26 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools
UCLA Center
Program and Policy Analysis

July, 2012 (Vol. 16 #10)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic journal/newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

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

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**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.
Contact smhp@ucla.edu**
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WHAT'S HERE THIS MONTH

EMERGING CONCERN

Do Public Schools Need Better Social Marketing?

Currently, some folks think that the real crisis for public education is mainly the degree to which the media is painting a negative picture of public schools. These folks stress that, while there are always problems that warrant attention, public schools are doing many things right, and those things need to be publicized.

From this perspective, social marketing becomes an important tool to help balance public appreciation of how our society is benefitting from its public schools.

Clearly, social marketing draws on concepts developed for commercial marketing. But in the context of public schools and community-building efforts, the focus is not on selling commercial products. The aim is to rekindle appreciation of how improvements are being made to further strengthen youngsters, families, and neighborhoods and engage a critical mass of stakeholder support for the fundamental role public schools play. And with respect to the transformation of public education over the next 20 years, social marketing is seen as essential in creating readiness and commitment for major systemic changes and sustaining the changes.

In our work, we emphasize social marketing as essential to establishing and sustaining new directions for student and learning supports. As aids, we are trying to develop a series of guidance notes to help others who are doing this work (e.g., see *Social Marketing As a Spiraling Facet of Program and Systemic Change* http://smhp.psych.ucla.edu/pdfdocs/socmark.pdf)

As we proceed, we need considerable input.

> *In general, what have you found effective in social marketing to enhance support for a specific school initiative or public education in general?*

We want to hear from you. Send your information and any general comments about this concern to ltaylor@ucla.edu

That's not quite what we had in mind when we talked about social marketing public schools!

FOR SALE

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Does Funding Make a Difference? According to the National Center of Education Statistics, the wealthiest districts spend far more per pupil than the national average. The Edgemont, NY spends more than $25,000 per student annually. In contrast, Barbourville, KY spends less than one-third that amount. All of the richest districts made the 2012 U.S News & World Report Best High Schools list, except for Bronxville, which ranked fourth in Newsweek's Top 20 High Schools in the Northeast. In the richest districts, up to 90 percent of the district budget is from residents' taxes. Homeowners pay an average of $18,000 in Weston, Connecticut and $43,000 in Bronxville, New York. By comparison, as little as 6 percent of school revenue is generated by local taxes in the poorest districts, with state and federal funding making up the difference. Read more: http://lifeinc.today.msnbc.msn.com/_news/2012/06/08/12089180-the-richest-school-districts-in-america?lite

Proposal to raise dropout age falls flat. Since the president urged the states to raise the minimum age at which students can drop out to age 18, only one state has raised its dropout age (Maryland will raise the dropout age to 17 in 2015 and 18 in 2017). One of the biggest concerns is cost (Maryland expects to spend $35 million more on education when the age rises to 17 and $54 million more when it rises to 18). If states simply force unwilling students to spend an extra year or two in school, many will still leave without a diploma because of poor grades. And extra counseling and remedial courses to help are expensive. Twenty-nine states let students leave school before they turn 18. Proponents argue states will save money in the long run by having a better educated workforce that will pay more in taxes. 6/16/12. Http://minnesota.publicradio.org

Two state governors sign youth suicide prevention bills into law:
    >South Carolina: The governor signed into law a bill requiring middle and high school teachers to receive suicide prevention training. The two hours of training would count toward the 120 credits that teachers need to renew their credentials every five years. 5/22/12. Http://www.thestate.com
    >Alaska: The governor signed legislation requiring suicide prevention training for certain teachers, administrators, counselors and specialists in Alaska public schools. The bill requires at least two hours of training for school personnel who work with students in grades 7-12. 6/2/12. Http://www.adn.com

Alabama's immigration law: Another barrier to learning? The law makes it criminal for undocumented immigrants to register a vehicle or rent an apartment, and penalizes anyone who employs or houses undocumented immigrants. It also requires districts to ask new students for proof of citizenship or lawful immigration status; districts then report that information to the state education department. Educators see impacts of the law play out every day in troubling trends. For example, in Foley, Alabama, educators expect the rate at which Hispanic students are held back a grade to be as much as four times what it was last year. Though scores on state achievement tests for the current year aren't available, Foley's staff are bracing for a drop in academic growth for Hispanic and English-learner students, who have been outperforming non-Hispanic white and African-American peers for the past three years. "A child who is in fear cannot learn, and that is what we are dealing with," says William Lawrence, longtime principal of Foley Elementary. Twenty percent of Foley's 1,200 students are Latino, most of them American-born. Read more: http://tinyurl.com/d2et8n5

