ENEWS: A Monthly Forum for Sharing and Interchange

June, 2007 (Vol. 11 #9)

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

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see http://smhp.psych.ucla.edu

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Feel Free to Forward this to Anyone
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WHAT'S HERE THIS MONTH

**Emerging Issue
> Retaining Teachers

****News from around the country**

**Recent Publications Relevant to
>Children's mental and physical health
>Family, school & Community
>Policy, systems, law, ethics, finances & statistics

****This month's focus for schools to address barriers to learning**
>June – Summer and summer-minded students

**Other helpful internet resources

**Upcoming initiatives, conferences & workshops

**Calls for grant proposals, presentations & papers

**UCLA Center activities and resources update

**Training & job opportunities

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

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

To subscribe/unsubscribe to ENEWS, go to http://lists.ucla.edu/cti-bin/mailman/listinfo/mentalhealth-l and follow the directions. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.
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**EMERGING ISSUE

>>>Retaining Teachers

While there is widespread sentiment for not retaining bad teachers, it has been evident for some time that too many teachers are dropping out. Some reports suggest that the proportion of new teachers leaving within their first 3-5 years is as high as 50%. It is extremely costly to recruit and train these professionals, and the loss of so many not only is a great burden financially, it is a

major factor in impeding school improvement and student learning, and it is a fundamental mental health concern.

Clearly, no one argues against doing something to reverse this trend. Issues do arise, however, over how best to retain teachers.

Almost everyone agrees that teachers deserve higher salaries. But, the economic realities of financing for public education seem to guarantee that teachers base salaries will never be high enough to ensure high rates of retention. So, some argue for individual performance bonuses, and others argue that such bonuses will exacerbate the problem. Beyond dollars, research points to factors that make the job too much to bear (e.g., too many difficult students, too little support for addressing barriers to learning and teaching, feelings of alienation from colleagues and/or students). So, some argue for smaller schools and smaller classes; others argue for major systemic changes to enhance student and staff supports in ways that focus directly on ways to support the work of teachers and enhance their sense of well-being and engagement.

The debate rages on: What should be done to retain a higher proportion of teachers?
Let us know what you think. ltaylor@ucla.edu

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**NEWS FROM AROUND THE COUNTRY

TEACHERS DROPPING OUT
"Teachers are departing the profession in alarming numbers ... but simply offering them more money won't solve the problems according to a report from the Center for Teacher Quality at Cal State Sacramento. .... Classroom interruptions, student disciplines, increasing demands, insufficient supplies, overcrowding, unnecessary meeting, lack of support – all play a role in burning out teachers." 4/27/07 Los Angeles Times. http://www.latimes.com

FEDERAL LEGISLATION INTRODUCED FOR MH IN SCHOOLS

Senator Edward Kennedy states that "Comprehensive school mental health program should be designed for all students. They should obviously include both identification and referral of specific individuals for treatment, but they should also include programs and services that promote positive mental health and prevent mental health problems for a broader population of students." The Mental Health in Schools Act of 2007 has been introduced to provide competitive grants to local education agencies in order to assist them in providing comprehensive school based mental health programs for students in k-12. 5/8/07 http://kennedy.senate.gov/newsroom/

GAO REPORT: SCHOOLS NEED MORE TRAINING FOR HANDLING EMERGENCIES
"In many cases, schools have never trained alongside local emergency response teams, and in a few districts, school officials won't even be able to use their walkie-talkies to communicate with first responders during an emergency, says the new 50-state study conducted by the Government Accountability Office." 5/18/07 USA Today. Http://usatoday.com

16% FAIL TEXAS GRADUATION TEST
"Nearly one of every six high school seniors – a record 40,182 students in the Class of 2007 – won't get a diploma this month after failing to pass all sections of the state's high school graduation test, the Texas Education Agency said. Minority students were hit hardest by the test requirement as about one in four black and Hispanic seniors were unable to made the grade..." 5/12/07. Dallas Morning News. http://www.dallasnews.com

SPECIAL ED AND EARLY INTERVENING
"Many children in special education classes may not belong there, the government says. A new

policy is aimed at intervening early with intensive teaching to give struggling students a chance to succeed in regular classroom and escape the "special ed" label.... Schools nationwide get roughly $11 billion a year in federal money for special education. In cases where districts have a disproportionately high number of minorities in special education, educators must use 15% of special education funds on intensive services in the early grades." 5/3/07
http://www.boston.com

INCREASING CONCERN ABOUT PSYCHOTROPIC MEDICATION FOR CHILDREN
"The intersection of money and medicine, and its effect on the well-being of patients, have become one of the most contentious issues in health care. Nowhere is that more true than in psychiatry, where increasing payments to doctors have coincided with the growing use in children of a relatively new class of drugs known as atypical antipsychotics." 5/10/07. New York Times. http://www.nytimes.com

HOW TO GAUGE A SCHOOL'S PROGRESS
"The call has been coming from all corners to incorporate 'growth models' into the way schools are judged. ... They say it would be more fair to schools with a high turnover of students (common in high-poverty areas), because they could show the learning outcomes of students actually that there that year, versus newcomers, who may have low scores reflecting their previous experience. " 4/26/07 Christian Science Monitor. http://www.csmonitor.com

REAUTHORIZATION OF FEDERAL EDUCATION ACT

As reported in *Education Week*, Rep. George Miller has indicated openness to "Substantial Changes" to NCLB in its Reauthorization. However, as is evident from the following summary, so far the ideas receiving the most attention still do not reflect key concerns related to addressing learning, behavior, and emotional problems. As the article indicates: "Members of the House of Representatives want changes to No Child Left Behind, and the chairman of the chamber's education committee, Rep. George Miller, is saying he's willing to make some of them. Twenty-five House members formally presented their ideas for revising the law in a meeting with the senior members of the Education and Labor Committee. Among the ideas offered: change the method for calculating districts' and schools' yearly progress to measure student academic growth and include factors other than test scores; assess students with disabilities on the basis of their progress toward meeting goals in their individualized education programs; and figure out ways to determine whether teachers are highly qualified other than by the types of credentials they have, and give rural schools leniency on the teacher-quality rules."

Note: An open letter to Congress has been sent to all Senators and Representatives about the need for a specific agenda item in the reauthorization hearings discussing school improvement policies as related to how best to address and integrate a focus on barriers to learning and teaching. The letter currently is endorsed by over 40 organizations and over150 other individuals. (The letter and endorsements are online at
http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf)
Additional endorsements are being added daily and follow-up mailings will be sent to the members of the Education Committees in both houses and to other organizations who are likely to be influencing the discussion with Congress.
    Those who would like to be added to the list still can do so by sending an email to smhp@ucla.edu.
    And, of course, everyone is encouraged to use the letter in any way you can think of so that Congress will discuss the matter. Several colleagues have indicated that they have access directly to a senator or representative or their aides and will forward the material electronically or as hardcopies. If you need hardcopies to send, just let us know, and we will get them to you quickly.

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

Also access other news stories relevant to mental health in schools through links at

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

*Children's Mental and Physical Health

>Racial disparities in mental health service use by adolescents who thought about or attempted suicide. (2007) S. Freedenthal, Suicide and Life Threatening Behavior, 37(1) 22-34. http://www.guilford.com/pr/jnsl.htm

>Depression and the initiation of alcohol and other drug use among youths aged 12-17. (2007) http://oas.samhsa.gov/2k7/newUserDepression/newUserDepression.cfm

>Effective interventions for underserved populations. (2007) Entire issue of Focal Point from the Research and Training Center at Portland University. http://www.rtc.pdx.edu

>Interventions to reduce harm associated with adolescent substance use (2007) J. Toumbourou, et al, Lancet, 369(9570) 1391-401. http://sciencedirect.com/science/journal/01406736

>Characteristics and trends of self-harming behaviour in young people (2007) K. Cleaver, British Journal of Nursing, 61(3) 148-52. http://www.britishjournalofnursing.com/

>Preventing drug use among children and adolescents: A research based guide for parents, educators, and community leaders (2007) http://www.drugabuse.gov/prevention/prevopen.html

>Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes (2007) L. Bond, et al., Journal of Adolescent Health, 40(4) 357-66.
http://download.journals.elsevierhealth.com/pdfs/journals/1054-139X/PIIS1054139X06004228.pdf

*Family, School & Community

>School violence and teacher professional disengagement (2007) B. Galand, et al., British Journal of Educational Psychology, 77(Pt 2) 465-477.
http://www.bps.org.uk/publications/jep_1.cfm

>Weekend schoolyard accessibility, physical activity, and obesity: The Trial of Activity in Adolescent Girls study (2007) M. Scott, et al., Preventive Medicine, 44(5) 398-403.
http://www.sciencedirect.com

