

**29 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



July, 2015 (Vol. 19 #10)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu



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

WHAT'S HERE THIS MONTH

**Emerging Issue

>*Equity of opportunity at school as a civil right*

**News from around the country

**This month's focus for schools to address barriers to learning

>*Using summer staff development to strengthen a unified and comprehensive System of Learning Supports*

**2015 National Initiative for Transforming Student & Learning Supports

**UCLA Center Resources Update

**Access links about:

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

**A few other helpful resources accessible from the internet

**Additional recent publications relevant to

>School, family, & community

>Policy, systems, law, ethics, finances & statistics

>Child, adolescent, and young adults' mental and physical health

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

EMERGING ISSUE

Equity of Opportunity at School as a Civil Right

On the 50th anniversary of the ESEA, Wade Henderson, president and CEO of The Leadership Conference on Civil and Human Rights cautioned that the proposed *Every Child Achieves Act of 2015* (the ESEA reauthorization) would “turn back the clock” on protecting children and their civil rights. Whatever Congress ends up doing, it seems likely this will be the case.

To counter the negative impact on efforts to advance equity of opportunity, widespread discussion is needed about equity of opportunity as a civil right. Particular attention must be paid to enhancing how school improvement plans address barriers to learning and teaching and re-engage disconnected students. This is especially critical given that the capacity building efforts related to the Common Core Standards and STEM movements fail to adequately focus on these concerns and are likely to increase inequities.

Concerned school boards, superintendents, principals, school staff, and other stakeholders need to move quickly to revisit school improvement plans with an eye to avoiding further set-backs. It is time to make substantive and lasting school improvements that enhance equity for all students to succeed at school and beyond. This requires transforming rather than just tweaking current plans.

From our perspective, we suggest adding a strategic plan for unifying student and learning supports into a primary component and then developing the component into a comprehensive and equitable system of learning supports. (See the 2015 National Initiative for Transforming Student & Learning Supports <http://smhp.psych.ucla.edu/newinitiative.html> .)

As the initiative emphasizes, *equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity and promoting whole child development.*

What are your views about all this. We look forward to sharing your responses, Send to ltaylor@ucla.edu .

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On some positions cowardice asks the question, “Is it safe?” Expediency asks the question, “Is it politic?” Vanity asks the question, “Is it popular?” But conscience must ask the question, “Is it right?” And there comes a time when one must take a stand that is neither safe, nor politic, nor popular. But one must take it because it is right.

Martin Luther King, Jr.
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NEWS FROM AROUND THE COUNTRY

School encourages parents to join kids in the classroom. A math teacher at Manual High School in Indianapolis IN invites parents without a high school diploma to join their children in the classroom. The program is a win-win: there is extra adult supervision in the classroom and the parents receive an education that will help them obtain a high school equivalency diploma. The school is raising money to pay for bus passes and baby sitting so parents can participate.
5/26/15 <http://www.indystar.com>

State Department of Education warns students who opt out of testing may not graduate. As debate over standardized testing rapped up in the state legislature, the Maine Department of Education cautioned parents and school administrators about the possible fallout from opting out of statewide assessment. Among the potential repercussions, a school could withhold a student's diploma. The Department issued the statement in the wake of the legislative education committee's discussion of LD 695, An Act of Empower Parents in the Education of Their Children by Allowing an Opt-out from Standardized Assessments. It is likely that schools with high opt out rates will be asked by the federal DOE to provide plan of how to get back to the required 95 percent participate level of testing. Federal fund could be cut at districts that fail to meet the 95 percent threshold. In one district 55 percent of juniors opted out, in another 64 percent of juniors opted out. 5/27/15 <http://bangordailynews.com>

Groundbreaking school-choice law: Help or hindrance to public system? Nevada law, signed by the governor, allows virtually all parents of K-12 students to opt out of public school but use their children's state education dollars for a customized education, including private or religious schooling, online classes, textbooks, and dual-enrollment college credits. The money goes into an education savings account (ESA), and dollars not spent by the parent in a given year roll over for future spending until the student finishes high school or opts back into public school. With this move Nevada has made itself, in some ways, the educational-choice capital of the nation. And it has added new layers to the long-standing debates about whether funneling public dollars to private school options is a catalyst for improvements or damaging to public schooling. 6/3/15 <http://www.csmonitor.com/USA/Education/2015/0603/Nevada-s-groundbreaking-school-choice-law-Help-or-hindrance-to-public-system>