Schedules get a makeover in schools across the country. Many states are contemplating changes in the amount of time their students spend in class. Some California school districts may be forced to trim the school calendar to save money. In Alabama and Virginia, the issues is whether a longer summer vacation will bolster the tourism industry. Meanwhile, Michigan wants to add days to the school calendar to help its lowest-performing schools. However, some research suggests that the amount of time spent in schools isn't as important as how it is used. 6/1/12. Http://www.pewstates.org

Education experts disagree on importance of school class size. Class size remains part of the debate over competing priorities at a time of fiscal constraint, increasing accountability and the ever-shifting shape of reform. Some reform advocates discount the impact of class size on student achievement in favor of focusing on what they consider a higher priority: teacher effectiveness. Generally, research into the effect of class size on achievement has found that it can have significant impact in kindergarten to second grade, though findings are mixed after that. 6/5/12 http://www.denverpost.com

Middle-schoolers get additional shots at taking high school courses. For years, eligible students, typically eighth graders, have taken high school high school foreign language, math and science classes, setting them up for Advanced Placement in high school. While about 700 seventh graders in one district take algebra, only 100 twelfth graders actually take Advanced Placement calculus. One administrator said that exposing students to high level math earlier should foster a passion for the subject, but students instead are tired of it by the time they complete enough credits to graduate. 5/30/12. Http://www.dispatch.com

Risky rise of the good-grade pill. At high schools across the United States, pressure over grades and competition for college admissions are encouraging students to abuse prescription stimulants, according to interviews with students, parents and doctors. Pills that have been a staple in some college and graduate school circles are going from rare to routine in many academically competitive high schools, where teenagers say they get them from friends, buy them from student dealers or fake symptoms to their parents and doctors to get prescriptions. The number of prescriptions for ADHD medications dispensed for young people ages 10 to 19 has risen 26 percent since 2007. 6/12/12. Http://www.nytimes.com

For a "response" to the above article see
    Teens taking ADHD drugs to get good grades: How big a problem is it? 6/11/12. Http://healthland.time.com

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    Quote from the New York Times article on "good grade pills" above High school student: "I lie to my psychiatrist, I express feelings I don't really have, knowing the consequences of it. I tell the doctor, 'I find myself very distracted, and I feel this really deep pain inside, like I'm anxious all the time,' or something like that. Generally, if you keep playing the angsty-teen role, you'll get something good."

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Among the sources used in gathering the above items are:
>The ECS e-clip at http://www.ecs.org
>The Public Education Network Newsblast at http://www.publiceducationorg
>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

RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, and Young Adult's Mental and Physical Health

>Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber.
(2012) J. Wang, et al. *Journal of School Psychology*, online first.
Http://www.sciencedirect.com

>What are the unique and interacting factors to early adolescents' empathic concerns and
perspective taking? (2012) M. Batanova & A. Loukas. *Journal of Youth and
Adolescence,* online first. Http://www.springerlink.com

>Does social connectedness promote a greater sense of well being in adolescence over
time? (2012) P. Jose, et al. *Journal of Research on Adolescence, 22*(2) 235-251.
Http://onlinelibrary.wiley.com

>The impact of the adult-child relationship on school adjustment for children at risk of
serious behavior problems. (2012) S. Tsai & D. Cheney. *Journal of Emotional and
Behavioral Disorders, 20*(2) 105-114. Http://ebx.sagepub.com

>Exploring the associations between coping patterns for everyday stressors and mental
health in young schoolchildren. (2012) S. Holen et al. *Journal of School Psychology,
50*(2) 167-193. Http://www.sciencedirect.com

>Looking on the bright side: children's knowledge about the benefits of positive versus
negative thinking (2012) C. Bamford & K. Lagattuta. *Child Development, 83*(2) 667-
682. Http://onlinelibrary.wiley.com