>Prosocial involvement and antisocial peer affiliations as predictors of behavior problems in urban adolescents: Main effects and moderating effects. (2007) D. Kaufmann, et al., Journal of Community Psychology, 35(4) 417-434. http://www.interscience.wiley.com/jpages/0090-4392/

>The role of adults, public space, and power in adolescent community connectedness (2007) J. Whitlock, Journal of Community Psychology, 35(4) 499-518.
http://www.interscience.wiley.com/jpages/0090-4392/

>Boosting social and emotional competence (2007) K. Beland, Educational Leadership, 64(7) 68-71. http://www.ascd.org

>Immigrant children in U. S. Schools (2007) E. Garcia, Voices in Urban Education, 15.
http://www.annenberginstitute.org/vue/index.html

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

>Event Dropout Rates for Public Schools (2007)
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007026

>Prospective associations between delinquency and suicidal behaviors in a nationally representative sample (2007) M. Thompson, et al., Journal of Adolescent Health, 40(3) 232-7. http://www.jahonline.org

>Supplemental Education Services under NCLB: Emerging evidence and policy issues. (2007) P. Burch. http://epsl.asu.edu/epru/documents/EPSL-0705-232-EPRU.pdf

>Education actions may help improve implementation and evaluation of Supplemental Educational Services (2007) http://www.gao.gov/cgi-bin/getrpt?gao-07-738t

>Course credit accrual and dropping out of high school (2007) http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007018

>The economic costs of poverty in the United States: Subsequent effects of children growing up poor (2007) Institute for Research on Poverty. Discussion Paper no. 1327-07. Http://www.irp.wisc.edu

Note: The Quick Find online clearinghouse at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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"To do good things is noble. To advise others to do good things is even nobler –
    and a lot easier."
     Mark Twain
     @#@#@#

**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>>June – Summer and Summer-minded Students and Staff

As the traditional school year draws to a close, it is important to focus staff and students on strategies for renewal and continuing learning.
     >For students -- It is wonderful when schools help families and neighborhood resources to plan ways to provide youngsters with a wide range of summer opportunities using the school facilities, local libraries, parks and recreation, faith-based venues, and whatever else is available in the neighborhood. The focus needs to be on fun recreation, enrichment, and youth development activities, as well as additional ways to advance skills and knowledge. Organize field trips to venues such as the local library so students can enrol in summer reading and computer learning programs and to the parks for an introduction to their programs. And, of course, be certain that steps are taken to connect students who are manifesting problems to the resources they need.

Where schools are in session during the summer months, the number of students may be fewer and the opportunities for innovation greater. Teachers and learning support staff may have more time to attend to students at risk. For a wide range of ideas about helping students during the summer months take a look at "Ideas for Enhancing Support at School this Month" at http://smhp.psych.ucla.edu and scroll down to June. There you will see ideas from
     >>Primer on Summer Learning Loss, Johns Hopkins Univ. Center for Summer Learning
     >>Summer School: Unfulfilled Promise, Southern Regional Education Board
     >>Summers are for learning, Principal

Helping students find their way to the local library for motivated summer reading and learning activities might be the best school-community partnership you can develop. As Jane David and Larry Cuban note in "Cutting through the Hype: A Taxpayer's Guide to School Reforms"

"National data on reading achievement for the past 35 years strongly suggest that whichever reading approach is in vogue make no difference overall. Scores from the National Assessment of Educational Progress how little change since 1971. One exception is a jump in scores for 9 year olds from 1999 to 2004, too early to reflect changes in federal policy, but perfect timing to reflect the impact of the hugely popular Harry Potter books."

    >For staff -- Besides catching up on their lives, school staff usually catch up on their personal reading and their professional development. There are conferences and web-based learning to provide new ideas for doing the work "smarter." See relevant conferences on our website at http://smhp.psych.ucla.edu/upconf.htm . And, for a range of web-based learning, see the U.S. Department of Education series on Lead and Manage My School. http://www.ed.gov/admins/lead/safety/training/index.html

This is also an important time for "Debriefing" to explore and do some planning for how things might be done better next year. (As an aid, again see the range of "Ideas for Enhancing Support at Your School" online at http://smhp.psych.ucla.edu/schoolsupport.htm). Done well such debriefing and planning can lead to some new processes and better outcomes and renewed hope.

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Popular Bumper Sticker:
    "If you can read this, thank a teacher."
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**OTHER HELPFUL INTERNET RESOURCES

>Helping children develop "impulse control"
http://www.illinoisearlylearning.org/tipsheets/impulsecontrol.htm

>Suicidality and help-seeking behaviors in American Indian youth
http://www.rtc.pdx.edu/pgDataTrends2007.shtml

>National High School Center. http://www.betterhighschools.org/pubs/
    Dropout prevention for students with disabilities: a critical issue for state education agencies
    >State and district-level support for successful transitions into high school
    >Toward ensuring a smooth transition into high school
    >Managing the transition to ninth grade in a comprehensive urban high school

>Community Guide to Helping America's Youth
http://guide.helpingamericasyouth.gov

>Adolescent Health Initiative
http://www.acpm.org/ah/

>Clearinghouse for Sustaining and Expanding Youth Programs and Policies
http://www.financeproject.org/irc/youth/index.asp

>New Spanish publication "What does it mean to be parents"
http://www.nichd.nih.gov/significapadres

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

**A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS

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

>Interdisciplinary perspectives in adolescent substance abuse prevention & treatment. June 8, Birmingham, AL. http://adolescent.chsys.org

>Community Approaches to Mental Health Promotion, June 10, Vancouver, Canada. http://www.utoronto.ca/chp/MentalHealthSymposium2007.html

>American School Counselor Association, June 23-26, Denver, CO
http://www.schoolcounselor.org

>National Assembly on School-based Health Care, June 27-30, Washington, DC
http://www.nasbhc.org

>National Association of School Nurses, June 28-July 1, Nashville, TN
http://www.nasn.org

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

>Federation of Families for Children's Mental Health, December 7-9, Washington, DC.
http://www.ffcmh.org

>National Association of School Psychology, February 6-9, New Orleans, LA.
http://www.nasponline.org

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

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"Seen it all, done it all, can't remember most of it."
    @#@#@#@#

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

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

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

A Few Examples of Current Grant Opportunities.

>U. S. Department of Education (http://www.ed.gov)
    >>Safe Schools/Health Students Program (84.184L) Due 6/19/07

>Office of Juvenile Justice and Delinquency Prevention (http://ojjdp.ncjrs.gov)
    >>High-risk Youth Offender Reentry and Family Strengthening Initiative. Due 6/8/07

Calls for Proposals

>Federation of Families for Children's Mental Health conference. Proposals Due 6/30/07.
Http://www.ffcmh.org

>National Association of School Psychology conference. Presentations proposals due 6/15/07.
http://www.nasponline.org

@@#@#@##@@#
"I've got a mind like a ...a...what's that thing called?"
    @#@#@#

**UCLA CENTER ACTIVITIES AND RESOURCES UPDATE

>Ongoing Center Initiatives to Promote Policy and Practice Discussion

>>*Reauthorization Agenda.* The *Elementary and Secondary Education Act (*No Child Left Behind Act) reauthorization hearings have not specifically focused on addressing barriers to learning and teaching. The Center is working to encourage addition of such an agenda item – see Open Letter to Congress – http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf
We continue to receive responses for individuals and organizations that want to be added to the letter encouraging Congress to include a focus on addressing barriers to learning in the reauthorization of No Child Left Behind. If you want to be added, let us know.

>>*Call to Action Campaign.* See recent work at –
    http://smhp.psych.ucla.edu/summit2002/outreachcampaign.htm#call

>>*National Initiative: New Directions for Student Support*. See current status at –
    http://smhp.psych.ucla.edu/summit2002/currentstatus.htm

>Partnership with Scholastic, Inc. for Leadership Institutes

As reported previously, Scholastic has asked us to partner with them as they pursue an initiative called "Rebuilding for Learning." Our emphasis is on rebuilding *learning supports*. The intent is to guide policy makers and administrators as they respond to the imperative for developing a comprehensive system of learning supports to address barriers to learning and teaching at every school. As a first phase, we are currently preparing a set of introductory leadership materials; then, we will provide a series of Leadership Institutes for high level policy maker and administrator organizations with whom Scholastic works.

We have done an initial draft of the material and have revamped a tool kit to support efforts to rebuild systems for learning supports. The tool kit is already online (see http://smhp.psych.ucla.edu/toolkit.htm).

>New Publication
    "Reorganizing Student Support to Enhance Equity" by Adelman & Taylor. In Multicultural Handbook of School Psychology: An Interdisciplinary Perspective (2007) edited by G. Esquivel, E. Lopez, and S. Nahari. Lawrence Erlbaum Associates, Publishers.

>New Guidance Note
    Gateways to Resources for Enhancing Positive Outcomes for All Students:
        Resources focused on prevention, on intervening as soon as problems are identified, and for chronic and severe problems. Go to http://smhp.psych.ucla.edu. Click on Center Materials, by format. Scroll down to Guidance Notes.

>Summer Newsletter is in the mail and online at
    http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer07.pdf
     Featured in the current newsletter:
        >>Evidence-based Practices in Schools: Concerns about Fit and Context
        >>Research-base for a Comprehensive System of Learning Supports
        >>Using Data Wisely
    For financial reasons, the summer issue of our quarterly newsletter/journal is the last hard copy issue we will mail. In the future, it will be sent as an electronic attachment and website posting. As a test, a week ago we sent you the newsletter as an attachment to an email. If you didn't receive it, let us know.

>Other Recent Resources

>>Online Clearinghouse Quick Find -- *Response to Intervention*

http://smhp.psych.ucla.edu/qf/responsetointervention.htm

>>Center Policy & Practice Analysis Brief – *Youth Gangs and Schools*
http://smhp.psych.ucla.edu/pdfdocs/policyissues/Youth%20gangs%20&%20Schools.pdf

Note: For more information on the UCLA Center for Mental Health in Schools, go to the website at http://smhp.psych.ucla.edu or contact
Howard Adelman and Linda Taylor, Co-directors
School Mental Health Project/Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
Email: smhp@ucla.edu

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

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"I couldn't repair your brakes, so I made your horn louder."
   @#@#@#

TRAINING AND JOB OPPORTUNITIES

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

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

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

<Program Associates>
The Finance Project, Washington, DC. http://www.financeproject.org/about/employment.asp

<Postdoctoral>
Center for Disease Control and Prevention, Division of Violence Prevention. Atlanta, GA. Contact Daniel Whitaker at dwhitaker@CDC.gov

<School Social Worker> Brookline High School, Brookline, MA. Contact Fran Kuehn at francis_kuehn@brookline.k12.ma.us

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"I couldn't care less about apathy."
   @#@#@#

COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD

> Re. the fragmentation of efforts to provide learning supports in schools
   "If we conservatively estimate that each public school (almost 100,000) applies 10 non-curricular, non-instructional, non-sport interventions and preventions, that's a lot of potential for fragmentation. That does not count the 3,100 (+/-) U.S. counties (with family services agencies and the like), 17,000 school districts, approximately 20,000 jurisdictions (townships, towns and cities, regional governments and other educational coalitions). These large numbers don't reflect the disconnectedness among interventions and preventions WITHIN a school.
I have my own ideas on how some sanity can be applied to all of this activity, but I'll settle for addressing barriers to learning for now."

>Re. last month's issue: Response to Intervention
    "In response to the item about RTI on your electronic newsletter, I would like to note that in our state as part of the process for updating our state regulations to comply with IDEIA 2004, our Department of education held hearings to obtain input on RTI among many other issues. Advocacy groups attacked the proposal as merely a plot by educators to deny or delay services to handicapped children. Virtually no one from education stood up to them and spoke in favor of RTI. The Department convened a focus group to make a recommendation and we recommended that the state adopt RTI as its standard procedure for identifying specific learning disabilities. The State Board of Education refused to accept this recommendation and instead chose to offer districts the option of using RTI or a discrepancy model. Even this compromise is being heavily attacked although we have pointed out to the Board that IDEIA prohibits banning RTI as an option."

>We were asked to share this information:
    " I have a new book coming out in July that would be a nice addition to any school counselor's office. It's a novel about a girl living with her mentally ill and ineffective father and how she has to save her sister from her mother's abuse. But it's also about finding your value, learning to be careful what you believe about yourself, and finding your voice to speak the truth. It's the kind of book you could give a kid who is struggling with abuse/abandonment/parentification. This is my second book. My first, Save Me! A Young Woman's Journey Through Schizophrenia to Health (Doubleday) was used as a supplemental text in colleges around the country and is still available in many libraries."

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THIS IS THE END OF THIS ISSUE OF ENEWS See below for source identifying information
Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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