



NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE

Report from the Washington Statewide Summit in Seattle September 18, 2006

The following is a brief summary from the statewide Washington Summit on New Directions for Student Support.

Also included are additional copies of some key initiative materials for you to share with others.

As the report indicates, the Summit in Washington state has expanded the Initiative's network of core advisors by adding individuals from throughout the state. The UCLA Center will work with core advisors and other leaders in exploring next steps for work across the country, with a special emphasis on creating readiness for new directions for student support in states where Summits have been held. Leadership Institutes will play a key role in this, and work groups will be established as specific tasks are identified.

You will be sent updates as the initiative moves forward, and hopefully you will join the growing network of core of advisors or a work group.

At the end of the report is a response form to help expand and guide next steps. Please take a few minutes to fill it out and fax it back.

As always, thanks for all you do in the interest of the well-being of children and adolescents.

Howard Adelman & Linda Taylor, facilitators for the initiative*

*The *New Directions for Student Support Initiative* is facilitated by the Center for Mental Health in Schools at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu). Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), U.S. Department of Health and Human Services.

Participants

The Summit* was designed for key leaders in education, and a wide range from across the state participated. Appendix A lists those who participated on September 18 and those who, although unable to attend, expressed their interest in participating in the next steps as the initiative evolves. All participants expressed commitment to establishing an ongoing and sustainable initiative to strengthen learning supports for all students.

Summit Focus

Objectives for the day were to:

- Articulate why new directions for student support are an imperative
- Clarify four fundamental areas of concern that must be addressed in pursuing an initiative for new directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem)
- Highlight ways to enhance priorities related to policy and practice for addressing barriers to student learning
- Foster an exchange of information about policy and practice around the country
- Facilitate proactive strategic planning and problem-solving for next steps statewide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

Related to these objectives, there was an in-depth focus on

- >basic frameworks for new directions in student support
- >where new directions are being pioneered
- >local action toward new directions for student support
- >resource aids for moving forward
- >a mechanism within the state for supporting new directions for student support.

*Statewide Summits are one facet of the *New Directions for Student Support Initiative*. The initiative is sponsored and facilitated by the national Center for Mental Health in Schools at UCLA. For a brief, overview description of the initiative and a list of the over 30 organizations that have joined in as co-sponsors to date, see Appendix B. More information on the Initiative is at <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

Participants' Perspectives on New Directions for Student Support

Based on the discussion and written input from participants, the following were identified as key comments and suggestions related to moving forward in pursuing new directions for student support in schools throughout the state of Washington.

1. Creating a climate of support at state, district, and school-community levels

- a. Communicating with key stakeholder groups** -- to enhance understanding about and valuing of student support in the community, schools, and among decision makers

It was stressed that communications need to focus on

- >Social marketing/newsletter articles on how learning supports impact student achievement
- >Sharing information on what's going on in learning supports to use for mapping and gap analysis
- >Presenting information in ways that motivate administrators and staff

In terms of what is communicated, it was suggested that messages should focus on

- >Linking learning supports to school improvement
- >Mobilizing all segments of the community and school to help kids.
- >Show how learning supports helps teachers do their jobs – children who are hungry, in fear, in pain, insecure are not ready to learn
- >Clarify how learning supports integrates Response to Intervention
- >Differentiate entitlement from poverty
- >Emphasize recognition of the “whole child”

It was recognized that communicating across the state will require ongoing outreach and considerable guidance from key leaders on how to help folks escape old ideas.

- b. Use data to stress needs and benefits** – with an emphasis on addressing barriers to learning and teaching and enhancing well-being

- >Use data currently available for analysis/focus/research
- >Incorporate in the school plan a “pathway of attendance K-12” to frame student support

- c. Highlight examples of where the work has begun** – learning from others; building on what's working

Some places mentioned as having a foundation upon which to build:

- >Bellevue's three pronged approach based on goals of district for students; partnership with the city of Bellevue and Lake Hills
- >Central Kitsap School District
- >Edmonds School District
- >Federal Way School District family and student support interventions
- >Lakewood America's promise; city and school board working together, 1% of general fund to support children and youth. Clover Park School District using an asset based prevention approach to learning supports
- >North Kitsap School District: Secondary Guiding Principles, High School Student Support Center
- >Shoreline School District Family Advocates

In sharing what's happening, it is important to clarify lessons learned about the programs and implementing systemic changes (e.g., what worked and what didn't, do's and don'ts, highs and lows, how funds were reallocated to underwrite new directions.

d. Recruiting key leaders, administrators, and agencies

As has been stressed across the country, there is a need for state-level buy in and willingness to move forward. “It is imperative to have the state superintendent on board actively speaking about, giving concrete examples of learning support and the connection to academic achievement.” “This will bring along others at OSPI (e.g., administrators for Title I, Special Ed., etc.).” Also stressed was the need to influence state and local school boards, district and ESD superintendents, principals, chief academic officers, unions, teachers, professional associations, and legislators. And, don’t forget the foundations that support education reform.

2. Strategies for moving forward with new directions for student support

a. Build on and tie into current initiatives, mechanisms, and opportunities

- >Work to make Learning Supports part of the Learning Success policy at OSPI
- >Stress learning supports in public comments related to “Washington Learns: Creating a World-class, Learner-focused Education System for Washington”
- >Use the Individuals with Disabilities Education act provisions for Early Intervening and Response to Intervention to advance learning supports
- >Navigation 101 student planning programs (gives districts \$10,000 to adapt student planning/advisory curriculum and implementation.)
- >Washington Alliance for Better Schools (12 school districts pooling resources to create system side family friendly schools, system of natural leaders at schools)
- >Use grants to leverage system change and sustaining integrated programs and partnerships(e.g., Safe Schools/Healthy Students)
- >Work with the coordinated school health programs/healthy schools leadership project
- >Integrate into state department dropout prevention/retrieval project, Readiness to Learn, Student Assistance Prevention/Intervention Service Program, Title I Learn and Serve, 21 st Century Program, District Improvement Assistance
- >Include learning supports in WA Mental Health Transformation Grant
- >Embed WA Mentoring Partnership into Learning Supports
- >Work with “Preparing for School Success” (DOE/PIRC Funding)
- >Work with “Success by Six”
- >Check Substitute House Bill 1058 Educational attainment of children in foster care
- >Use Association for Curriculum and Development Whole Child initiative to promote learning supports

b. Needs Related to Building Capacity through Leadership and Staff Development

Need:

- >state OSPI to incorporate learning support as mandate in school improvement planning
- >concrete suggestions regarding developing district level readiness and ways to integrate effort into WASL/No Child Left Behind focus
- >to develop and disseminate products of processes initiated and whether or not these have impacted student attendance, etc.
- >>manuals for change (e.g., guides for how to reframe efforts to mobilize district to address learning support)
- >to have follow up sessions with local planning group leaders
- >to educate policy makers away from silo funding
- >document examples of student support staff working more efficiently (e.g., a district-wide college fair rather than school by school; conference with students who need assistance rather than with all students, identify a wide range of school staff who can provide support to students to free time up for system building). Washington school counselor association has training materials to support such a shift in role.
- >regular, ongoing consultation and sharing examples of where it is happening
- >to provide training for new directions through online classes
- >support from the state level to include new directions in OSPI Winter Conference
- >state level expertise and vision to make learning supports happen

- >an accountability tool for New Directions
- >follow up leadership institutes
- >examples of what it looks like at a school and in a district and places (urban, suburban, rural) with new directions underway that a team could visit
- >any resources related to this work developed by HRSA, MCH or CDC

There are many who are ready and able to understand the importance of student support. We need leadership from the state department, but currently state leadership focuses mostly on academics. Still, I believe that at the ESD level we can mobilize to include learning supports. There are districts/schools in our region who could support an emphasis on academics, management, *and* learning supports.

Summit Participant

3. Anticipating and addressing potential barriers to moving forward

- a. **Basic concerns about funding and time** – as would be expected related to all efforts to improve schools and schooling, many respondents stressed the need for more financial support for planning, implementing, and evaluating changes; building capacity; networking; technical support. For example, participants' raised the following

- >Need resources for Learning Support Resource Teams
- >To need to minimize constant new demands to build a system of learning supports
- >Need to change the role of a student support staff to move from direct service to system building
- >Need rule waivers and resource deployment for moving in new directions
- >Should explore use of 15% of special education funding for early intervening
- >Use teleconferencing, videoconferencing and webcasts for staff development and other capacity building related to learning supports

b. **Needs for building and coalescing a critical mass of stakeholders**

Need to:

- >make recommendations about what learning supports might look like in a presentation to the Learning and Teaching Division
- >begin a district and community partners planning effort to develop a more systemic approach -- involve Parent Advisory Committees
- >review what has been done (previous planning efforts that have not been implemented)
- >network to share ideas on policy development, strategic planning, organizational development, connecting kids to school (mentoring, advisory programs, extra curricular activities)
- >develop grassroot community forums; the public need to know how they can help
- >share and learn through networking at all levels (national/state/regional/local)

A Few of the Many Comments Participants Wanted to Share

- “Convince school boards to move from random acts of kindness to a system of supports”
- “The biggest issue is connecting student support services to academic achievement – using attendance as an intervening variable often gets the school Board’s attention – i.e., kids can’t learn if they can’t or won’t come to school or drop out early. So anything that might strengthen the connection to learning is critical right now.”
- “As a school psychologist, I think I am in a unique position to influence the development of school teams that are in a position to address systemic needs versus individualized case management.”
- “Teachers really need to be influenced in terms of valuing “affective” skills, as well as academic schools. School board members need to understand how wellness goes hand-in-hand with effective learning.”

Participants’ Ideas for Possible Next Steps in Washington State

What next? Moving ideas into action and setting initial priorities

(1) Examples of steps participants indicated they were ready to do individually

As with other state summits, the ideas related to

- *Using and sharing info from Summit to inform key stakeholders*
- *Getting the policy and decision makers involved*
- *Learning more about what others are doing*
- *Incorporating ideas into professional development*
- *Motivating/activating others*
- *Enhancing current programs*
- *Pursuing systemic change and alignment*
- *Keeping up with information on New Directions*

The following are major examples of actions participants plan to take:

a. In Districts

- >As Executive Director of Student Support, I plan to mobilize the instructional team to do resource mapping and gaps analysis in the six areas across the three systems; this is done in academic content areas so we need to do this in support also
- >Create a district wide committee (one representative per school) with the responsibility to begin the dialogue and processes needed to put the student support initiatives in place in all schools

- >Establish a local planning group
- >Get buy in from district leadership: present a proposal to them
- > Involve Principals
- >Map resources; point out inefficiencies
- > Reframe the Student Support Group: re-tool our brochure/document
- >Continue networking and interfacing with community agencies and groups to provide student support
- >Report to immediate division assistant superintendent
- >Integrate this work with the comprehensive counseling and guidance initiative
- >Initiate a step by step process to focus, strengthen and integrate learning supports currently in existence but which are fragmented and marginalized
- >Convene a planning group/articulate a vision
- >Initiate a new student/parent outreach program
- >Work on policy development to include learning supports in school improvement planning

b. In Regional Areas

- >Discuss in ESD Learning Support (concepts, accountability, data, benchmarks)
- >Use new directions language; adapt some written materials to promote concepts
- >Presentations to schools “ready” to hear and visualize systems approach
- >Use New Directions materials for a “book circle” with staff at the ESD
- >Influence our Learning and Teaching team to more fully incorporate these issues.

c. In the State Department

- >Work at the state level to promote new directions
- >Work with after-school programs to be part of this change
- >Team at OSPI needs to have further dialogue about this work so that as a lead agency we have a shared vision
- >Continue to push the concept of systemic change at the state level
- >Provide training and TA to schools interested in this work
- >This needs to be part of current state level policy work
- >Will do social marketing with principals and superintendents
- >Mobilize others; work at OSPI to move initiative forward
- >Work with our Learning and Teaching Support Unit to begin working on strategies to move this forward in WA
- >Continue to read and participate in group discussion at OSPI on Learning Support
- >Share information with state coordinators to brainstorm ways we can integrate student learning support framework
- >Work on being open to change and seeing things differently and practicing this in day to day work
- >Influence policy on student/family/community engagement
- >Expanding the work of Readiness to Learn as a replicable model by using the six content areas and a supporting infrastructure; provide detailed report on outcomes related to this work from programs that are successful
- >Expand this work into a more integrated framework to link with the academic sections of OSPI. (This involves strategic planning regarding training our whole agency)
- >Find the strategy that works to bring the necessary people on board
- >Need to work on ideas for relevant data collection and analysis. This drives school improvement and lack of accessible student support data becomes a barrier.
- >We will continue to build on our common knowledge base on student support. At some point we will build an action plan.

- >Need help with practicalities: skills, approaches, politics or systems changed related to student support.
- >Need to build a state network to move us more cohesively toward change in our state. Want to network with other state-level leaders in other states.

d. In Associations and Organizations

- >Will report to State Board of Education. Look for opportunity to add Learning supports to School Improvement Planning (add appropriate prompts). As the State Board of Education goes through a process to redefine Basic Education in WA state, student support should surface as part of that discussion.
- >Will meet with Supt. Bergeson and share information
- >Participate in public comments at Washington Learns draft proposal hearings
- >Infuse these ideas into our Readiness to Learn Consortium more systematically. Work with each school principal and support team on these ideas and get these frameworks moving on the ground
- >Communicate with key leaders in the two largest local school districts, provide them with several key handouts.
- >Contact a key school board member in each district
- >Look for ways to introduce/promote some of this to our interagency collaborative
- >WA Alliance will convene a study group from district membership (12 districts) to rethink and discuss documents from this forum and how as a consortium we could reform student support
- >We may need a leadership session to create a concrete plan of action that districts could implement. We will work at both Superintendent level and with directors of student support and with teaching/learning support areas. Principals would be represented as well. Will look at reframing roles of support service staff.
- >Work with school district to integrate learning support into school improvement plans. Work with Readiness to Learning to gather good data.
- >Need to work on inservice for teachers to motivate students to re-engage in learning.

(2) Organized Steps Related to Supporting the Work

a. Core Advisors – a group of participants indicated readiness to be core advisors to the initiative from New Jersey. This group will play a key role in advising the national and future state efforts and championing, leading, and guiding the process toward effective systemic change and sustainability. Some functions core advisors work on include:

- identifying, establishing, and providing directions related to tasks and next steps
- "briefs" that provide an overview of the need for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and teaching
- supporting, reviewing, and, as appropriate, ratifying work group products

Action step:

Below is the list of those individuals at the summit who indicated interest in joining the network of Core Advisors for the initiative. The UCLA Center works with Core Advisors and other leaders in exploring next steps for work across the country, with a special emphasis on creating readiness for new directions for student support in states where Summits have been held. Leadership Institutes will play a key role in this, and work groups will be established as specific tasks are identified. The group of core

advisors continues to evolve over time. If the Washington state group decides to pursue an in-state initiative for new directions for student support, the Center will work with the network of advisors to help establish a steering body consisting of a high level group of "power brokers" who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress.

The following individuals already have indicated interest in joining the growing network of Core Advisors:

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| <ul style="list-style-type: none"> >Jonelle Adams, WA Alliance for Better Schs. >Ann Allen, Learning Support Dir., ESD 105 >Corrine Anderson-Ketchmark,
School Social Work, Vancouver S.D. >Bob Conroy, Manager, Prevention and
Intervention, Seattle Public Schools >Maddy deGive, Executive Director,
Student Support, North Thurston Schools >Denise Fitch, Consultant >Ron Hertel, OSPI >Kelli Hoekstra, Puget Sound ESD >Mona Johnson, OSPI >Cindy Lundvall, Director,
Student Services, Lake Washington S.D. >John MacDonald, Seattle Public
Schools/President Washington State
Association of School Psychologists | <ul style="list-style-type: none"> >Jenny Morgan, Olympia School District/
President, WA. School Counselor Assn. >Martin Mueller, OSPI >Pam O'Brien,
21st Century After School Supervisor, OSPI >Laura Payne,
School Psychology, Seattle Public Schools >Wayne Rounseville, Children's Home Soc. >Bonnie Sandahl, Community Representative >Kathleen Sande, OSPI >Deborah Solatka, Special Services Coord.,
Kent School District >Gayle Thronson,
Health Services Program Supervisor, OSPI >Gary Wilson, Director,
Student Services, Clover Park S.D. |
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Others recommended as potential core advisors:

- | | |
|--|---|
| <ul style="list-style-type: none"> >Robin Arnold-Williams, DSHS >Michelle Corker-Curry, Director of Student
Learning Support, Seattle Public Schools >Kathy Davidson, Deputy Superintendent >Mark Flateau, Superintendent >Faye Fuchs, ESD 105 >Bill and Melinda Gates >June Gutting >Mary Hall, Superintendent >Maxine Hayes, DOH >Caprice Hollins, Equity Coord., Seattle P.S. >Mark Jewell, Federal Way | <ul style="list-style-type: none"> >Martha Rose Laffy, WA School Dirs. Assn. >Nancy Leahy, Circle of Success >Cecile Lindquist >Lisa McFarland, League of Education >Chris Moechel >Janelle Newman, Assistant Superintendent for
School Improvement >Kristin Schutte, ESD 114 >Rose Search >Sue Walker, Shoreline >Vickie Yharra >Bright Futures representative from U of W >AAP representative |
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“Need our key ed leaders involved. The union, principals association, school administrators, PTA. Infrastructure with ESDs.”

- b. Work Groups** – As needed, work groups will be formed to flesh out specific ideas about new directions and about how to get from here to there. Facilitators for each work group will be established to ensure group effectiveness and cross-group communication and to interface with core advisors. Given that groups will include individuals from across the state, the process will use email, supplemented by U.S. mail, FAX, and phone.

Examples of work group products might be a series of briefs that provide an overview about the need and possible nature of new directions for student support. These could

- clarify existing resources and concerns about how they are currently deployed
- outline a comprehensive intervention learning supports framework for new directions
- describe how existing infrastructure might be reframed at all levels so that new directions are pursued effectively
- clarify what must happen to get from here to there (how to effect necessary systemic changes)

Action step:

As Core Advisors identify specific tasks, they help establish work groups to pursue top priority tasks.

In addition to those volunteering as Core Advisors, the following Summit participants indicated interest in helping through work groups:

Debby Gaffney, North Thurston Public Schools
Gloria Hilsinger, School Nurse Corps Coord., ESD 105
Mindy Leasure, Youth and Family Link
Mike Lynch, NCESD
Susan Richards, Communities in Schools on Renton
Shelley Snitily, Managing Director, NCESD

Others recommended as possible work group members:

Jeff Clark, Principal, Seattle Public Schools
Bonnie Duscharme, Spokane SD
Gordon Linse, PSESD
Sandy Mathewson, ESD 112
Mona Miles Koehler
Dave O’Keefer, Lakewood Community in Schools
Kathleen Ross, Heritage University
Lori Stolee, ESD 189

And, include those who train paraprofessionals and teacher’s assistants

In addition to Core Advisors and volunteers for work groups, the following participants expressed interest in working to provide information about strategies for moving forward in the state:

Crystal Bragg, Wenatchee School District
Andie Gernon, Lakewood’s Promise
Douglas Head, Children’s Home Society
Julia O’Connor, Family Empowerment Project
Lori Stern, Coordinated School Health Manager, WA State Department of Health

(3) Steps for Immediately Informing and Including Others in the Initiative

Participants identified many organizations that should be contacted as potential co-sponsors or partners of the initiative and an useful resources in moving in new directions for student support in Washington state. While some were represented at the Summit, further contact with others in their agencies, was seen as essential. In addition to policymakers (legislators, boards of education, city councils), general departments and agencies (immigration, justice, mental health), and types of professionals (career counselors, visiting nurses, police), specific entities mentioned were:

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| >Governor and state representatives | >Washington Assn. of School Social Workers |
| >Washington Education Association | >Washington Alliance for Better Schools |
| >Washington OSPI | >Washington Assn. for School Principals |
| >Washington state departments for social and health services, juvenile justice, etc. | >Washington Assn. of School Administrators |
| (children's administration, mental health, drug alcohol, developmental disabilities, juvenile rehabilitation) | >Washington Assn. of School Boards |
| >Washington School Counselor Association | >PTA at school, district and state levels |
| >Washington School Psychologist Association | >Center for Disease Control and Prevention/
Division of Adolescent and School Health |
| >Washington School Nurses Association | >Native American Tribes: Tribal Ed. Dept. |
| | >Economic and Workforce Development |

Appendix A

Participants

Summits Initiative: New Directions for Student Support Washington state: September 18, 2006

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New Directions for Student Support
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Appendix B

About the National Initiative and its Co-Sponsors

The National Initiative: *New Directions for Student Support* is designed as a strategic effort to move student support efforts in new directions and into a central position in improving schools and enhancing outcomes for all students. It represents a major response to the growing and widespread imperative for closing the achievement gap and leaving no child behind. The initiative already has mobilized a great deal of interest and energy from educational leaders and school staff and from their organizations across the country. (There are currently 34 co-sponsoring groups.) At this stage, the emphasis is on increasing proactive advocacy for *New Directions for Student Support*, building a leadership network nationally and in every state, and delineating specific recommendations and action steps for getting from here to there.

The Initiative began in October 2002 with a national Summit. This was followed by a series of regional summits. Based on the exceptional response, the decision was made to proceed with state-wide summits. Washington state was the eleventh of these, following Minnesota, Wisconsin, California, Indiana, Texas, Connecticut, New York, Iowa, Pennsylvania, and New Jersey. Several other states are in the planning stages.

Follow-up activity with states include Leadership Institutes, technical assistance and specialized training workshops, and “tool” development.

At an appropriate time, a policy makers' summit on student support will be organized to clarify new directions and encourage adoption of major recommendations.

Throughout the process, efforts across the country to move in new directions are being identified and showcased. Technical assistance and training for localities and states is being provided. And, mutual support networks are being developed for sharing of effective practices, lessons learned, and data on progress.

The *New Directions for Student Support Initiative* is sponsored by the national Center for Mental Health in Schools at UCLA* and is co-sponsored by:

American School Counselor Association
American School Health Association
Association for Supervision and Curriculum Development
California Association of School Psychologists
California Center for Community School Partnerships
California Department of Education
Center for Cooperative Research and Extension Services for Schools
Center for Prevention of Youth Violence, Johns Hopkins University
Center for School Mental Health Analysis and Action, Univ. of Maryland, Baltimore
Center for Social and Emotional Education
Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
Coalition for Community Schools
Collaborative for Academic, Social, and Emotional Learning
Education Development Center
Indiana Department of Education
Institute for the Study of Students at Risk, University of Maine
Johns Hopkins University Graduate Division of Educ.
Minnesota Department of Public Instruction
National Alliance of Pupil Service Organizations
National Association of Pupil Services Administrators
National Association of School Nurses
National Association of School Psychologists
National Association of Secondary School Principals
National Association of Social Workers
National Association of State Boards of Education
National Middle Schools Association
National Student Assistance Association
Pennsylvania Department of Education
Policy Leadership Cadre for MH in Schools
Regional VII Comprehensive Center
School Social Work Association of America
Texas Association of Student Assistance Professionals
Urban Special Education Leadership Collaborative
Wisconsin Department of Public Instruction

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA. Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095- 1563 Phone: (310) 825-3634 Fax: (310) 206-8716 E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu> – Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

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(6) Other Comments:

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