>Externalizing behavior problems during adolescence: An ecological perspective (2012)
R. White & K. Renk. *Journal of Child and Family Studies, 21*(1) 158-171.
Http://www.springerlink.com

Schools, Family & Community

>Predictors and pathways to civic involvement in emerging adulthood: Neighborhood,
family, and school influence. (2012) D. Mahatmya & B. Lohman. *Journal of Youth and
Adolescence,* online first. Http://www.springerlink.com

>Associations between household and neighborhood income and anxiety symptoms in young adolescents (2012) M. Vine, et al. *Depression and Anxiety*, ePub. Http://www3.interscience.wiley.com

>Teacher's perspectives on providing support to children after trauma: A qualitative study (2012) E. Alisic. *School Psychology Quarterly, 27*(1) 51-59. Http://www.apa.org
>Effects of parenting and deviant peers on early to mid-adolescent conduct problems (2012) L. Trudeau, et al. *Journal of Abnormal Child Psychology*, ePub. Http://www.springerlink.com

>Neighborhood processes, self-efficacy, and adolescent mental health. (2012) V. Dupere, et al. *Journal of Health and Social Behavior, 53*(2) 183-198. Http://hsb.sagepub.com

>Strengthening effective parenting practices over the long term (2012) M. Hagan, et al. *Journal of Clinical Child and Adolescent Psychology, 41*(2) 177-188. Http://www.tandf.co.uk

Policy, Systems, Law, Ethics, Finances & Statistics

>*Charter Schools: Additional Federal Attention Needed to Help Protect Access for Students with Disabilities.* GAO-12-543, June, 2012. http://www.gao.gov/products/GAO-12-543
Highlights - http://www.gao.gov/assets/600/591436.pdf

>Trends in risk and protective factors for child bullying perpetration in the United States. (2012) R. Shetgiri, et al. *Child Psychiatry and Human Development*, ePub. Http://www.springerlink.com

>Prevalence and correlates of mental health problems and treatment among adolescents seen in primary care (2012) I. Burnett-Zeigler, et al. *Journal of Adolescent Health, 50*(6) 559-564. Http://www.sciencedirect.com

>Social adversity, stress, and alcohol problems (2012) N. Mulia & S. Zemore. *Journal of Studies in Alcohol and Drugs, 73*(4) 570-580. Http://www.isad.com

>Addressing trauma in collaborative mental health care for refugee children (2012) C. Rousseau, et al. *Clinical Child Psychology and Psychiatry*, ePub. Http://ccp.sagepub.com

>*Breaking school rules: A statewide study of how school discipline relates to students' success and juveniles justice involvement*. (2011) T. Fabelo, et al. http://www.justicecenter.csg.org/resources/juveniles

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

Talking to teachers, Richard Rothstein stresses "... you must step up your activity not only in the classroom, but as citizens. You must speak up in the public arena, challenging those policymakers who will accuse you only of making excuses when you speak the truth that children who are hungry, mobile, and stressed, cannot learn as easily as those who are comfortable.... you simply cannot remain uninformed and silent about the social and economic context of your work...."

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

July -- Planning and staff development for a unified and comprehensive system of learning supports

The summer months provide a time to stop and regroup: to plan better ways to work together and develop learning supports into a more effective system to support all students. After the staff recovers enough from the school year, many districts host meetings to replenish staff by providing new knowledge and introducing more effective practices and better ways to work together. Making these opportunities pay off involves careful attention to both *content* and *process.*

(1) With respect to *process*, a recent report from the Annenberg Institute on School Reform, has an important perspective on learning together:
See *Beyond Individual Skills: Collective Capacity Building...*
Http://annenberginstitute.org
The report stresses: "Educators understand that it takes both individual skills and teamwork to improve student achievement..." It describes processes used by one district to build teamwork through shared learning and the development of "social capital" at schools.
   Note the following definitions from Carrie Leana used in the report: "Human capital (the skills and knowledge of individuals) has been a hot topic in recent debates about education reform. But the importance of social capital (the interactions among staff in a school) is often overlooked.... Research suggests that social capital thrives in an atmosphere of mutual trust and collective practice, and that it is a powerful predictor of student achievement."

