ENEWS: A Monthly Forum for Sharing and Interchange

March, 2007 (Vol. 11 #6)

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

>Legislating Policy for a Comprehensive and Integrated System of
Student/learning Supports

****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**

>March – Reducing Stress: Preventing Burnout

****Other Helpful Internet Resources**

**Upcoming Initiatives, Conferences, & Workshops

**Calls for Grant Proposals, Presentations & Papers

**UCLA Center Activities & 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

>Legislating Policy for a Comprehensive and Integrated System of
 Student/learning Supports

An increasing amount of attention this year will focus on policy advocacy related to the role schools should play in addressing psychosocial and mental and physical health concerns. Much of this activity will emerge as discrete initiatives. This will continue the ad hoc and piecemeal approach that has perpetuated the long-standing marginalization, fragmentation, wasteful redundancy, and counter-productive competition that characterizes school practices designed to address barriers to school learning and teaching.

There are many issues here that need exploration. To stimulate discussion, in the coming months we will highlight proposed policy initiatives as stakeholders bring them to our attention and encourage policy and practice analyses designed to move forward in ways that contribute to the development of comprehensive and fully integrated efforts.

As a beginning, we draw your attention to a California bill (SB 288) just reintroduced by State Senator Leland Yee designed to establish a "*Comprehensive Pupil Learning Support System.*" See http://www.leginfo.ca.gov/pub/07-08/bill/sen/sb_0251-0300/sb_288_bill_20070215_introduced.pdf The bill, formulated initially as a pilot, would require each participating school to develop a comprehensive system of learning supports as a primary and essential component at every school with a view to ensuring each pupil has an equal opportunity to succeed at school. The system is to be fully integrated into all school improvement efforts. It is to encompass a continuum of interventions that promote learning and development, prevent or provide an early response to problems, and provide correctional, and remedial programs and services. Each school plan would be designed to enhance the capacity of classroom and school-wide programs to (a) address problems, engage and re-engage pupils in classroom learning, and foster social, emotional, intellectual, and behavioral development; (b) handle transition concerns confronting pupils and their families; (c) respond to and prevent crises; (d) enhance home involvement; (e) provide special assistance to pupils and families, and (f) incorporate outreach efforts to the community. This bill draws on previous legislation in Hawai`i that established that state's Comprehensive Student Support System and on Iowa's design for a comprehensive System of Learning Supports. And, it also encompasses recommendations being made by our Center to fill critical gaps as Congress prepares to reauthorize the federal Elementary and Secondary Education Act (currently called the No Child Left Behind Act).

Send us your analyses of current policy initiatives related to efforts to develop comprehensive and fully integrated systems of student/learning supports. We are also interested in views on the approach proposed in CA, HI, and Iowa. And, please help us identify related policy initiatives. Ltaylor@ucla.edu

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**NEWS FROM AROUND THE COUNTRY

FDA CALLS FOR NEW ADHD MEDICATION GUIDELINES
"The U. S. Food and Drug Administration today directed the manufacturers of all drug products approved for the treatment of Attention Deficit Hyperactivity Disorder to develop Patient Medication Guides to alert patients to possible cardiovascular risks and risks of adverse psychiatric symptoms associated with the medicines, and to advise them of precautions that can be taken." 2/21/07. FDA. http://www.fda.gov/cder/drug/infopage/ADHD/default.htm

DROPOUT RATE: EXPERTS IN TEXAS SAY IT'S A STATE CRISIS
"At least half of all high school students in the state's urban school districts are dropping out of school.... The dropout rate is highest for blacks, Hispanics and low-income students – currently about 60 percent...." 1/29/07 Houston Chronicle. Http://www.chron.com

300 STUDENTS TURNED AWAY BY NEW ORLEANS SCHOOLS
"In an exceedingly rare move for a public school system, hundreds of children seeking spots in the city's schools have been turned away – "wait listed" – and told that the campuses have no room...The unprecedented situation underscores the continuing post-disaster difficulty public schools have experienced in planning for an unpredictable student body, renovating demolished campuses and hiring teachers from a shallow labor pool...." 1/24/07 The Times-Picayune.
Http://www.nola.com

EVERY STUDENT TESTED, NOT EVERY CHILD HELPED
"Both leading Democrats and President George Bush say they are committed to keeping the [NCLB] law – one of only a few big domestic initiatives produced in the past five years.... But talk to the nine school districts that have filed a lawsuit challenging the act as an unfunded mandate or to the many newly elected U. S. representatives who campaigned against the law, and you will hear a different story. Every child may have been tested, the critics say, but the real question is: Has every child been helped?." 1/11/07 U. S. News and World Report.
Http://www.usnews.com