Mexico drops certification requirement for US-schooled kids. Mexico enacted a measure meant to help hundreds of thousands of young migrants who have returned from the United States, dropping a requirement that they provide government-certified, translated copies of foreign school records in order to study in Mexico. Mexico had required records be certified with a seal known as an apostille and be translated by a certified translator in Mexico. The costly and cumbersome process had discouraged hundreds of thousands of returning migrant children from going to school in Mexico, or meant they could only audit courses without official recognition. Hundreds of thousands of children have returned to Mexico, mainly from the United States, after their parents were deported or chose to return. 6/15/16
<http://www.thestate.com/news/nation-world/world/article24415162.html#storylink=cpy>

Poverty, family stress are thwarting student success, top teachers say. In a survey of the 2015 state Teachers of the year, the teachers were asked to identify the greatest barriers to students academic success. The teachers ranked family stress highest, followed by poverty, and learning and psychological problems. Asked to identify three top school funding priorities, the teachers ranked "anti-poverty initiatives" as their top choice, followed by early learning and "reducing barriers to learning". 5/19/15 <http://www.washingtonpost.com>

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Quote from above article on the teacher survey:

Those three factors [family stress, poverty, learning and psychological problems] in many ways are the white elephant in the living room for us in education. As teachers, we know those factors present huge barriers to our students' success. Helping students cope with those three factors is probably the most important part of my job. But on a national level, those problems are not be recognized as the primary obstacles.

Jennifer Dorman, Maine's 2015 Teacher of the Year

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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.

From the *Education Week* blog on Finding Common Ground

http://blogs.edweek.org/edweek/finding_common_ground/2015/06/school_climate_is_it_fragmented_piecemeal_and_counterproductively_competitive.html

We All Want to Improve School Climate – the Question Is How to Make it Happen

School climate and fundamental changes in school culture are phenomena that emerge from the ongoing reciprocal transactions among involved stakeholders. Critical in all this are how students and staff address the daily with multiple, interrelated problems arising from a host of neighborhood, family, schooling, peer, and personal factors.

With these in mind, a Carnegie task force on education stressed that: While school systems are not responsible for meeting every need of their students, when the need directly affects learning, the school must meet the challenge. Meeting the challenge requires not only expanding the focus on pro-social education, but transforming student and learning supports.

School leaders are well aware of major barriers to learning and teaching and re-engaging disconnected students. Nevertheless, schools tend to address such matters in superficial ways. The trend is to keep tweaking current marginalized policies and practices rather than facing up to major systemic transformation.

For example, analyses of existing efforts to address barriers to learning and teaching yields a consistent picture of fragmented, piecemeal, and counterproductively competitive activity. When changes are made, they are generated in an ad-hoc and unsystematic manner as a variety of advocates invariably compete with each other for the sparse resources in most schools.

The widespread competition for existing resources works against enhancing a positive school climate. From this perspective, a major challenge ahead in improving school climate involves addressing four fundamental and interrelated system development problems. These are:

- Expanding the *policy framework* for school improvement to fully integrate, as primary and essential, a component for addressing barriers to learning and teaching.
- Reframing student and learning support *interventions* to create a unified and comprehensive system of learning supports in classrooms and school-wide.
- Reworking the *operational infrastructure* to ensure effective daily implementation and ongoing development of a unified and comprehensive system for addressing barriers to learning and teaching.
- Enhancing approaches for *systemic change* in ways that ensure effective implementation, replication to scale, and sustainability.

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

Using Summer Staff Development to Strengthen a Unified and Comprehensive System of Learning Supports

Over a school year, it is hard to find enough time to stop, think, and plan new ways of doing things.

It is a bit like Winnie the Pooh's experience going downstairs. As Milne describes it:

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

As illustrated by the Center's series of monthly ideas for enhancing support at a school, there is a rhythm to the course of a school year. Varying demands arise every month. Knowing these helps to anticipate and plan what to do to support students and enable learning. At most schools, support staff have been bumping along as they struggle to meet daily demands. Usually reacting with a limited set of piecemeal and fragmented strategies.

The summer months provide an opportunity to take time to plan how to be more proactive and effective. Staff who work year round can begin to develop student and learning supports into a more potent system (e.g., a unified, comprehensive, and equitable system to address barriers to learning and teaching). Planning and developing such a system not only can end fragmented approaches, it can move toward eliminating the counterproductive competition for resources and end the marginalization of student supports. Summer also allows for special personnel development.

