

ENEWS: A Monthly Forum for Sharing and Interchange

February, 2007 (Vol. 11 #5)

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**

>Rethinking District Infrastructure to More Effectively Address Barriers to Learning and Teaching

****News from Around the Country**

****Call to Action Campaign**

****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**

>The Mid-point of a school year – report cards and conferences: Another Barriers or a Challenging Opportunity?

****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/lisinfo/mentalhealth-1> 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**

>Rethinking District Infrastructure to More Effectively Address Barriers to Learning and Teaching

There seems to be considerable agreement that the current organizational and operational infrastructure in school districts contributes to the marginalization, fragmentation, wasteful redundancy, and counter productive competition that permeate prevailing efforts to provide student and learning supports.

But there is little consensus about the best way to restructure.

To stimulate discussion of this matter, our Center has analyzed the current state of affairs and offered a prototype that highlights changes designed to promote development of a comprehensive system of learning supports at every school. (See *Toward a School District Infrastructure that More Effectively Addresses Barriers to Learning and Teaching* online at [http://smhp.psych.ucla.edu/pdfdocs/briefs/toward a school district infrastructure.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/toward_a_school_district_infrastructure.pdf))

Please share your ideas about all this so that we can incorporate them into subsequent reports focused on clarifying diverse perspectives about how district infrastructure can be reworked to better help every school address barriers to learning and teaching. Send your ideas to ltaylor@ucla.edu

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****NEWS FROM AROUND THE COUNTRY**

INTENT TO IDENTIFY MOST DANGEROUS SCHOOLS MISSES MARK

“The federal No Child Left Behind Act requires states to identify ‘persistently dangerous’ schools and give parents the option of moving their children to other schools.... Fewer than 100 of the nation’s 90,000 plus public schools have ever been slapped with the label since the law took effect in 2002.... A U. S. Department of Education committee is exploring the issue and may recommend changes when Congress takes up reauthorization of the law this year.” 1/18/07. USA Today. [Http://usatoday.com](http://usatoday.com)

VOCATIONAL ED REBOUNDED AS AN ANSWER TO DROPOUT CRISIS

“Some education experts argue that expanding vocational programs is the best way to solve the dropout crisis ... critics worry that vocational ed is simply another way to direct student, many of them poor and minority, along a path that will never result in a degree from a four year school. Proponents agree that vocational education needs to be overhauled, primarily by becoming more academically rigorous.” 1/15/07 Mercury News. [Http://www.mercurynews.com](http://www.mercurynews.com)

SCHOOLS TURNING TO WEALTH, NOT RACE, TO INTEGRATE SCHOOLS

“More communities might consider income as a way of diversifying schools if the U. S. Supreme Court decides later this year ... to strike down voluntary racial desegregation programs. A student assignment system that takes a person’s wealth into account – much like government aid programs or the income tax – is legally defensible, said a researcher at The Century Foundation.” 1/11/07. USA Today. [Http://usatoday.com](http://usatoday.com)

DIVIDING BOYS AND GIRLS IN PUBLIC SCHOOLS: GOOD OR BAD FOR MENTAL HEALTH?

More public school systems are looking at separating boys and girls, whether for certain classes or by entire schools, after the federal government opened the door last fall. Nationwide, at least 253 public schools offer single-sex classes and 51 schools are entirely single sex, according to the National Association for Single Sex Public Education. In 1995, just three public schools offered single-sex classes. Large cities where public schools already offer single-sex classes include New York City, Chicago, Dallas, Seattle and Washington, D.C. Plans to open same-sex

schools have been announced in Miami, Atlanta and Cleveland. Milwaukee is considering doing so. Supporters say splitting students by sex minimizes distractions, helps them learn better, and allows boys and girls to explore subjects they may not otherwise take. Critics of same-sex classrooms argue that separating boys and girls is tantamount to "separate but equal" segregation-era classrooms and that the focus instead should be on proven methods of improving education

1/25/07. Houston Chronicle <http://www.chron.com/>

STUDY RAISES DOUBTS ON K-8

Johns Hopkins University researchers have concluded that expanding elementary schools to sixth, seventh, and eighth grades does not help adolescents do better academically.... For several decades educators have debated where to put 11 to 14 year olds, the most difficult-to-teach age because of the rapid physical and emotional development that occurs during those years."

1/16/07. Baltimore Sun. [Http://www.baltimoresun.com](http://www.baltimoresun.com)

DETROIT MAY SHUT UP TO 52 SCHOOLS

"Prompted by an exodus of students and by aging building, it would be the most school closures in the history of the district and likely one of the largest closures in the nation. ... The district has seen a massive loss of students over the past eight years – more than 50,000 or nearly a third of its population." 1/6/07 Detroit News. [Http://www.detnews.com](http://www.detnews.com)

DEMOCRATS PUSH FOR CHANGES TO NO CHILD LEFT BEHIND LAW

"Democratic Congressional leaders called President Bush's signature education law too punitive in its sanctions public schools and pledged to increase educational spending signaling the stance they will take this year in negotiations over the law's renewal." 1/9/07, The New York Times.

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

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"The No Child Left Behind Act has brought important changes to our public education system, for example, by shining a spotlight on the persistent achievement gap that exists among different groups of students in our country. But if we are going to fulfill our original commitment to children and parents, then the law, its implementation and if funding must be improved."

George Miller, Chair, House Committee on Education and Labor

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Each week the Center highlights a newsworthy story online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

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

<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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****CALL TO ACTION CAMPAIGN – IT'S TIME TO GET ON THE AGENDA!**

All signs point to 2007 being the time for actions that can produce fundamental changes related to advancing mental health in schools and developing comprehensive systems for learning supports. Therefore, at this juncture, the Center has initiated a call to action campaign.

We are recommending that everyone concerned with this pursue the following three courses of action to move things forward in the coming months:

>Participate at school improvement decision making and planning tables to ensure there is a sophisticated focus on new directions for developing a comprehensive system of learning supports.

See <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer06.pdf>

>Communicate with Congress about including discussion of a comprehensive system of

learning supports as a major agenda item in the hearings for the reauthorization of the Elementary and Secondary Education Act (e.g., No Child Left Behind).

- > See <http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf>
 - > See <http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf>
- >Focus the attention of Mayors on working with schools to help develop a comprehensive system of learning supports.
See <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter07.pdf>

Please send us any ideas you have about how to advance this campaign.

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We said: "It's just COMMON SENSE!"

They said: "That's an oxymoron!"

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

***Children's Mental and Physical Health**

>Making the case for addressing adolescent health care (2007) M. McManus and H. Fox. Incenter Strategies for the Advancement of Adolescent Health.

[Http://www.incenterstrategies.org/jan07/factsheet3.pdf](http://www.incenterstrategies.org/jan07/factsheet3.pdf)

>Social and emotional foundations for early learning: A conceptual model for intervention (2006) M. L. Hemmeter, et al., School Psychology Review, 15(4) 583-601

>Risk for suicide attempts among adolescents who engage in non-suicidal self-injury. (2007) J. Muehlenkamp & P. Gutierrez., Archives of Suicide Research, 11(1) 69-82.

>A developmental perspective on bullying (2006) D. Pepler, et al, Aggressive Behaviors, 32(4) 376-384.

>Major depressive disorder in adolescence: The role of subthreshold symptoms, 2006) K. Goergiadis, et al, Journal of the American Academy of Child & Adolescent Psychiatry, 45(8) 936-944. [Http://www.jaacap.com](http://www.jaacap.com)

***Family, School & Community**

>The impact of after-school programs that promote personal and social skills
<http://www.casel.org>

>Response to Intervention for young children with extremely challenging behavior: What it might look like (2006) D. Barnett, et al, School Psychology Review 15(4) 568-582.

>Exposure to community violence: Processes that increase the risk for inner-city middle school children (2006) S. Salzinger, et al, The Journal of Early Adolescence, 26(2) 232-266.
<http://jea.sagepub.com/cgi/content/abstract/26/2/232>

>Preventing youth violence and delinquency through a universal school-based prevention approach (2006) G. Botvin, et al, Prevention Science, 7(4) 403-408.

>Peer exclusion and victimization: Processes that mediate the relationship between peer group rejection and children's classroom engagement and achievement (2006) E. Buhs, et al, Journal of

Educational Psychology, 98(1) 1-13.

>Using youth advocates for mentoring at-risk students in urban settings (2006) A. Broussard, et al, Children and Schools, 28(2) 122-127.

>Collaborative relationships: School counselors and non-school mental health professionals working together to improve the mental health needs of students (2006) C. Brown, Professional School Counseling. http://www.findarticles.com/p/articles/mi_m0KOC/is_4_9/ai_n16131300

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

>Examining school health center utilization as a function of mood disturbance and mental health difficulties (2006) D. Santor, et al, Journal of Adolescent Health, 39(5) 729-735.
<Http://www.jahonline.org/article/PIIS1054139X0600142X/abstract>

>Findings from the School Survey on Crime and Safety: 2003-04 (2006) National Center for Education Statistics. <Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007302>

>Investing in Our Youth (2006). F. Cunha & J. Heckman. University of Chicago.
<http://www-news.uchicago.edu/releases/06/061115.education.pdf>

>Young people's health care: A national imperative (2006) C. Brindis, et al, Policy Center & National Institute for Health Care Management Foundation.
Http://www.nihcm.org/finalweb/pg_mch_publications.htm

>Cumulative social disadvantage and child health (2006) L. Bauman, et al, Pediatrics, 117(4) 1321-1328. <Http://pediatrics.aappublications.org/cgi/content/abstract/117/4/1321>

>An extreme degree of difficulty: The educational demographics of urban neighborhood high schools (2006) Journal of Education for Student Placed at Risk, 11(2) 123-141.

>Users guide to computing high school graduate rates (2006) National Center for Education Statistics. <Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605>

>Children in vulnerable families: Facts and figures.
<Http://www.urban.org/publications/901016.html>

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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"Bureaucrats cut red tape, lengthwise."

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>February Theme – The Mid-Point of a School Year –

Report Cards & Conferences: Another Barriers or a Challenging Opportunity?

See discussion at <http://smhp.psych.ucla.edu/atyourschool/feb03.htm>

Brief excerpt: What happens at this point in the year is critical in either cementing or altering teacher, parent, and student relationships. This is an especially crucial time for students who have learning, behavior, or emotional problems. Most data on school depression and suicide

attempts show an increase in the spring semester. Is this seasonal pattern linked to the experience of school failure and hopelessness?

Of particular importance is rethinking end of semester conferences for those students who need support. In redesigning what is done, the objectives are to

- >counter tendencies for students and parents to see the reported grades as a reason to give up
- >enhance student, parent, and staff motivation to do better.

This requires a process that

- >avoids blaming, defensiveness, anger, frustration
- >emphasizes mutual respect, sharing, and interchange (talking with, not at; discussing, not telling)
- >involves students and parents in enhancing the understanding of everyone concerned about what can be done to make things better and in planning how to get from here to there

For more on this, see discussion at <http://smhp.psych.ucla.edu/atyourschool/feb03.htm> .

Also see *Re-engaging Students in Learning* – This quick training aid provides a brief overview and fact sheets on enhancing student motivation to re-engage them in learning at school. It also includes several tools and handouts for use with staff development presentations.

<http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/reengagingstudents.pdf>

Note: *Changing negative patterns and cycles is what support for learning is all about.* And, school support staff can play a key role in all this by introducing new approaches and partnering with teachers. For more on anticipating natural opportunities for strengthening learning support that occur over the course of the school year, see “Ideas for enhancing support at school this month” at <http://smhp.psych.ucla.edu>

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“We’re just testing, testing, testing when we should be teaching, teaching, teaching. It’s like the farmer trying to weigh his animals daily expecting growth and not having time to feed them”

Roger Takabayashi

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****OTHER HELPFUL INTERNET RESOURCES**

>Who are America’s poor children? Http://nccp.org/pub_cpt06a.html

>A blueprint for change: Improving the system response to youth with mental health needs involved with the juvenile justice system

http://www.ncmhjj.com/blueprint/pdfs/programbrief_06_06.pdf

>Developing a stigma reduction initiative

<http://mentalhealth.samhsa.gov/publications/allpubs/sma06-4176/>

>Exploring the nature and prevention of bullying

<http://www.ed.gov/admins/lead/safety/training/bullying/index.html>

>Guidelines for juvenile information sharing.

<Http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=237372>

>The economic promise of investing in high quality preschool

http://www.ced.org/docs/report/report_prek_econpromise.pdf

>School and parent interaction by household language and poverty status

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006086>

>Federal Autism Activities. <Http://www.gao.gov/highlights/d06700high.pdf>

>QuickStats: Birth rates among females aged 15-19 years, by state
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5551a6.htm?s_cid=mm5551a6_e

>Strength-based approaches to healthy youth development
<http://www.nde.state.ne.us/federalprograms/sdfs/sba/index.htm>

>Early childhood longitudinal study. [Http://nces.ed.gov/ecls/birth.asp](http://nces.ed.gov/ecls/birth.asp)

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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****A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

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

>Mentoring in the 21st Century, 2/12-13, Denver, CO. <http://www.askeducation.com>

>Conference on Inclusive Education, 2/15-17, Denver, CO. [Http://www.peakparent.org](http://www.peakparent.org)

>The Early Seeds of Leadership, 2/24, Pomona, CA <http://kli.cmc.edu>

>National Mentor Recruitment Training, 2/26-28, Los Angeles, CA
<http://www.mentoryouth.com>

>Improving Services for Individuals with Attention Deficit Hyperactivity Disorder, 3/22, Harrisonburg, VA. [Http://chp.cisat.jmu.edu/raisingthebar.html](http://chp.cisat.jmu.edu/raisingthebar.html)

>Raising Achievement and Closing Gaps, 3/26-28, Greensboro, NC.
[Http://www.ncpublicschools.org](http://www.ncpublicschools.org)

>Students Against Violence Everywhere, 3/31, Raleigh, NC. [Http://www.nationalsave.org](http://www.nationalsave.org)

>National Diversity Conference, 4/25-27, Seattle, WA. [Http://www.ediversitycenter.net](http://www.ediversitycenter.net)

>After School Leadership Conference, 5/17-19, Palm Springs, CA. [Http://www.sdcoe.net/rtac](http://www.sdcoe.net/rtac)

>Building on Family Strengths, 5/31-6/2, Portland, OR. [Http://www.rtc.pdx.edu](http://www.rtc.pdx.edu)

>Afterschool for All Children, 7/17-19, Miami, FL. [Http://www.sedl.org](http://www.sedl.org)

>School of the 21st Century Conference, 7/23-25, Little Rock, AR. [Http://www.yale.edu/](http://www.yale.edu/)

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

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“Constant change is here to stay!”

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

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

>>National Institute of Mental Health with the Center for Mental Health Services,
SAMHSA. Due 2/5, 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/PA-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>

>>National Institutes of Health

>>>Parenting capacities and health outcomes in youths and adolescents
Due 2/5. [Http://grants.nih.gov/grants/guide/pa-files/pa-06-097.html](http://grants.nih.gov/grants/guide/pa-files/pa-06-097.html)

>>Substance Abuse Mental Health Services Administration (<http://www.samhsa.gov>)

>>>Science to Service Award (due 2/28/07). Contact Dean Fixen <http://nirn.fmhi.usf.edu>

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“If at first you don’t succeed, destroy all evidence that you tried.”

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**UCLA CENTER ACTIVITIES AND RESOURCES UPDATE

>>New Resources this Month

>Toward a School District Infrastructure that More Effectively Addresses Barriers to
Learning and Teaching – This report

- (a) explores the infrastructure problem at the district level that contributes to the marginalization, fragmentation, wasteful redundancy, and counter productive competition that permeate prevailing efforts to provide student and learning supports
- (b) offers a prototype to stimulate discussion of changes that are essential to the development of a comprehensive system of learning supports at every school.

Also briefly highlighted are infrastructure frameworks for school and school complex levels that the Center has formulated and discussed in other Center documents.

This brief is online at
<http://smhp.psych.ucla.edu/pdfdocs//briefs/toward a school district infrastructure.pdf>

The Center is requesting feedback on the analyses and prototype
with a view to strengthening both in subsequent reports.

>>CALL TO ACTION CAMPAIGN (highlighted as a major item above)

>>Update on the “National Initiative: New Directions for Student Support” –
see <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

Of special note:

>>>Upcoming Leadership Training Institutes scheduled in Iowa in February,
Hawai`i in March, Vermont in April

Note: For more information on the UCLA Center for Mental Health in Schools, go to the website
at <http://smhp.psych.ucla.edu> or contact

Howard Adelman and Linda Taylor, Co-directors
School Mental Health Project/Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
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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“My mind is like a steel trap. Rusty and illegal in most states.”

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****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:

<Postdoctoral>

Fellowships in suicide prevention research, University of Rochester Medical Center, Rochester,
NY. Contact yeates_conwell@urmc.rochester.edu

<Mental Health Specialist>

Early childhood programs, Family & Children’s Services Office, Tulsa, OK. Contact
rslocum@fcsok.org

<Postdoctoral>

Clinical trial supervisor, Judge Baker Children’s Center, Harvard Medical School, Boston, MA.
See <http://www.jbcc.harvard.edu/>

<Team Leader>

U. S. Department of Education, 21st Century Community Learning Centers program,
Washington, DC. . Closes 2/16. Go to <Http://jobsearch.edhires.ed.gov> and type in “afterschool”

in the key word field.

<Postdoctoral>

Research fellowship positions in multidisciplinary training program in community based research, University of California – San Francisco, Department of Psychiatry. Deadline April 30. See <http://psych.ucsf.edu/carta/index.asp>

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“Errors have been made. Others will be blamed.”

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

We were asked to bring the following to your attention:

(1) “The Center for Social and Emotional Education (CSEE) has developed two new resources to support K-12 schools measure and improve school climate: the Comprehensive School Climate Inventory (CSCI); and the School Climate Resource Center. School climate refers to people’s subjective experience in schools. When we measure school climate, we recognize the social, emotional and ethical as well as academic aspects of school life. Positive school climate is predictive of academic achievement, effective risk prevention efforts and positive youth development. The CSCI has been developed in a scientifically sound manner and recognizes K-12 student, parent and school personnel voice as well as assessing the following four major dimensions that practitioners and scholars believe shape school climate: Safety (physical, and social-emotional), Relationships (respect for diversity; morale/connectedness; school-home partnerships); Teaching and Learning (quality of instruction; professional development; leadership; social, emotional and ethical as well as academic learning); and, the (external) Environment (quality and structure-related issues from cleanliness to size of the school). If you are interested, there is a great deal of information about the CSCI on the following URL: www.csee.net/climate/csciassessment/

The School Climate Resource Center is a web-based, data-driven road map and tracking system designed to support school climate improvement and continuous social, emotional and ethical as well as academic learning. The Resource Center includes research-based information and guidelines to support the five stages of the school climate improvement process: (1) planning for school climate improvement, (2) evaluation of a school’s strengths and needs, (3) action planning, (4) implementing the action plan, and (5) re-evaluating progress and developing the next set of implementation goals. The process of school climate improvement is a democratic one in which all members of the school community learn and work together to identify and address its strengths, needs and goals. Thus, the foundation for change is community based and promotes parent and student engagement. The Resource Center also includes information from a number of overlapping fields (school reform, social emotional learning, character education, community schools and mental health) as well as forums where educators learn from one another and share best practices.”

(2) California Newsreel/Resolution, Inc. (a nonprofit educational organization) has a new film available entitled “NO!” a film about confronting sexual abuse. “As incidents of sexual violence and assault continue on campuses and in communities across the country, a new documentary film brings fresh voices and initiates a dynamic dialog that responds to this urgent and complex situation. *NO!* sheds light on the impact of sexual violence against Black women and girls. The always heated and ever-unfolding crisis of race, sex and violence in America are unpacked by leading Black feminist scholars and by violence prevention experts, providing food for thought for every discussion.” See <http://www.newsreel.org>

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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.

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