CA BILL TO ESTABLISH A COMPREHENSIVE PUPIL LEARNING SUPPORT SYSTEM
CA State Senator Leland Yee just reintroduced a bill (SB 288) to develop a comprehensive system of learning supports as a primary and essential component at every school with a view to ensuring each pupil has an equal opportunity to succeed at school. The system is to be fully integrated into all school improvement efforts
http//www.leginfo.ca.gov/pub/07-08/bill/sen/sb_0251-0300/sb_288_bill_20070215_introduced.pdf

AFTER SHOOTING, AMISH SCHOOL EMBODIES EFFORT TO HEAL
"Amish residents, including relatives of the girls who had been killed, banded together to build a one-room schoolhouse about 200 yards from the old one.... The school, to be finished in mid-February, is set to open in March...." 1/31/07. The New York Times. Http://www.nytimes.com

REPORT SAYS EDUCATORS NEED TO BETTER TRACK ALTERNATIVE SCHOOLS
"Between 10 and 15 percent of all high school students in California attend some kind of alternative school.... The schools are supposed to be a safety net for students at risk of dropping out or who have behavioral or other problems. Instead, the state's accountability system 'allows schools and districts to use referrals to alternative schools as a way to avoid responsibility for the progress of low-performing students' a report from the Legislative Analyst's Office said."
2/7/07. San Diego Union Tribune. Http://signonsandiego.com

PHILADELPHIA SCHOOL DISTRICTS' PRIVATELY RUN SCHOOLS: A FAILURE?
"The Philadelphia School District's privately run schools – the largest experiment of its kind in the country – have failed to deliver higher test scores than the district despite costing an extra $90 million, a study released today says.... The findings come as the School Reform Commission, which commissioned the study, is poised to decide whether to continue, modify or scrap the model, considered by many the core of its reform plan." 2/1/07. Philadelphia Inquirer.
Http://www.philly.com

HIGH SCHOOLS EYED IN RENEWING NO CHILD LEFT BEHIND
"Educators, lawmakers and the White House are indicating that high school reform should be included in this year's renewal of the No Child Left Behind law.... The administration's proposal for renewing NCLB also calls for extending to the high school level the federal funding stream known as Title I, which not primarily goes to low-income elementary schools...."1/27/07. The Washington Times. Http://www.washingtontimes.com

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"The hallmark of our age is the tension between
related aspirations and sluggish institutions."
                              John Gardner
                                   @#@#@#

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
http://smhp.psych.ucla.edu/whatsnew/likstolatest.htm

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

*Children's Mental and Physical Health

>Success by ten: Intervening early, often, and effectively in the education of young children
(2007) J. Ludwig & I. Sawhill. The Brookings Institution.
Http://www.brookings.edu/views/papers/200702ludwig-sawhill.htm

>Bullying, depression, and suicidality in adolescents (2007) A. Klomet, et al., Journal of the
American Academy of Child and Adolescent Psychiatry, 40, 40-49. Http://www.aacap.org

>Socioeconomic differences in adolescent stress (2007) D. Finkelstein, et al, Journal of
Adolescent Health, 40(2) 127-134.
Http://www.jahonline.org/article/PIIS1054139X06003909/abstract

>The Development of Coping (2007) E. Skinner & M. Zimmer-Gembeck, Annual Review of
Psychology, 58, 119-144. Http://arjournals.annualreviews.org/toc/psych/58/1

>Brief intervention for substance use among at-risk adolescents: A pilot study (2007) J. Grenard,
et al., Journal of Adolescent Health, 40(2) 188-191.
Http://www.jahonline.org/article/PIIS1054139X0600303X/abstract

>Health promotion model for childhood violence prevention and exposure (2007) T. Skybo & B.
Polivka, Journal of Clinical Nursing, 16(1) 38-45. Http://www.blackwellpublishing.com

*Family, School & Community

>Risk and promotive factors in families, school, and communities: A contextual model of
positive youth development in adolescence (2007) L. Youngblade, et al, Pediatrics, 119, S47-
S53.
http://pediatrics.aappublications.org/cgi/content/abstract/119/Supplement_1/S47?maxtoshow=&
HITS=10&hits=10&RESULTFORMAT=&fulltext=Risk+and+promotive+factors+in+families%
2C+school%2C+and+communities&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&so
rtspec=relevance&resourcetype=HWCIT

>Improving the recognition of depression in adolescence: Can we teach the teachers? (2007) S.
Moor, et al. Journal of Adolescence, 30, 1, 81-95. Http://www.sciencedirect.com

>Peers Helping Peers (2007) M. Mastropieri, et al. Educational Leadership, 64(5) 54-58.

>A systematic review of school-based interventions to prevent bullying (2007) R. Vreeman & A.
Carroll, Archives of Pediatric Adolescent Medicine, 161(1) 78-88. Http://archpedi.ama-assn.org

>School uniforms: There is no free lunch (2006) T. DeMitchell. Teachers College Record.
Http://www.tcrecord.org

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

>National estimates and factors associated with medication treatment for childhood attention-

deficit/hyperactivity disorder (2007) S. Visser, et al, Pediatrics, 119, S99-S106.
http://pediatrics.aappublications.org/cgi/content/abstract/119/Supplement_1/S99?maxtoshow=&
HITS=10&hits=10&RESULTFORMAT=&fulltext=National+Estimates+and+Factors+Associate
d&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&sortspec=relevance&resourcetype=
HWCIT

>State takeover, school restructuring, private management, and student achievement in
Philadelphia (2007) B. Gill, et al, Rand. Http://www.rand.org/

>Children left behind: How metropolitan areas are failing America's children (2007) D.
Acevedo-Garcia, et al, Hard School of Public Health. Http://diversitydata.sph.harvard.edu

>Cost-effective investments in children (2007) J. Isaacs, Brookings Institution.
Http://www.brookings.edu/views/papers/200701isaacs.htm

>Teacher attrition and mobility: Results from the 2004-2005 teacher follow-up survey (2007)
National Center for Education Statistics.
Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007307

>Results of the National Assessment of Educational Progress 2005 12th grade reading and
mathematics. (2007) National Center for Education Statistics. Http://nationsreportcard.gov

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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"I don't know the key to success,
but the key to failure is trying to please everybody."
<div align="right">Bill Cosby</div>
<div align="center">@#@#@#</div>

**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>>March Theme – Reducing Stress; Preventing Burnout

One of the most frequently downloaded resources from our website is the material on "burn out."
Part of this undoubtedly reflects the impact of new accountability standards and assessment that
has increased pressure on administrators at state, district, and local schools. As a result, school
staff are experiencing tremendous pressure to prepare students for high stakes testing. In turn,
students are under enhanced pressure to perform well on accountability tests. Reports are
increasing about negative impact of the mounting pressure on students, staff and parents. For
example:
From U. S. News and World Report, 2/11/07:
"The throw-up reports started not long after the law was passed: children getting sick before the
test, during the test, and even right onto the test. ..."

From "Teacher attrition and mobility" NCES, 2/07
"Fifty-five percent of public school teachers who left teaching but continued to work in the field
of education reported that they had more control over their own work in the new position..."

As with so many problems it is easy to view burnout as a personal condition. This would be the
least effective way to understand what must be done over the long-run to address the matter. The
solution requires reculturing schools in ways that enhance intrinsic motivation. This involves
policies and practices that ensure a daily focus on (1) promoting staff and student well-being and
(2) addressing barriers to teaching and learning.

This is a critical time in the school year to work on this. Thus, this month's theme ... to see how we approach this, go to http://smhp.psych.ucla.edu/atyourschool/march03.htm

For additional resources, go to Quick Find: Burnout – http://smhp.psych.ucla.edu/qf/burnout.htm (Included there is a Quick Training Aid on "School Staff Burnout" developed by our Center.)

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"Let's go hand in hand, not one before another."
        William Shakespeare
        @#@#@##@

**OTHER HELPFUL INTERNET RESOURCES

>Building capacity to implement and sustain effective practices to better serve children
http://goliath.ecnext.com/coms2/gi_0199-5611231/Building-capacity-to-implement-and.html#abstract

>Understanding Educational Excellence and Equity at Scale, Annenberg Institute website
http://www.annenberginstitute.org/equity/index.html

>Substance abuse treatment need among adolescents: 2003-2004
http://oas.samhsa.gov/2k6/youthTXneed/youthTXneed.cfm

>National Youth Gang Survey, 1999-2001
http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=209392

>"Counselors Care" – Promising Practices Network: Programs that work
http://www.promisingpractices.net/program.asp?programid=156

>Poverty in America: Economic research shows adverse impacts on health status and other social conditions as well as the economic growth rate
http://www.gao.gov/cgi-bin/getrpt?GAO-07-344

>School-based partnerships: A problem solving strategy
http://www.cops.usdoj.gov/mime/open.pdf?item=1920

>Promoting effective early learning: What every policymaker and educator should know
http://nccp.org/pub_pes07a.html

>State high school exit exams: A challenging year
http://www.cep-dc.org/pubs/hseeAugust2006/

>Multiple Pathways: High School Reform that Promises to Prepare All Students for College, Career, and Civic Responsibility
http://www.idea.gseis.ucla.edu/publications/mp/reports/pdfs/mp02_OakesandSaunders.pdf

>United States High School Sophomores: A Twenty-two Year Comparison, 1980-2002.
Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006327

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

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**A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS

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

>Childhood Regained: An Interdisciplinary Conference, 3/12-13, Brooklyn, NY
http://my.pratt.edu

>National Forum for Juvenile Justice Educators and Trainers. 3/19-21, Hot Springs, AR
http://www.npjs.org/documents/2007forum.pdf

>National Coordinating Committee on School Health and Safety Annual Meeting, 5/15, Arlington, VA. Http://mchb.hrsa.gov/healthystudents

>Tutor/Mentor Leadership and Networking Conference, 5/17-18, Chicago, IL
http://www.tutormentorconference.org/

>Evidence-based Treatments for Childhood and Adolescent Mental Health Problems, 7/18-21, Niagra, Ontario, Canada. Http://www.ubevents.org/event/niagara07

>National Coordinating Committee on School Health and Safety Contemporary Issues Meeting, 9/18, Arlington, VA. Http://mchb.hrsa.gov/healthystudents

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

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"An old error is always more popular than a new truth."
                              German Proverb
                                  @#@#@#

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 to Center Responses to Financing and Funding. You will find links to funding sources and to our 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 Grants Opportunities:

>U. S. Department of Education (http://www.ed.gov)

        >>From the Safe Schools/Healthy Students Initiative website
        "We will be soliciting comments from the public concerning proposed priorities,
        requirements, selection criteria and definitions for this competition beginning in
        February, 2007. We tentatively plan to publish a notice in the Federal Register on or
        about February 15, 2007. The tentative date for announcing the FY 2007 competition for
        this program is April 6, 2007. The tentative closing date for transmitting grants under the
        program is May 31, 2007. These dates are tentative, and are subject to change."
        http://www.ed.gov/programs/dvpsafeschools/applicant.html

        >>Grants for the Integration of Schools and Mental Health Systems
        The tentative date for announcing the FY 2007 competition for this program is March 15,
        2007. A revised application for FY 2007 will be posted at about that time with
        information necessary for an FY 2007 grant. The tentative closing date for transmitting
        grants under the program is May 15, 2007. These dates are tentative, and are subject to

change.

>>Alcohol Abuse Reduction Program (84.184A) Deadline 3/26.

>>Parent Information and Training Program – Technical Assistance (84.235G). Deadline 3/14

>>Parent Information and Training Program (84.235F). Deadline 3/14

>>Early Childhood Educator Professional Development (84.349A) Due April 20

>National Institute of Mental Health with the Center for Mental Health Services, SAMHSA. (Due 6/5, 10/5)

>>Early Identification and Treatment of Mental Disorders in Children and Adolescents.
http://grants.nih.gov/grants/guide/pa-files/PA-07-158.html
>>Effectiveness, Practice, And Implementation In CMHS' Comprehensive Community Mental Health Services Program for Children and their Families Service Sites.
http://grants.nih.gov/grants/guide/pa-files/PA-07-091.html
>>Reducing Mental Illness Stigma And Discrimination.
http://grants.nih.gov/grants/guide/pa-files/PAR-07-156.html
>>Refining and Testing Mental Health Interventions and Services for Youth with Mental Illness who are Transitioning to Adulthood
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-050.html
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-051.html
>>Research On The Reduction And Prevention Of Suicidality
http://grants.nih.gov/grants/guide/pa-files/PA-07-079.html
>>Research on Rural Mental Health and Drug Abuse Disorders
http://grants.nih.gov/grants/guide/pa-files/PA-07-103.html

>Substance Abuse Mental Health Services Administration
>>Drug Free Communities Support Program (SP-07-001) Deadline April 17

>Bureau of Justice Administration
>>Project Safe Neighborhoods Anti-gang Training Program (BJA-2007-1572) Deadline March 20.

**Calls for Proposals
Special Issue of American Journal of Community Psychology devoted to after-school programming for school aged populations. Paper proposals due March 15. Contact jdurlak@luc.edu

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School is where you always try to do your best –
except when your friends are watching.
Joe Hickman
@#@#@#

**UCLA CENTER ACTIVITIES AND RESOURCES UPDATE

*New Resources this Month

>Online Clearinghouse Quick Find topics:

>> Foster Care – http://smhp.psych.ucla.edu/qf/fostercare.htm
>>Disciplinary Practices – http://smhp.psych.ucla.edu/qf/discpractices.htm

>Guidance and Policy Notes

>>Integrating Learning Supports into the Infrastructure of a Small School –
http://smhp.psych.ucla.edu/pdfdocs/infra small school notes.pdf
>>An Open Letter to Congress: Reauthorizing the Elementary and Secondary
Education Act to Better Address Barriers to Learning and Teaching
http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf

>Information Resource
>>What's the Research-base for Moving toward a Comprehensive System
of Learning Supports?
http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf

>Revamped tool kit for Rebuilding a Comprehensive System of Learning Supports
(see http://smhp.psych.ucla.edu/toolkit.htm). Building a system of supports for
learning requires blueprint guides, materials, tools and other resources for
strategic planning, implementation, and capacity building. Such resources also
help to deepen learning about the substance and processes of the work to be done.

With this in mind, the online toolkit will continue to evolve. It provides a wide
range of detailed resource materials (e.g., exemplars, guides, aids, tools).The kit is
divided into three sections.
Section A offers *exemplars and guides* related to moving forward with a
comprehensive system of learning supports. For example, it offers a prototype for
a school district proposal, examples of policy formulations, a guide on how to
phase-in a learning supports component that includes an outline of steps, a
calendar for integrating the work into school improvement planning, a monitoring
outline, and set of benchmark indicators, a draft of a five year phase-in plan, and
prototypes for component guidelines, standards and accountability.
Section B describes a variety of brief guidance and blueprint notes, tools, and
training materials developed by the Center at UCLA to aid capacity building
(particularly staff and stakeholder development). Direct website addresses are
provided for ready access. These range from note to respond to frequently asked
questions, tools for mapping and analyzing existing practices, and notes about
rethinking infrastructure at all levels.
Section C provides the menu of over 130 specific Quick Finds available in the
online clearinghouse accessed through the Center at UCLA. Each *Quick Find* is a
gateway to a host of resources. There are links to materials developed by the
Center at UCLA and to other key online resources available through the internet.
Topics covered include infrequent but pressing concerns such as disaster response
to everyday matters such as classroom management, student motivation, and
social and emotional development. Some of the Quick Finds provide links
directly to staff/stakeholder development and training aids and tutorials and
continuing education modules. Topics on the menu are listed alphabetically.

*National Initiative: New Directions for Student Support

>Hawai`i state-wide Leadership Institute to be conducted in Honolulu on March 19

>Special Series of Leadership Institutes to Be Convened by Scholastic

We were contacted by Scholastic Press about doing special project related to
addressing barriers to learning and teaching as a focus in Gulf Coast recovery and
school improvement in general. We agreed to prepare a special set of materials
and to conduct a series of Leadership Institutes for major organizations that
Scholastic works with (e.g., CCSSO and other high level policy maker and
administrator organizations). At this stage, we have (a) prepared a working draft

for the material to be shared through the Leadership Institutes and (b) revamped our online tool kit to support efforts to rebuild systems for learning supports (as described above).

>Center Impact Evaluation
   >>Thanks to all who provided feedback and suggestions for advancing the work. If you would like to add your comments to be included in the impact report, go to the website and click on the online impact evaluation form on the home page.

Note: For more information on the UCLA Center forMental 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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"If all the world is a stage, where is the audience sitting?"
                                @#@#@##

**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 relevant job sites.

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

<School Psychologist>
Mesa County Valley School District 51, Grand Junction, CO. http://www.mesa.k12.co.us

<Postdoctoral>
Arizona State University Psychology Department and the Program for Prevention Research. Deadline March 15. Contact Laurie Chassin. POB 876005, Tempe, AZ 85287

<Faculty>
Department of Counseling, Clinical, and School Psychology, University of California, Santa Barbara. See http://www.education.ucsb.edu. Contactjimerson@education.ucsb.edu

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"Good judgment comes from bad experiences, and a lot of bad experiences come from bad judgments."
                                @#@#@#@

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

We were asked to bring the following to your attention:

"I am wondering if you can help me circulate information about the new "Become Your Best

Self" series for teens. These workbooks are designed to engage teens in a self-inquiry process to raise awareness. There are four: one each on character, compassion, creative express, and relationships. – See http://www.lulu.com/InDepthPress

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Request from Jordan Curley, California state Senator Yee's legislative aide:

" SB288 has been assigned to the Senate Education Committee and will be heard on April 11th. I am starting to gather letters of support."

Such letters can be sent care of Jordan Curley, California State Capitol, Rm 4048, Phone 916.651.4775 -- Direct, Facsimile 916.327.2186 or as an email attachment (Jordan.Curley@sen.ca.gov).

If you contact other state legislators about this, Sen. Yee's office would appreciate your copying the communication to them.

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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.

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