of operating conventional schools based solely or primarily on lock-step classrooms. An additional concern was/is the outrageous number of students who are being medicated primarily so they can be managed by classroom teachers.

Paradigm Accelerated Curriculum (PAC) was "born" to enable students to complete individualized courses as rapidly as desired or as slowly as needed to earn transcript credit with or without availability of a certified/competent teacher. PAC courses are available in three formats: print, CD-Rom audio-enhanced, and interactive internet…all at the lowest prices available for cash-stripped families and institutions. A distinctive feature of PAC materials is positive life principles in every lesson…which fathers ought to be teaching to their children to enhance wise decision-making. Another feature is vocabulary enhancing activities. Among the other strong features is the format that enables and encourages students to complete academic course material easily and effectively anywhere, anytime. The electronic edition (ParadigmVirtualAcademy.com) enables students to complete courses on smartphones, tablets, and personal computers where internet is available. The audio-enhanced edition is a "God-send" to students with special needs: ADHD, dyslexia, lack of confidence, limited English skills, and below-peer vocabulary. You can learn more at www.pacworks.com . As you can detect, my approach is to focus on packaging academic content in a manner that addresses multiple educational issues without dependence on classroom management systems. The advent of electronic-delivered information is nudging educators to dare to suggest that now is the time to venture away from the standard classroom model entrenched in American communities."

     (6) "Following please find the web link to the district's outline for a systematic approach for how the district is handling Social Emotional Learning. I have tried to edit the page down a bit as there was just way too much information, but if you have any questions on the process and/or our approach, I would be happy to talk w/you. Any feedback and/or suggestions are welcomed."
http://northsmithfieldschools.com/?q=anti-bullying

     (7) "I received this information from The Chapin Hall Center for Children today. It seems like something you will be interested in." *Achieving Ambitious Educational Outcomes through School and Community Partnerships* – http://www.chapinhall.org/research/report/achieving-ambitious-educational-outcomes-through-school-and-community-partnerships

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