Below are some resources to aid in establishing a leadership team to plan and build such a system.

>*Key Leadership Infrastructure Mechanisms for Enhancing Student & Learning Supports* –
http://smhp.psych.ucla.edu/pdfdocs/report/resource_oriented_teams.pdf

>*Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching* –
<http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf>

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change* –
<http://smhp.psych.ucla.edu/pdfdocs/resourcемapping/resourcемappingandmanagement.pdf>

*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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The purpose of a child' middle name is so he can tell when he's really in trouble.
Val Valentine

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2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

>Each summer the AL Dept of Ed organizes a megaconference showcasing best practices. This year five presentations focus on the transformation of student and learning supports. They are as follows:

(1) *Learning Supports Awareness: Join the Movement.* The ALSDE Office of Learning Supports is partnered with 40 districts in implementing an integrated system of learning supports, designed to help districts and schools address barriers to learning and teaching. Participants gain an awareness of learning supports in Alabama, learn how to become a part of the initiative and leave with specific examples from Boaz City Schools.

(2) *Outcomes of a Learning Supports System: What It Really Means.* How can schools effectively address barriers to learning, including those created by poverty, mobility, and other factors outside of school? Participants hear a compelling story from Blake Sims that demonstrates how a district and its schools implemented the Learning Supports framework and impacted students who struggled to overcome barriers that often seemed insurmountable. Participants leave with an understanding of how an Integrated System of Learning Supports is organized and operates from the district level to the school level to improve learning outcomes for all students.

(3) *Student Success: A Kaleidoscope of Support Services.* Focuses on concerns such as school safety, behavior, attendance, guidance and counseling, and facilitating graduation success. Prevention and Support Services proudly shares a comprehensive learning support system to enhance student success and accountability. Join in the conversation as local strategic plans are designed.

(4) *Community Collaboration: Making the Connections to Improve Student Outcomes.* As a lead district in developing an integrated learning supports system, the Shelby County district team and school teams have partnered with community agencies to provide additional support to students, families, and schools. This session focuses on utilizing community partnerships to strengthen the "school learning community" to accomplish a system of interventions to meet the needs of all students. Discussions include the impact of programs, such as school-based mental health, mentoring programs, family engagement, transitions, and college/career partnerships resulting in improved student attendance, fewer student conduct referrals, and increased graduation rates.

(5) *Two High Schools. One Goal. A Culture of Student Supports.* Building a high performing learning culture is the hallmark of two featured high schools in Alabama's learning supports schools. Montevallo High School (Shelby County) and B. B. Comer High School (Talladega County) have built student-centered climates — complete with belief systems and structures for ensuring student success. Learn how these school teams have integrated school management, instruction, and learning supports to produce phenomenal student results. Participants will leave motivated and ready to implement strategies!

>Scholastic reports they will be holding initial overview sessions as well as three-day summer institutes to begin communicating the concepts to district level staff in Jefferson County, CO and Sumter, SC. They also will have a featured roundtable at the upcoming ECS conference in Denver focusing on the need for a systems approach that ties to *Learning Supports to Early Childhood Learning* and stresses the need for federal, state, and district policy.

(Cont.)

>We received this from a district superintendent: "We began our journey with Learning Supports 2-years ago during my first year as superintendent. I wanted to share some real world anecdotal data from our system. I am forwarding you e-mails that are direct links to your work. We have a long way to go, but this journey will always be ongoing!" Here is an email he forwarded about one of the professional development sessions focused on the learning supports system – "We continue to receive positive comments from teachers regarding our summer professional learning session "Breaking down Barriers to Learning." Over 30 teachers participated in this workshop. During the day, these teachers loaded up on a school bus and toured various areas in town to see where our poverty students live. As you know, around 55% of our students live in poverty. Needless to say, it was an eye opening experience. ...

>From Gainesville City, GA Website – <http://www.gcssk12.net/teaching-and-learning.html>

Since 2009, Gainesville City School System has utilized the Comprehensive System of Learning Supports (CSLS) as an intervention framework designed to address and prevent student barriers to teaching and learning, and promotes healthy development for all students. The framework reworks operational infrastructure at the school and district level in such a way as to address the instructional, operational, and learning support needs of all students.