(2) With respect to the *content* for shared learning, our center has developed a range of continuing education resources that can be accessed at no cost. Perhaps the most user friendly, is the *Rebuilding for Learning online Leadership Institute*:
http://rebuildingforlearning.scholastic.com/

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This online webinar consists of six sessions.
1. What is the Rebuilding for Learning Initiative and why is it needed?
2. What is a comprehensive system of learning supports? Intervention Frameworks
3. Reworking the infrastructure (working teams at schools, at the district, with the community)
4. Engaging and re-engaging students in classroom instruction
5. Phases and steps in system change (strategies to get there from here)
6. Action planning for implementing a comprehensive system of learning supports

An online facilitator's guide accompanies the above and organizes each session into four parts:
>a narrated powerpoint presentations (about 25 minutes)
>facilitated discussion of the presentation content, with questions for interchange
> an activity for the group related to the session's topic
>wrap up ideas and preparation for the next session.

As always, if you have any questions or think we can be helpful, feel free to contact us. For example, some districts have done a conference call with us after they have held sessions. This provides "live" opportunities for questions and discussion.

In any case, let us know ways we might be able to enrich summer learning.
Send questions, comments, requests to ltaylor@ucla.edu

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 our home page "Ideas for Enhancing Learning Supports at your school this month" on the homepage at http://smhp.psych.ucla.edu

OTHER HELPFUL INTERNET RESOURCES

>The American Family Assets Study –
    www.search-institute.org/system/files/American_Family_Assets_Study.pdf

>Growing up LGBT in America –
    http://www.hrc.org/files/assets/resources/Growing-Up-LGBT-in-America_Report.pdf

>Youth Risk Behavior Surveillance System 2011–
http://www.cdc.gov/HealthyYouth/yrbs/index.htm

>Disconnected Youth: A Look at 16- to 24-Year Olds Who Are Not Working or In School – http://www.fas.org/sgp/crs/misc/R40535.pdf

>Council of State Governments Justice Center, Breaking Schools' Rules –
http://justicecenter.csg.org/files/Breaking_Schools_Rules_Report_Final.pdf

>School Bullying: Extent of Legal Protections for Vulnerable Groups Needs to Be More Fully Assessed, GAO-12-349, May 2012 – http://www.gao.gov/products/GAO-12-349

>After school data: What cities need to know –
http://www.wallacefoundation.org/knowledge-center/after-school/collecting-and-using-data/Pages/After-School-Data-What-Cities-Need-To-Know.aspx

>Pediatricians and ADHD –
http://www.childmind.org/en/posts/articles/2012-6-5-adhd-pediatrics-finding-right-provider

>Impact in Place: A Progress Report on the Department of Ed's Place-Based Strategy –
http://www2.ed.gov/programs/promiseneighborhoods/2012/placebasedreport.doc

>Providing Learning Supports through School/Community Collaborations –
http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf

>On Transition Services for Youth with Disabilities –
http://www.urbanschools.org/pdf/OP_Trans.pdf

>The importance of being in school –
http://new.every1graduates.org/the-importance-of-being-in-school

>Building a Comprehensive System to Support All Students Getting to High School Graduation and Beyond –
http://www.aypf.org/wp-content/uploads/2012/04/Final-AYPF-forum-April-27-Brief1.pdf

>Summary Report: Student Motivation -An Overlooked Piece of School Reform –
http://www.cep-dc.org/displayDocument.cfm?DocumentID=405

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

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"Tact: the ability to describe others as they see themselves."

Abraham Lincoln

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INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

(1) From our colleague Windy Lopez at Scholastic:

"I've been speaking with my communications colleagues regarding ways to disseminate learnings around the work via our social media channels including our official education blog (i.e., *On Our Minds* – http://oomscholasticblog.com/category/education)." So she wrote the following blog (June 27, 2012) which seems worth sharing here.

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"Putting out Fires" vs. Igniting a Learning Support System:
Highlighting one district who is making the shift and seeing the outcomes.

At Scholastic we talk a lot about the power of reading and quality classroom instruction and intervention. The good news is that thanks to years of focused research and practice, education and publishing leaders are helping many teachers and children succeed. The bad news is that there is an increasing majority of students that are failing because of the complex reasons that interfere with their ability to benefit from good instruction.

