



ENEWS

A Monthly Forum for Sharing and Interchange



June, 2009 (Vol. 13 #9)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic 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 federally supported national Center offers, see <http://smhp.psych.ucla.edu>



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



WHAT'S HERE THIS MONTH

**Emerging Issue

>>Does closing the achievement gap require *first* closing the gaps in life conditions?

**News from around the country

**Recent publications relevant to

- >Child and adolescent mental and physical health
- >School, family, & community
- >Policy, systems, law, ethics, finances & statistics

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

>June - Summer learning to prevent loss of skills; enhance motivation to learn

**Other helpful Internet resources

**Links to

- >Upcoming initiatives, conferences & workshops
- >Upcoming and archived webcasts and online professional development
- >Calls for grant proposals, presentations & papers
- >Training and job opportunities

**UCLA Center's Latest Reports

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



>EMERGING ISSUE

>Does closing the achievement gap require *first* closing the gaps in life conditions?

The Educational Testing Service Policy Information Report "Parsing the Achievement Gap II" (April 2009 -- online at <http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>) states:

"Syntheses of many research studies establish that 16 factors related to life experiences and conditions are correlated with cognitive development and academic achievement. This report asks whether there are differences in these 16 'correlates of achievement' among different population groups that mirror the large and persistent gaps that are found in school achievement. The answer is yes, there are differences in these correlates of achievement among racial/ethnic and income groups, and those differences do mirror the achievement gaps."

The authors conclude: "The unavoidable conclusion is that if we are to close the gaps in achievement, we must first close the gaps in these life experiences and conditions."

This conclusion raises the issue: Does closing the achievement gap require *first* closing the gaps in the community and family, as well as school life experiences and conditions?

While the gist of the report certainly underscores the reality that schools *alone* can't close the achievement gap, there are many knowledgeable people who argue that schools can't wait for the society to address the ills of poverty and the underfunding of public services. And from our perspective, the report strengthens the case for enhancing how schools and communities weave together resources to develop a comprehensive and cohesive system of learning supports as a high priority component in addressing many of the factors interfering with students benefitting from instructional improvements.

What's your views on all this? Send your comments to ltaylor@ucla.edu

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*NEWS FROM AROUND THE COUNTRY

>RACISM HURTS KIDS' MENTAL HEALTH

Fifth-graders who feel they've been mistreated because of their skin color are much more likely than classmates without such feelings to have symptoms of mental disorders, especially depression according to a study involving more than 5,000 children in Birmingham, AL, Houston and Los Angeles. Hispanics had the worst mental health effects. 5/5/09
<http://www.usatoday.com>

>STUDY LINKS TEACHER MOVEMENT TO INFLUX OF BLACK STUDENTS

The best teachers tend to leave when their schools experience an influx of African-American students, according to a study of the Charlotte-Mecklenburg, North Carolina school district. A Cornell University professor studied patterns of teacher movement when the district ended its policy of busing students to keep schools racially integrated. The study showed that high-quality teachers - both black and white - were more likely to switch schools as the policy change took effect and student populations shifted. *Education Week* (report online at <http://www.journals.uchicago.edu/doi/abs/10.1086/599334>)

>MILITARY CHILDREN

Recently signed legislation makes Alaska the latest state to join the Interstate Compact on Educational Opportunity for Military Children. The compact is designed to facilitate the timely enrollment of children of military families and ensure they are not placed at a disadvantage due to difficulty in the transfer of education records, attendance requirements, scheduling, assessment, eligibility for participation in extracurricular activities and on-time graduation.
<http://www.ecs.org/00CN4353>

>HIGH-SCHOOLERS HAVE MADE LITTLE PROGRESS SINCE THE 1970S

American 17-year-olds aren't performing any better in reading and math than their bell-bottom-clad counterparts in the early 1970s. That's one conclusion from the latest round of a national test tracking long-term educational trends. On the positive side, the test shows that younger students – 9 and 13-year-olds – are making significant gains. In addition, racial differences in scores have narrowed for all three age groups over the past 30-plus years. 4/29/09.