Through the use of a CSLS, Gainesville City School System has experienced the following positive outcomes:

- Earlier identification of barriers that impact teaching and learning
- Positive impact on school climate
- Increase in student attendance
- Decrease in student suspensions, discipline, and bus referrals
- Improved collaboration with community partners to address student and family needs

The school district's work using the framework has been recognized on a national level and has been used to assist numerous school districts across the nation in implementing the framework within their systems.

*For more information, see <http://smhp.psych.ucla.edu/newinitiative.html>

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**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM
STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, **we can help**. Send all info to ltaylor@ucla.edu .

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**You can learn many things from children.
How much patience you have, for instance.**

Franklin P. Jones

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

In the Center's quarterly *Addressing Barriers to Learning*, see

- >*How Schools and Communities Can Collaborate Better to Enhance Equity of Opportunity*
 - >*Lots of Talk about Enhancing Equity of Opportunity and Improving School Climate, But...*
- <http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer%2015.pdf>

In Education Week blog on Finding Common Ground, see Center co-directors, discussion of what's needed to enhance school climate –

http://blogs.edweek.org/edweek/finding_common_ground/2015/06/school_climate_is_it_fragmented_piecemeal_and_counterproductively_competitive.html

Topics explored in the Weekly School Practitioner Community of Practice exchange*

<http://smhp.psych.ucla.edu/practitioner.htm>

- >June 8: *About involving parents in school mental health programs*
- >June 15: *How to improve partnering among researchers and school staff to improve mental health interventions. What some colleagues suggest about the matter. Example of one district's guidelines. Developing working relationships at schools.*
- >June 22: *Promoting and supporting teacher/school staff wellness. On “grit” and poverty.*

*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>

Featured Set of Center Resources

- >Resources related to developing working relationships at schools.
- >*Want to work with schools? What's involved in successful linkages?* –
http://smhp.psych.ucla.edu/publications/54_want_to_work_with_schools.pdf
- >*Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections* – <http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf>

For more, see the Center's online clearinghouse Quick Find on *Collaboration* –
http://smhp.psych.ucla.edu/qf/p1201_01.htm

ACCESS LINKS ABOUT:

- >**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

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >Developing effective coalitions: An eight step guide –
<http://preventioninstitute.org/component/jlibrary/article/id-104/127.html>
- >Effective social and emotional learning programs: Middle and high school edition –
<http://www.casel.org/middle-and-high-school-edition-casel-guide>
- >Cultivating interconnections for vibrant and equitable learning ecosystems –
<http://www.knowledgeworks.org/>
- >Productivity promise of rural education --
http://www.bscenter.org/resources/publications/SEAF_Vol4_ProdPromiseOfRuralEdu.pdf

A FEW SOURCES FOR ETHICAL GUIDELINES

- >*Ethical conduct and professional practices* –
<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>
- >*Principles of professional ethics* –
http://www.nasponline.org/standards/2010standards/1_%20ethical%20principles.pdf
- >*Supplemental school social work ethical standards* –
<http://midwestssw.org/wp-content/uploads/Supplemental-SSW-Ethical-Standards-final-3-15.pdf>
- >*Legal and ethical issues in school counseling* –
https://asca.impakadvance.com/members_online/members/viewitem.asp?item=289257&catalog=LEGL&pn=1&af=ASCA

A FEW RESOURCES RELATED TO SCHOOL VOLUNTEER PROGRAMS

I. Guidelines for Volunteer Coordinators

- >*San Diego Unified School District volunteer coordinator's handbook* –
http://www.sandi.net/cms/lib/ca01001235/centricity/domain/62/volunteercoordinatorhandbook_final2011.pdf
- >*Seattle Public Schools Volunteer coordinator manual* –
<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/ocl/pdf/volunteers/vcmanual.pdf>
- >*Garland Schools handbook* –
http://www.garlandisd.net/departments/parenting_support/documents/2010%20Volunteer%20Handbook%20-%20Coordinator.pdf
- >*Orange County volunteer handbook* –
<http://ocps-internet.ocss-va.org/hr/Shared%20Documents/Volunteer%20Handbook.pdf>

II. Handbook for Volunteers

- >Volusia County Schools – <http://myvolusiaschools.org/volunteer-partnership/Documents/School%20Volunteer%20Handbook.pdf>
- >Baltimore County Public Schools –
<https://www.bcps.org/parents/pdf/BCPS-New-Volunteer-Handbook.pdf>