Initially seeking a way to help schools rebuild after Hurricane Katrina as a corporate social investment, Scholastic came upon Drs. Howard Adelman and Linda Taylor from the Center at UCLA and their 30 years of research around creating comprehensive systems of learning supports that address barriers to learning.

These barriers can range in degree and can include everything from chronic poverty, bullying, ELL issues, domestic violence to inadequate healthcare. For those of us who have taught and (more than once) shared our lunch with a hungry student so they could get through our next lesson, we know first hand that this list of outside barriers goes on and on.

While most schools and districts have programs (and funding) to tackle these specific issues, research has shown that these student support efforts are highly fragmented (Adhoc) and marginalized (not seen as important) and therefore, generally focus on crisis intervention ("putting out the fires"). While we know there is no getting around the crisis at your door or in the hallway, we are seeing and believing in the impact of taking a systemic approach to these issues.

Since Katrina, we've expanded our work with UCLA to include a Lead District Collaborative with the American Association of School Administrators in an effort to help disseminate a new directions approach to developing a unified and comprehensive system of learning supports at schools. As part of the collaborative, Gainesville City Schools in Georgia, led by Superintendent (and trailblazer), Dr. Merrianne Dyer is seeing the outcomes of a creating and implementing a learning supports system that weaves together school, home, and community programming, funding streams and resources.

Gainesville City School's outcomes, documented in a recent case study by the Education Development Center, include an increase in graduation rates from 73.3% in 2009 to 81.3% in 2010 and 84.9 % in 2011 as well as a significant decrease in referrals for disciplinary action/tribunals. The district has also been able to further build capacity around family and community literacy engagement. The district, partnering with Gainesville City Housing Authority and other community lead organizations, has successfully started implementing the Scholastic Read and Rise family engagement

literacy program. In pre and post surveys of the first pilot, more than 92% of participating parents reported an increase in supporting their children's literacy development at home.

As Dr. Dyer puts it "We can see the power in the coherence (of our system). It's like putting a machine together and getting it to work more effectively." Gainesville and other leaders will be addressing the importance of this issue at the AASA Summer Institute in Baltimore today.

What are your thoughts and ideas about the need for a unified, comprehensive, and sustainable system of learning supports to address barriers to learning and teaching and to re-engage disconnected students?

And, check out some of the recent press coverage Gainesville has been getting about their great work!

>http://blogs.ajc.com/get-schooled-blog/2012/05/29/gainesville-city-schools-benefits-from-lessons-from-hurricane-katrina/

>http://www.gainesvilletimes.com/section/6/article/68579/

>http://georgiaslate.com/gainesville-pilot-program-helps-parents-push-reading.html

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(2) The initiative continues to benefit by learning from the work in Hawaii. On June 8, the Hawaii Department of Education, School Based Behavior Health unit, along with the Hawaii Department of Health, Mental Health Transformation Grant sponsored a meeting attended by 600 staff from a wide range of partnership organizations. Organizations involved included: Child and Adolescent Mental Health Department; Child Welfare, Early Childhood; University of Hawaii; Office of Youth Services, Families as Allies; Primary Care Association and Community Health Centers; Children's Community Councils; Department of Defense.

Our Center was invited to present our approach to the matter of: "Adopting an Inter-agency Unified and Comprehensive Framework Supporting the Behavioral and Mental Health and Well Being of Children, Youth, and Families in Hawaii."

Here's the type of comments we heard back:

"...Thank you for revitalizing a system that I have told faculties at three schools I've been lucky to be an administrator at 'trust the Comprehensive Student Support System, use it with fidelity and it works to help teachers and save kids.' ... You have given me renewed focus and inspiration and a road map to chart the progress."

(3) From PA: "I thought that you and the members of the Collaborative might find what we are doing in PA interesting. As part of an overall revision to the teacher and administrator evaluation system for the state, we are developing rubrics for evaluating student services staff. This will be the first time that separate rubrics have been developed for these positions. Prior to this specialists were evaluated using the same form as for classroom teachers. Currently, subcommittees are working with our Department of Education staff to create rubrics based upon the Charlotte Danielson Model. We expect to pilot them in some volunteer districts beginning in January 2013 and to have the system fully operational for the 2015-16 school year. This has been an excellent opportunity for representatives from all the state organizations serving educational specialists (and special education teachers) to work together on this topic."

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UCLA CENTER UPDATE

New Resource

>Blueprints for Education Reform: Have You Analyzed the Architects' Vision?
http://smhp.psych.ucla.edu/pdfdocs/blueprint.pdf
  This new brief highlights:
   I. The focus of current blueprints
   II. What's missing in most of the plans
   III. An expanded vision that directly addresses barriers to learning and teaching
   IV. Cautions that
        >More is involved than improving *coordination* and services
        >More is involved than specifying adoption of a community school approach

Featured Center Resource:

>**School Practitioner Listserv: A Weekly Community of Practice Network
    for Sharing and Interchange**
This weekly sharing among interested colleagues across the country features
requests we receive for information or assistance, our Center's response, and
feedback from others to the request. See the June 25, 2012 edition online at
http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf

For Your Consideration:
   >The impact of group dynamics in bullying

Response from a Colleague:
   >Re. Mobilizing your community to provide summer learning opportunities

Featured Center Resource:
   >Upcoming/Archived Webcasts of Interest from Across the Country:
     Opportunities for summer professional development

Here what was in the June 18 edition:

Request from a Colleague:
   >Seeking resources showing cost-benefit of school vs. community social workers

Feedback from a Colleague:
   >Mobilizing your community to provide summer learning opportunities

Featured Center Resources:
   >Job descriptions for those working to address barriers in schools
   >Learning Supports Leadership Teams

**If you would like to be part of the weekly exchange, send an email to ltaylor@ucla.edu
asking to be added to the weekly practitioner.** If you have a request you would like to see
featured in this exchange, please send it to us so we can weigh in and share it with others.

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

COMMENTS FROM THE FIELD

Responses to last month's ENEWS Pressing Concern:
 >**Risks and Responsibilities for Summer Learning**

(1) "As a veteran teacher of economically and linguistically disadvantaged students, I
agree that summer learning is one of the disparities between the children of well off
parents and less well off parents. The other is the difference in ability of parents to
provide free daily tutoring for their children during the school year.In our area (central
CA), summer school is becoming rarer due to budget cuts. I don't think there is anything
the public schools can do to resolve this issue. Private organizations can fill the void with
free summertime enrichment programs, funded by grants, for disadvantaged children. I
do not think these programs should focus on academics, especially of the drill and kill
variety. Disadvantaged kids disproportionately get way too much of that during the
regular school year. But neither should they be all fluff. The emphasis should be on the
sports, the arts, and science. As far as the other disparity, federal funds should focus on
free after-school homework help for disadvantaged children with tutors communicating
daily with classroom teachers re what the homework assignments are. Federal funds
should not pay salaries of resource teachers or administrators."

(2) "Thanks for including summer learning in the latest email blast you sent around. We
launched a campaign in CA around this issue called Summer Matters, because of the very
things you cite on your website. I've attached an overview of the work and we've started
a website to capture information and resources – http://www.summermatters2you.net

(3) *We also were asked to share the following:*

"As a teacher educator for many years, I have become increasingly troubled by the level of stress teachers endure teaching our children. As you know, teachers are more stressed than ever and nearly half of our new teachers quit within their first 5 years of teaching. Research indicates that teaching is one of the most stressful professions and that teachers are ill-equipped to deal with the stress that comes with their job. While actively confronting teacher stress and preventing burnout should be an integrated part of life and work in schools, with the many competing agendas preserving teacher well-being is not a high priority so teachers have to help themselves. Hearing the stories of stressed-out teachers firsthand ignited my desire to help teachers become more stress hardy. After a decade of research and writing my latest book, *Cultivating Teacher Renewal: Guarding Against Stress and Burnout*, is finally in press.

    This book is both evidence-based and multidisciplinary, citing more than 700 references spanning the fields of education, the social sciences, and the neurosciences. It provides an extensive review of the abundant research on stress and burnout with specific application to the teaching profession. The research and resulting strategies include the domains of behavior and classroom management, teacher emotions and emotional labor, stress management, general coping skills, and emotion regulation. Topics covered in the realm of positive psychology include building character strengths, resilience, optimism, well-being, and mindfulness. In the neurosciences, brain research has important implications for enhancing learning capacity, understanding and regulating emotions, as well as managing stress."