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

>RESTRICTIONS ON SPEC. ED. SPENDING PROMPT COMPLAINTS

The Individual with Disabilities Education Act says that when federal funding increases, districts can shift a portion of their special education money to other educational purposes. With more than \$12 billion in IDEA aid coming in federal stimulus funds, districts were expecting a lot of relief. But the Department of Education has said some districts don't have that flexibility due to special education student performance. How many districts might be affected by that "guidance modification" is unknown. *Education Week*

>SCHOOLS VIE FOR GRANTS TO DOWNSIZE

Dozens of Michigan districts are planning to radically alter their large, low-performing schools by breaking them into smaller programs – and their betting on a special pot of state funding to help them do it. While the reform efforts is billed as a way to improve achievement by giving students more individual attention, experts say smaller learning environments alone are no panacea. 5/13/09. [Http://www.detnews.com](http://www.detnews.com)

>AS SENIORS GRADUATE, DEBATE CONTINUES ON EXIT EXAMS

As of March, about 4,000 of 58,000 Maryland seniors hadn't passed an exit exam or met an alternative academic standard to receive a diploma. Officials predict that graduation rates will remain roughly the same and that only a handful of seniors will be denied a diploma based on the requirement. But questions are raised about what difference the exams have made for students and whether the testing program has been worth the effort from administrators and teachers. <http://www.washingtonpost.com/wp-dyn/content/article/2009/05/24/AR2009052402862.html>

>CAP AND GOWN COSTS KEEP SOME SENIORS FROM RITE OF PASSAGE

Across the nation school staffers privy to teen problems say more students are having a hard time footing the costs of graduation. Many schools have long kept special funds for just such emergencies, small coffers that can make up the price of a prom ticket, a college test fee or other costs in special circumstances. 5/22/09. [Http://www.msnbc.msn.com](http://www.msnbc.msn.com)

>PRINCIPALS YOUNGER AND FREER, BUT RAISE DOUBTS IN THE SCHOOLS

For all of New York's recent focus and investment in school leadership, more than a quarter of teachers said in city surveys last spring that they did not trust their principals or consider them effective managers, and more than a third of those leaving the system cited the quality of school leadership as among the main reasons. 5/26/09. [Http://www.nytimes.com](http://www.nytimes.com)

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“You're a teacher, you're Judge Judy, you're a mother, you're a father, you're a pastor, you're a therapist, you're a nurse, you're a social workers, you're a curriculum planner, you're a data gatherer, you're a budget scheduler, you're a vision spreader. This is the most exhausted I've ever been.

Maxine Nodel, Principal

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Note: Among the sources used in gathering the above items are: ECS e-Clips
<http://www.ecs.org/e-clips> and the Public Education Network (PEN) - NewsBlast
http://www.publiceducation.org/newsblast_current.asp

Each week the Center highlights newsworthy stories online at
<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning
through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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***RECENT PUBLICATIONS (in print and on the Web)**

Child, Adolescent, Young Adult Mental and Physical Health

>The prevention of depression children and adolescents: A review. (2009) T. Gladstone & W. Beardslee. *Canadian Journal of Psychiatry* 54(4) 212-221.

<http://ww1.cpa-apc.org:8080/Publications/cjpHome.asp>

>Urban middle school students/perceptions of bullying cyberbullying, and school safety (2009) K. Varjas, C. Henrich, & J. Meyers. *Journal of School Violence* 8(2) 159-176.

<http://www.informaworld.com/>

>Risky behavior of adolescent college students (2009). Ahern NR. *Journal of Psychosocial Nursing Mental Health Services* 47(4): 21-5.

<http://www.safetylit.org/week/journalpage.php?jid=3586>

>A school-based organization intervention for young adolescents with attention-deficit/hyperactivity disorder (2009) S. Evans, et al., *School Mental Health*, 1(2) 78-88.

<http://www.springerlink.com>

>Research Updates on Teacher Consultation for Students with ADHD, special issue of *School Psychology Review* (2009) 38(1) <http://www.nasponline.org>

>Sports participation and juvenile delinquency: The role of the peer context among adolescent boys and girls with varied histories of problem behavior (2009) M. Gardner, J. Roth, & J. Brooks-Gunn. *Developmental Psychology* 45(2) 341-353. <http://www.apa.org/journals/>

>Prenatal, perinatal, and neonatal factors associated with autism spectrum disorders (2009) D. Bilder, et al., *Pediatrics* 123(5) 1293-1300.

<http://pediatrics.aappublications.org/cgi/content/abstract/123/5/1293>

>Disconnected youth: A look at 16-24 year olds who are not working or in school. (2009). A. Fernandes & T. Gabe. Congressional Research Service.

<http://ftp.fas.org/sgp/crs/misc/R40535.pdf>

>How Can We Build Better Programs for Disconnected Youth? MDRC Issue Brief.

http://www.mdrc.org/area_issue_36.html

School, Family & Community

>Teaching Social Responsibility, special issue of *Educational Leadership* (2009) 66(8).

<http://www.ascd.org>

>Home visiting for the prevention of child maltreatment: lessons learned during the past 20 years. (2009) N. Donelan-McCall, J. Eckenrode & D. Olds. *Pediatric Clinics of North America* 56(2) 389-403. [Http://pediatric.theclinics.com/](http://pediatric.theclinics.com/)

>The Behavioral Ecological Model as a framework for school-based anti-bullying health promotion interventions. (2009) E. Dresler-Hawke & D. Whitehead. *Journal of School Nursing*, ePub <http://jsn.sagepub.com>

>The preliminary development of the children's overall satisfaction with schooling scale (2009) J. Randolph, M. Kangas & H. Ruokamo. *Child Indicators Research* 2(1) 79-93. <Http://www.springerlink.com>

>A pilot of a tripartite prevention program for homeless young women in the transition to adulthood (2009) W. Wenzel, et al., *Womens Health Issues* ePub <http://www.sciencedirect.com/science/journal/10493867>

>Effects of exposure to community violence on school functioning: The mediating role of posttraumatic stress symptoms (2009) T. Mathews, et al., *Behavior Research and Therapy* ePub <http://sciencedirect.com/science/journal/00057967>

>Modeling the bullying prevention program preferences of educators: A discrete choice conjoint experiment (2009) C. Cunningham, et al., *Journal of Abnormal Child Psychology* ePub <http://www.springerlink.com/content/n05975150274k817/?p=f75fde2527f841fda604f29ad63ae607&pi=1&hl=u>

>A social disorganization perspective on bullying-related attitudes and behaviors: The influence of school context (2009) C. Bradshaw et al., *American Journal of Community Psychology* ePub <http://www.springerlink.com/link.asp?id=104830>

Policy, Systems, Law, Ethics, Finances & Statistics

>*State Education Agencies & Learning Supports: Enhancing School Improvement (A Policy and Practice Analysis Brief)* Center for Mental Health in Schools <http://smhp.psych.ucla.edu/pdfdocs/seals.pdf>

>*First Steps at State Ed Agencies and School Districts in Developing a Comprehensive System of Learning Supports as an Essential Component for School Improvement & Student Success* (Guidance Notes) Center for Mental Health in Schools <http://smhp.psych.ucla.edu/pdfdocs/firststeps.pdf>

>*Learning Supports and Small Schools* Center for Mental Health in Schools (A Policy and Practice Analysis Brief) <http://smhp.psych.ucla.edu/pdfdocs/learningsupportssmallschools.pdf>

>*Parsing the Achievement Gap II* (2009) Educational Testing Service Policy Information Report <http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>

>*The Condition of Education* (2009) Institute of Education Sciences, National Center for Education Statistics, U. S. Department of Education <http://ies.ed.gov>

>*Crime, Violence, Discipline, and Safety in U. S. Public Schools* (2009) National Center for Education Statistics, U. S. Department of Education <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009326>

Note: The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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“Solutions to our nation’s most challenging social problems are not going to come from Washington alone. Real innovation often starts with individuals who apply themselves to solve a problem right in their own community. That’s where the best ideas come from.”

Michelle Obama

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

>June – Summer learning to prevent the loss of skills; enhance motivation to learn

With budget cuts hitting school districts, cities, and counties, newspaper articles like the following are commonplace:

“State budget cuts are forcing the Johnston County school district to cut summer school programs. The district is cutting a summer reading program for primary school students, a summer program for students in kindergarten through eighth grade who may need to repeat the grade, and about a third of the seats in a program for students with limited English proficiency.”

Even in cities where summer programs have been spared, family budget concerns have reduced enrollments:

“What’s summer vacation without summer camp? ...with summer vacation just around the corner, Naples officials say it will be business as usual at camps this year...But early enrollment is down compared to years past, and that’s taking a toll on the program. “Our enrollment is low...It’s requiring us not to hire as many staff members, which is unfortunate. The city often hires teachers, college students and even some high school students to function as camp counselors each summer. The low enrollment means some of those seasonal employees could be out of a job this summer.”

Everyone knows that summer learning is a major factor in achievement. It is identified as one of the 16 major correlates to achievement outlined in the 2009 *Parsing the Achievement Gap II* publication. The National Center for Summer Learning notes:

“More than half of the achievement gap between lower- and high-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college.”

To think about new ways to address summer learning for all students, the National Center for Summer Learning has published a new report entitled: *Meaningful linkages between summer programs, schools, and community partners: conditions and strategies for success* <http://www.summerlearning.org> The report emphasizes:

“What schools or community-based organizations can’t do alone, they can often do together. Particularly when budgets are tight, successful partnerships allow organizations to leverage resources that expand and enrich young peoples’ lives. ...When budgets are tight, summer programs can fall by the wayside, particularly affecting low-income families that can’t access private resources.”

Whether in schools or in communities, the key to summer learning is motivation. Without the proscribed curriculum, summer is a time for exploration. As described in the Southern Regional Education Board report *Summer School: Unfulfilled Promise* <http://www.sreb.org>

“What is the ‘something different’ that summer schools need to do? Doing ‘something different’ often means connecting subject matter to real-life situations that are relevant to students.”

Finding internships, service-learning options, job-shadowing, and volunteer opportunities for students may be a good way to “create” new opportunities for learning and engaging students in their communities. The recently signed *Edward M. Kennedy Serve America Act* includes the following:

“Establishes the Summer of Service program that engages middle and high school students in volunteer activities in their communities... Establishes Youth Engagement Zones, a new service-learning program to engage low-income high school students and out-of-school youth in volunteer efforts that address challenges in their local communities. The program will encourage partnerships between community-based organization and schools in high-need communities and apply real world activities to teach students about a certain topic. For example, volunteering in a homeless shelter could supplement a class about poverty.”

The bill will provide funding opportunities beginning in 2010. Getting started now on establishing the school-community partnerships may provide a good foundation for receiving the funds. You may want to organize a group of volunteers from the community to staff the summer program for youth.

For more on ideas for summer learning and engaging students of all ages in volunteering, see

>After School Programs

<http://smhp.psych.ucla.edu/qf/afterschool.htm>

>Volunteers in Schools

<http://smhp.psych.ucla.edu/qf/volunteers.html>

>Youth Development

<http://smhp.psych.ucla.edu/qf/youthdev.htm>

Note: It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the homepage at <http://smhp.psych.ucla.edu>

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“I am so busy doing nothing that the idea of doing anything—which as you know, always leads to something—cuts into the nothing and then forces me to have to drop everything.”

Jerry Seinfeld

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***OTHER HELPFUL INTERNET RESOURCES**

>Parent Training Programs: Insight for Practitioners, Child Maltreatment, Center for Disease Control and Prevention.

Http://www.cdc.gov/violenceprevention/pub/parenting_meta-analysis.html

>Response to Intervention and Learning Disabilities

<http://www.ped.state.nm.us/rti/ld.html>

>Children in poverty: trends, consequences and policy options

<http://www.childtrends.org>

>Operation: Military Kids

<http://www.operationmilitarykids.org>

>Strategies for increasing protective factors among youth

<http://www.cdc.gov/healthyouth/adolescenthealth/connectedness.htm>

>Basic facts about low-income adolescents: Fact Sheet

http://www.nccp.org/projects/ITOADolescents_pubs.html

>Highlights of the 2007 National Youth Gang Survey

<http://www.ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=247164>

>How do you conduct a community assessment?

Http://www.findyouthinfo.gov/cf_pages/communityassessment.htm

>Shared youth vision, mission and objectives

<http://www.doleta.gov/ryf/whitehoureport/vmo.cfm>

>College counselors for all

<http://www.insidehighered.com/layout/set/print/news/2009/04/16/vccs>

>Building a districtwide movement for small school reform

http://www.annenberginstitute.org/pdf/mott_oakland_high.pdf

>Every student counts: the role of federal policy in improving graduation rate accountability

http://www.all4ed.org/files/esc_fedpolicygra.pdf

>Nonmedical use of Adderall among full-time college students

<http://oas.samhsa.gov/2k9/adderall/adderall.cfm>

>Readiness for change

<http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=226>

>Children living with substance-dependent or substance-abusing parents: 2002-2007

<http://www.oas.samhsa.gov/2k9/saparents/saparents.cfm>

>Resources on climate and culture

<http://www.nsba.org/mainmenu/governance/keywork/climate-resources.aspx>

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

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“I couldn’t wait for success, so I went ahead without it.”

Jonathan Winters

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****LINKS TO . . .**

>Upcoming Initiative, Conferences & Workshops
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Papers
<http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities
<http://smhp.psych.ucla.edu/job.htm>

>Upcoming/Archived Webcasts
<http://smhp.psych.ucla.edu/webcast.htm>

Note: Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>. If you would like to add information on these, please send it to ltaylor@ucla.edu

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***UCLA CENTER'S LATEST REPORTS**

>*State Education Agencies & Learning Supports: Enhancing School Improvement (A Policy and Practice Analysis Brief)*

As the focus on school improvement at a state education agency moves from mostly a compliance approach to playing a greater role in capacity building, the agency's leadership needs to rethink student and learning supports.

<http://smhp.psych.ucla.edu/pdffdocs/seals.pdf>

>*First Steps at State Ed Agencies and School Districts in Developing a Comprehensive System of Learning Supports as an Essential Component for School Improvement & Student Success (Guidance Notes)*

State education agencies and districts have roles and functions associated with a wide range of federal and state funded programs as well as a range of student support programs designed to enable all students to have an equal opportunity for success at school. As the focus on school improvement at state education agencies and school districts moves from mostly stressing compliance to playing a greater role in capacity building for school improvement, leaders are rethinking strategies to integrate the various programs, personnel, and funds available for student and learning supports. <http://smhp.psych.ucla.edu/pdffdocs/firststeps.pdf>

>*Learning Supports and Small Schools (A Policy and Practice Analysis Brief)*

The focus of this report is on: How do small schools provide student and learning supports and how can they do it better? It begins with a brief description of the current movement toward establishing small schools. Then, it outlines the problem small schools confront in trying to address barriers to learning and teaching. Finally, some recommendations are offered for how small schools can enhance learning supports. This brief draws on previous policy and practice analyses done by the Center, other reports and analyses available online, and some perspectives solicited directly from colleagues working at state departments, districts and schools, and professional associations.

<http://smhp.psych.ucla.edu/pdffdocs/learningsupportssmallschools.pdf>

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, others centers focusing on the topic, and relevant publications. Go to <http://smhp.psych.ucla.edu> and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu. For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. 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, The Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu

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

We were asked to share the following:

- (1) Change the Way You See Everything for Teens” Running Press, 2009
<http://www.abtteen.com>
- (2) Shut Up About...Your Perfect Kid! The Movement of Imperfection
<http://www.shutupabout.com>

Our recent reports stimulated the following comments:

#1 – “I read with great interest your article on small schools and reengaging students who come from larger schools into a smaller school setting. We are considered by Iowa standards to be mid-sized, though we sit on the edge of two school districts that are definitely large school. One of these schools has closed it's doors to any new students because of overcrowding, and we have become one of the few schools in the state of Iowa with an increasing school population. We are considered to be a successful school for many reasons, the main one being that we are small enough that new students or students who have been expelled due to trouble in bigger schools, can come to us and we have the resources to create personal learning plans set up to make the students successful. Our reputation is being a school that uses its at-risk resources and special education teachers in ways that build mentoring relationships to help new students get off on the right foot. The down side to being a school that accepts students who have struggled at larger schools is that we also inherit many of the bigger schools issues of gangs, drug and alcohol abuse, and cyber or internet bullying. We have our share of these things already, but the issues intensify when they are brought with students from bigger schools. Our local law enforcement is a constant presence and works well with our administration and student body, and we rely on their expertise in handling some of these issues. We also have created community informational evenings where every student's parent/guardian is contacted and offered transportation so that we can better educate our community on things they can better do to help all our students and create an atmosphere where education is key to living a successful life.”

#2 – “Thank you for your efforts — a more coordinated, aligned effort to “address barriers to learning” is exactly what we need — The Carnegie Task Force on Education of Young Adolescents has stated - “*School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.*” In striving to meet this challenge, we often identify barriers for kids that fall more into what some might call social services. Yet, if we believe that our work is about success and learning each

and every child, and while the barriers to their success are what most of us consider basic needs we must, as the quote states, “meet the challenge.” This is why our message is “It takes a Whole village to raise a Whole child.” A call to meet all needs for all kids can be overwhelming if we attempt to go it alone. Fortunately, there are incredible agencies, programs, and people (like you) who share in our belief that children are our top priority — and recognize that while we are here for all kids, there are some who need more (more of us and more from us).

So, what does this look like for our schools? It’s about a balanced investment dedicated to being intentional about teaching/learning/assessment as well as about the social/physical/emotional development of our kids. The WHOLE child. Consequently, in addition to our research-based, best instructional practices, we have initiated the following programs/partnerships to aide in our efforts to serve kids and families:

1) Whole Child, Whole Community: We have the unique opportunity — and thus, the responsibility — to serve as case managers for each of our kids. We know them intimately, and know their needs — especially when the need is a barrier to learning. We say that we want to be all things to all kids.....and the thought can be overwhelming, as our system is focused on teaching and learning and many needs are well beyond our scope. Consequently, we have taken the lead to “Grow our System” to include the health department, medical/dental professional, child and family services, mentoring programs, faith-based community, juvenile hall, law enforcement, probation, transportation, foster agencies, etc. — in our first two meetings we have “mapped” our community resources and have matched them to the needs of our students. See our coordinated efforts at <http://www.skitsap.wednet.edu/14551032613163907/site/default.asp>

2) Family Wellness: We applied for and received a grant for a school-based health clinic and are currently working to identify partners to provide our students/families in need with urgent medical care. Our work to date has resulted in over 400 free immunizations (which enable kids to stay in school rather than be excluded for being out of compliance); free glasses for dozens of children, free dental exams/cleanings for hundreds of children, etc. Our goal is to make the connection between physical and mental health and learning. Recently, at our 2nd Whole Community, Whole Child meeting, we connected with leaders of a local hospital and have initiated a plan to ensure immediate service for our students at their facility when we transport from our schools. We see this as a HUGE step in a partnership focused on wellness for entire families. Our vision for a wellness center is driven by student achievement — and the notion that if they are ill, they won’t learn.

3) Boy and Girls Club: We opened our 2nd after-school site in January. This incredible program offers low (and no-cost for some) after school programming for our K-6th grade students. Hundreds of students have benefitted, as we bus children from all schools to one (and soon to be, two) sites. This is not child care. The program includes “Power Hour” dedicated to academics and homework; character building, mentorship, technology, etc. This program is also offered during the summer, which has afforded children opportunities beyond any experience they have ever had — trips to museums, zoos, Mt. St. Helens, etc. Adding hours to each day where kids are supported, protected, loved, held accountable, fed, etc. builds internal and external assets in our kids, giving them greater chances to succeed.

4) Summer Lunch Program: Many of our students’ only source of nutrition is at school. What then, do they do during the summer? With a partnership with the state, we offer free lunch during the summer months to anyone who walks into our two sites and is under the age of 18. Free. No questions asked. We provide so much during Sept — June, yet a basic need that is often neglected is nutrition. We fed over 5,000 meals last summer.

5) Back Packs for Kids: Through a partnership with local agencies (churches, Rotary), we provide over 200 children with backpacks filled with food for the weekend. <http://www.backpacksfeedkids.com/aboutus.htm> Kids take the backpacks home on the weekend (filled with food for the entire family) and bring them back on Monday. This partnership touches hundreds of children every weekend and is a great example of how we truly can meet basic needs and provide a service that is not considered our responsibility. Other churches have joined the cause, they have dozens of new volunteers and our local Rotary just donated \$19,000 to the cause! Amazingly enough, this program began 11 months ago.

6) Ready for K: serving families and their children birth to 4 years of age. Training parents to be their child's first and best teacher; providing purposeful games and resources that combine play with learning. Why? Bottom line — children join us with a wide range of abilities and needs, and those who are far behind rarely catch up over the next 12 years. This program partners with our families and provides FREE training, FREE babysitting, and FREE, take-home resources to help ensure that their child enters Kindergarten ready and eager to excel! Over 700 families benefitted this year.

7) Kids at Hope: Training staff and promoting a culture that says “All Children are Capable of Success — NO EXCEPTIONS!” Hope for the future; belief in their future — the mental health of our children is dependent upon a culture that is purposeful in encouraging, affirming, accounting for, and believing in EVERY child. In order to succeed, our kids must have HOPE — and if they don't have it (because of what was done to them and/or not done for them), we MUST give it back to them.

Happy people are hopeful people
Hopeful people are happy people
Hopeful and happy people are Whole

Whole people WILL exceed their potential

These are just a few of our efforts to form purposeful partnership to support the whole child. Thank you for the resources you provide — and we would be happy to share testimonials and/or additional information/resources regarding our strategic approach to “overcoming barriers” —



THIS IS THE END OF THIS ISSUE OF E-NEWS

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: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu