WHAT IS ENEWS? (For those who don't know) This is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to students learning and to promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

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

**Emerging Issue
>Needed: Mid-course Corrections for Standard-Based School Improvement Efforts

**News from Around the Country

**This Month's Focus for Schools to Address Barriers to Student Learning
>March Reducing Stress: Preventing Burnout

**Recent Publications Relevant to
>Children's Mental and Physical Health
>Family, Community & Schools
>Policy, Law, Finances & Statistics

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals and Papers

**News from the two National Centers focusing on Mental Health in Schools

**Other Helpful Resources

**Requests/Information/Comments/Questions from the Field

**Training & Job Opportunities
    (Including fellowships and scholarships)

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To post messages to ENEWS, E-mail them to smhp@ucla.edu
**EMERGING ISSUE**

>>> Needed: Mid-course Corrections for Standard-Based School Improvement Efforts

More and more voices are raising concerns about the negative impact of current high-stakes accountability demands. In a recent paper, Linda Darling-Hammond made a case that Congress should make a mid-course correction related to the No Child Left Behind Act (see http://www.tcrecord.org/Content.asp?ContentID=11109). Her focus is mainly on countering the negative impact related to instruction. We note that others are concerned with the negative impact on children's psychological well-being and point to the increasing number of students whose life opportunities are jeopardized by the lack of equal opportunity to succeed at school and by strategies that are pushing them out of school at an alarming rate. Such critics believe that matters will be exacerbated as schools struggle to avoid being designated as "persistently dangerous."

Where do you stand on this? Please share your views on this. We look forward to your comments.

Post your response directly on our website's Net Exchange page for others to read and respond. Go to http://smhp.psych.ucla.edu
Or you can send your response by email to: smhp@ucla.edu
Phone: 310/825-3634
Write: Center for Mental Health in Schools
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

**NEWS FROM AROUND THE COUNTRY**

>> STATES BEGINNING TO DEFINE "PERSISTENTLY DANGEROUS SCHOOLS" AS REQUIRED BY THE NO CHILD LEFT BEHIND ACT (NCLBA)

In keeping with the section of NCLBA entitled the "Unsafe School Choice Option," each state is establishing its definition for "persistently dangerous" schools. Soon, school districts receiving funding under the law must offer the transfer option to students in any school considered "persistently dangerous." (Http://www.ed.gov/offices/OESE/SDFS?unsafeschoolchoice.doc)

>> FEDERAL SUPPORT FOR MENTORING PROGRAMS
U.S. Department of Education plans to provide grants to support the development, expansion and strengthening of exemplary mentoring programs for disadvantaged middle school students. The intent is to link one million students to adult mentors through school-based programs. The U.S. Department of Health and Human Services will work with the U.S. Department of Justice to offer a three year grant program supporting school and community-based mentoring for children of prisoners.

>>U.S. DEPT. OF EDUCATION ISSUES PRINCIPLES FOR REAUTHORIZATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

In releasing the set of four guiding principals, Secretary Paige stated: "Our goal is to align IDEA with the principles of No Child Left Behind by ensuring accountability, more flexibility, more options for parents and an emphasis on doing what works to improve student achievement." (http://www.ed.gov/PressReleases/02-2003/02252003.html)

>>TESTING EXPANDS TO KIDS IN HEAD START

U. S. Health and Human Services Department will institute testing for about 500,000 Head Start children as young as 4 years old with a view to assessing the program. (Los Angeles Times 2/6/03).

>>MICHIGAN EXEMPTS ENGLISH LANGUAGE LEARNERS FROM HIGH STAKES TESTING

The Michigan State Board of Education has adopted a resolution to allow school districts to exempt students with limited English skill from taking state assessment tests. The exemption will create an alternative assessment for students who have been enrolled in U. S. schools for less than three years. Http://www.michigan.gov/documents/LEP_News_Release_-_January_23,_2003_55919_7.doc

>>NATIONAL TEACHER SHORTAGE EASED BY WEAKENING ECONOMY, BUT TEACHER TURNOVER CONTINUES

Candidates interested in teaching, drawn from professions hit hard by the economy, are helping ease the teacher shortage. Some districts saw an increase in qualified applicants. New teachers have a high attrition rate almost a third of new teachers leave their jobs after three years and half leave after five years. (Los Angeles Times, 2/10/03)

>>FUNDING CUT FOR AFTER SCHOOL PROGRAMS; INITIAL EVALUATION FINDINGS CITED AS NEGATIVE

President Bush's budget (submitted to Congress on Feb. 3rd) cuts funding for the 21st Century Community Learning Centers by 40%. Negative findings from the
first-year of an evaluation conducted by Mathematica ("When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program") states: "While the 21st Century Community Learning Centers changed where and with whom students spent some of their after-school time and increased parental involvement, they had limited influence on academic performance, no influence on feelings of safety or on the number of 'latchkey' children, and some negative influences on behavior."
(http://www.mathematica-mpr.com/Press%20Releases/21stcenturyfinal.htm).
Note: Supporters currently are mounting a campaign criticizing the evaluation's methodology.

"It is a tragic mistake to slash spending for after-school programs and cut off half a million kids from adult supervision during the prime time for juvenile crime."
Seattle Police Chief R. Gill Kerlikowski

[NOTE: see our website WHAT'S NEW, for a current news item posted each week.]

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

The impact of new accountability standards and assessment has increased pressure on staff and students. At this time of the year there is concern about maintaining motivation and momentum for learning. Support staff can play a major role in all this. See guides and tools online at http://smhp.psych.ucla.edu

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

>>>> CHILDREN'S MENTAL AND PHYSICAL HEALTH

The December, 2002, issue of the Journal of Research on Adolescence includes:
"Judgments about risk and perceived invulnerability in adolescents and young adults" by S.G. Millstein and B. L. Hapern-Felsher
"Depressive symptoms in early adolescence: their relations with classroom problem behavior and peer status," by J. Kiesner

(http://www.ingentaselect.com)


>>>>>>>>FAMILY, COMMUNITY & SCHOOLS

"Not Quite Chaos: Toward a more disciplined approach to community building" (2002) by J. Hyman for the Annie E. Casey Foundation.


"Afterschool resources to assist community schools" (2003) Community Schools Online. (http://www.communityschools.org/newsletterv.2.17.html)


>>>POLICY, LAW, FINANCES, & STATISTICS


"Standards and assessments: where we are and what we need" (2003) L. Darling-Hammond, Teachers College Record, (http://www.tcrecord.org/)

Theme Issue: The role of design in educational research, A Kelly (Ed.) Educational Researcher, Jan/Feb, 2003, 32(1)

[NOTE: The QUICK FIND topic search menu on our website is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our Center materials and to other online resources and related Centers http://smhp.psych.ucla.edu]
"To err is human, but to really foul things up requires a computer"

**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

> National Student Assistance Conference, March 20-23, New Orleans, LA (800-453-7733)

> Children, Culture, and Violence: Myths, Images and Realities, March 20-21, Gainesville, FL (http://childconference.ichp.edu)

> American Counseling Association, March 21-25, Anaheim, CA (http://www.counseling.org)

> Bonding and Attachment in the Family: Addressing the Root Causes of Social Problems at the Earliest Stages of Life, March 27-30, Santa Barbara, CA (http://www.atlc.org)


> Bridging Cultures & Enhancing Care: Approaches to Cultural & Linguistic Competency in Managed Care Settings for Low Income Populations, April 1, Philadelphia, (http://www.jsi.com/hrsamctac)


> Promoting Social-Emotional Well Being in Young Children: Family, School and Community Approaches, April 4, New Haven, CT (http://www.theconsultationcenter.org)

> National Association of Social Workers, April 11-12, San Mateo, CA, http://www.naswca.org)

> National Association of School Psychologists, April 18-21, Toronto, Canada, (http://www.nasponline.org)


> National Youth Advocacy Coalition, May 29-June 1, Washington, D.C. (http://www.nyacyouth.org)

> National Juvenile Justice Symposium, June 4-6, Miami, FL (http://www.cwla.org)
I hope I am not shocking anyone when I report from a lifetime in the classroom that students mature at different rates, have different needs and interests at different times of their lives, learn in diverse ways, and are well served many times by "curricular differentiation."

William Goetz

^ ^ ^ ^ CALLS FOR GRANT PROPOSALS AND PAPERS

Grants

>>>Office of Juvenile Justice and Delinquency Prevention
(http://grants.ojp.usdoj.gov/index.html)
>Drug Free Communities Support Program. Due March 11.

>>>National Institute on Drug Abuse (http://www.nida.nih.gov)
>Improving Behavioral Health Services and Treatment for Adolescent Drug Abuse, DA-03-003, letter of intent due March 14.

>>>Substance Abuse and Mental Health Services Administration
(http://samhsa.gov)
>Centers for the Application of Prevention Technologies, SP-03-002, due March 10
State Training and Evaluation of Evidence-Based Practices, SM 03-003, due March 24.
Strengthening Access and Retention for Substance Abuse Treatment, TI-03-006, due May 12
Knowledge Dissemination Conference Grants, PA 03-002. Deadline September 10

Social and Character Development Research, CFDA#84.305L,
optional letter of intent due March 6, deadline for application April 25.

[NOTE: 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. Provides links to funding sources and our
Quick Training Aid on Financing Strategies to Address Barriers to Learning]
Papers:
Family Based Interventions in Pediatric Psychology, special issue of the Journal of Pediatric Psychology. Empirical papers that show the effect on children's health through improved family relationships, communication between health care providers and family, psychoeducational efforts that incorporate a family systems perspectives. Deadline October 15. Contact Barbara Fiese at bhfiese@psych.syr.edu.

The chicken doesn't stop scratching just because worms are scarce.
Grandma's Axiom

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NEWS FROM THE TWO NATIONAL CENTERS
FOCUSBING ON MENTAL HEALTH IN SCHOOLS

Updates from our Center at UCLA

Summits Initiative on New Directions for Student Support

This turning point initiative brings together leaders for student support to catalyze movement in new directions. Following-up the National Summit, the Center is hosting a series of Regional and State Summits (see the report from the National on our website - http://smhp.psych.ucla.edu).

A wide range of major associations and centers are co-hosting this initiative. (Others interested in co-hosting should contact our Center.) Each Summit is designed to explore frameworks and strategies for pursuing new directions that will enable student support to become a cohesive component for addressing
barriers to learning in a comprehensive, multifaceted manner at each school. The Summit includes discussion of policy, infrastructure, and daily practices, a look at places where new directions are underway, and a focus on next steps for moving forward.

Each Summit brings together a diverse group of student support leaders (e.g., administrators from district and state offices, representatives of student support organizations and federal agencies, superintendents from local districts).

Leaders interested in participating in the Summits' Initiative can Email us at smhp@ucla.edu.

>>REGIONAL SUMMITS  Three-four Regional Summits will be held. The first will be in Baltimore, March 10. The next is planned for the Central States in late Spring, probably in Chicago. Besides exploring new directions, the Regional focus paves the way for strategic summits in each state in the region.

>>STATE SUMMITS  The first will be in Minnesota, March 3rd locally hosted by the Student Services Coalition for Effective Education, an organization of School Social Workers, School Psychologists, School Counselors, School Nurses and School Chemical Health Specialists. Besides exploring new directions, the meeting will provide administrators with info about how student support is essential to the success of the No Child Left Behind Act.

If you are interested in organizing a State Summit for NEW DIRECTIONS FOR STUDENT SUPPORT, Email us at smhp@ucla.edu to discuss the matter.

DID YOU GET A COPY OF THE HARDCOPY QUARTERLY NEWSLETTER?

Volume 8, Number 1, Winter, 2003 issue of Addressing Barriers to Learning features an article on how a school's Learning Support Staff can play a major role in inservice at every school.

If you don't receive the hardcopy, send us your address and we will add you to the mailing list (smhp@ucla.edu)

>>>>REVISED RESOURCE: SUBSTANCE ABUSE (a Center Resource Aid Packet) Includes fact sheets on cause and impact; guides and tools for screening; information on prevention and evidence based school wide programs; treatment strategies; and resource for indepth and specific follow up.

**All of our materials can be downloaded at no cost or in hardcopy for the cost of copying and mailing. See our list of materials online at http://smhp.psych.ucla.edu or contact us and we'll send it to you.

>>>>THIS MONTH'S IDEAS FOR ENHANCING SUPPORT AT YOUR SCHOOL
Each month we compile ideas and activities for support for students, families, and staff that fit the "season" or rhythm of the school year. Building on previous months, the focus for March is: Reducing Stress: Preventing Burnout. (Includes brief overview of the causes of stress, how to reduce the impact of stress, the current context of high stakes testing and accountability on increasing stress for school staff and students and the role support staff and programs can play at this important time).

>>>MENTAL HEALTH IN SCHOOLS PRACTITIONER LISTSERV

This is a networking window into what others are doing, what problems they face and potential solutions. A sample of the questions and responses is in the Winter, 2003, hardcopy newsletter. Join us in this weekly exchange on topics related to mental health in schools. Email smhp@ucla.edu and ask to be added to the Mental Health in Schools Practitioner Listserv.

LET US KNOW WHAT YOU NEED. New resources can be developed and best practices identified. Also, let us know about the latest and greatest you encounter so we can update our resources and your colleagues across the nation.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634  Fax (310) 206-5895
Email: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu

^^^^^^ UPDATES FROM OUR SISTER CENTER;

^^ Center for School Mental Health Assistance at the University of Maryland at Baltimore will hold its 8th National Conference on Advancing School Based Mental Health Programs, October 23-25, Portland, OR

For more, see their website (http://csmha.umd.edu) Or contact Mark Weist, Director, Center for School Mental Health Assistance, University of Maryland at Baltimore, Department of Psychiatry, 680 W Lexington St., 10th fl., Baltimore, MD 21201. Phone (888) 706-0980; Email: csmha@umpsy.umd.edu

+  +  +  OTHER HELPFUL RESOURCES

>>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Social and Emotional Learning in Early Childhood: What We Know and Where to Go from Here" a book chapter by S. Denham and R. Weissberg, online at the Collaborative for Academic, Social and Emotional Learning website
"Structuring for Success: Link Crew" described as a freshman transition program that welcomes freshmen and makes them feel comfortable through the first year high school experience. Members of the junior and senior class are Link Leaders. (Http://www.linkcrew.com)


"Socioeconomic Conditions, Stress and Mental Disorders: Toward a New Synthesis of Research and Public Policy" (http://www.mhsip.org/nimhdoc/socioeconmh_home.htm)

"Rehabilitating Section 504" (http://www.ncd.gov/newsroom/publications/section504.html)

"Overcoming Obstacles" described as a life skills curriculum for middle and high school youth that helps young people make reasoned decisions, set and meet goals, communicate effectively, learn conflict resolution, and develop sound study skills. (Http://www.overcomingobstacles.org)

"Minority Student Achievement Network" described as a national coalition of 15 multiracial suburban school districts focused on identifying and developing the means to ensure high academic achievement for students of color (http://www.msanetwork.org)

"Closing the Achievement Gap" a webpage of the Education Commission of the States, includes Quick Facts, what states are doing, selected research and readings and other web sites. (Http://www.ecs.org)

"What Works Clearinghouse, a project of the U.S. Dept. of Ed's Institute of Education Sciences" established to provide educators, policymakers, and the public with a central, independent and trusted source of scientific evidence of what works in education. (Http://www.w-w-c.org/)

"Mid-content Research for Education and Learning" has launched a new website to help you find things faster. Products, training, workshop services in an easy to search database. (Http://www.mcrel.org)

[NOTE; For easy access to a wide range of relevant websites, see our "Gateways to a World of Resources" http://smhp.psych.ucla.edu]

Langsam's Laws: Everything depends. Nothing is always. Everything is sometimes.
**REQUESTS/INFO/COMMENTS/QUESTIONS FROM THE FIELD**

>>Reactions to last month's emerging issue:
Increasing Levels of Stress in the School Context

"Today's youth have to deal with constantly changing expectations from teachers and school systems that are in the middle of a professional (and largely political) argument about what education truly is. Not all that long age, education was not aimed at workforce preparation in the way it is today....As it is, the elite continue to educate their children for life while the rest of us have to deal with our children being trained to follow orders without direction, logic, or argument...Ane we wonder why our children are stressed in school? They must deal with teachers who are stressed because they can't truly teach, stressed because their school may lose funding if it "underperforms", stressed because our polical leaders have gutted educational funding to the point that teachers are paying for supplies...As one of the few American Indians who has earned a Ph.D., I was helpless to stop my younger son from tuning out and then dropping out of his own education – a kid who loves to learn, loves to read, loves to problem-solve. ...he elected to abandon the system that abandoned him..."

**SHARED INFO:**

"The Art of Play (http://www.blattner.com/adam/) provides ideas for applied role theory which can facilitate the teaching of psychology in a practical fashion."

>>If you have ideas/information/resources to share, you can add them (as well as requests) to "Net Exchange" on our website  http://smhp.psych.ucla.edu  Or send them to us by phone, fax, email, or snail mail.

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"It is useless for sheep to pass resolutions in favor of vegetarianism while wolves remain of a different opinion."
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^^^ ^^ TRAINING AND JOB OPPORTUNITIES

<Program Director>
Multi-year comprehensive community initiative funded by the W. K. Kellogg Foundation to build the capacity of neighborhood and city wide organizations and agencies in Battle Creek, MI. Experience in management as well as community development and education achievement needed. Project supervised by the Association for the Study and Development of Community. (See http://www.yeswecanbc.org. And http://www.capablecommunity.com). For information email ywc@capablecommunity.com.
Postdoctoral
Fellowship in law and Psychiatry, Western Psychiatric Institute & Clinic, University of Pittsburgh. A two year position responsible for mental health assessment project among youths in detention. Contact Elizabeth Cauffman at cauffman@msx.upmc.edu.

Faculty
Public Health Psychology Section, Center for Pediatric Research, Department of Pediatrics at Eastern Virginia Medical School. Apply community and school interventions to promote health child development. Strong collaborative relations with area school districts. Background in clinical, school or community psychology needed. (Http://www.chkd.org/about_us/research.asp or http://www.evms.edu).

Faculty
School of Education, University of the Pacific, Stockton, CA. Need a doctorate in School Psychology. (See http://www.uop.edu/education).

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, SEE http://smhp.psych.ucla.edu. Go to Contents, scroll down to Jobs. Following the listing of current opinions, you will see links to HRSA, SAMHSA, and other relevant job sites.

THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA for more see our website http://smhp.psych.ucla.edu

Who are we?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of
ideas. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources.

The Center works to enhance network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments. Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

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 Fax (310) 206-5895 email: smhp@ucla.edu -- Website: http://smhp.psych.ucla.edu