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**Mother always believed that labeling children was wrong.
This caused havoc in the maternity ward.**

Ogden Nash

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ADDITIONAL RECENT PUBLICATIONS (in print and on the web)

School, Family & Community

- >Our schools are safe: Challenging the misperception that schools are dangerous places.
D. Cornell (2015). *American Journal of Orthopsychiatry*, 85, 217-220.
<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2015-21194-004>
- >A qualitative analysis of factors influencing middle school students' use of skills taught by a violence prevention curriculum. A. Farrell, K. Mehari, A. Kramer-Kuhn, et al. (2015). *Journal of School Psychology*, 53, 170-194. <Http://www.elsevier.com/locate/jschpsyc>
- >Community service and adolescent's social capital. C. Flanagan, T. Kim, J. Collura, et al. (2015). *Journal of Research on Adolescence*, 25, 295-309. <http://onlinelibrary.wiley.com>

Policy, systems, law, ethics, finances & statistics

- >Examining the impact of policy and practice intervention on high school dropout and school completion rates: A systematic review of the literature. J. Freeman & B Simonsen (2015). *Review of Educational Research*, 85, 205-248. <Http://rer.aera.net>
- >Improving the school context of early adolescence through teacher attunement to victimization: Effects on school belonging. K. Norwalk, J. Hamm, T. Farmer, & K. Barnes 2015. *The Journal of Early Adolescence* online first <http://jea.sagepub.com/content/early/recent>
- >State funding for students with disabilities. M. Millard & S. Aragon (2015). *50 State Review*. Education Commission of the States. <http://www.ecs.org/clearinghouse/01/19/47/11947.pdf>
- >Trends in State Legislation on Student Data Privacy A. Vance (2015) *Policy Update*., 22. National Association of State Boards of Education. http://www.nasbe.org/wp-content/uploads/NASBE-Policy-Update-2015-Legislative-Session-Data-Privacy_-June-2015.pdf
- >The Mokihana Program: The effectiveness of an integrated department of education and department of health school-based behavioral health approach. B.T. Klontz, A. Bivens, S. Michels, P.H. DeLeon, & L. Tom (2015). *Psychological Services*, 12, 101-111.
<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2015-20184-003>

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

- >Understanding the role of school connectedness and its association with violent attitudes and behaviors among an ethnically diverse sample of youth. J.J. Chung-Do, D.A. Goebert, F. Hamagani, J.Y. Chang, & E.S. Hishinuma (2015). *Journal of Interpersonal Violence* ePub. <http://jiv.sagepub.com/content/early/2015/06/10/088626051558923>
- >Identifying prevention strategies for adolescents to reduce their risk of depression. K.E. Cairns, M.B. Yap, N.J. Reavley, & A.F. Jorm (2015). *Journal of Affective Disorders*, 183, 229-238. <http://www.sciencedirect.com/science/article/pii/S0165032715003195>
- >The Social Context of Urban Classrooms: Measuring Student Psychological Climate. S. Frazier, T. Mehta, M. Atkins, et al. (2015). *The Journal of Early Adolescence* online first <http://jea.sagepub.com/content/early/recent>

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

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. Let us know about publications and reports that should be included. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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Everyone is in awe of the lion tamer in a cage with half a dozen lions, everyone except school bus drivers.

Val Valentine

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SOME PRAISE FROM THE FIELD

We look forward to comments and sharing from the field. We get lots of positive comments about the Center's work but don't usually include them here. Just to acknowledge these, below we are included a few of the comments received this month.

(1) "I work with an association of tribal governments and have been advocating for tribal students in the school systems. I am very interested in following the work that is being done in relationship to how it may support needed change for tribal children. Thank you for forwarding information on the work that you are doing. I look forward to receiving more communications on the progress that UCLA is doing."

(2) "I feel like I have died and gone to heaven!!! I discovered your website and information about your center and love the work that you are doing on school reform efforts through calling for embedding mental health and pupil personnel supports in public school systems.

After 10 years as a school counselor (and years as a clinician and early childhood educator), I am committed to a career focus of school reform by promoting mental health in the schools through school support personnel, particularly, school counselors. I am wondering how I can expand on your efforts in our state and how I can support your initiative."

(3) "I have received your mailings for quite some time. Yours is the only resource of its kind that I am aware of so THANK YOU again for your help, and thank you for focusing on barriers to learning!"

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu