

**25 Years &  
Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



**July, 2011 (Vol. 15 #10)**

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

For more on what our national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.**

**Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

### **\*\*Re-Emerging Issue:**

**>Effective interagency and school community collaboration:  
An impossible dream?**

### **\*\*News from around the country**

### **\*\*Recent publications relevant to**

**>Child and adolescent mental and physical health**

**>School, family, & community**

**>Policy, systems, law, ethics, finances & statistics**

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

**>July – Innovative ways to promote development and learning during the summer**

### **\*\*Other helpful Internet resources**

### **\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, and online professional development**

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

### **\*\*UCLA Center Update**

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



## RE-EMERGING ISSUE

### Effective interagency and school community collaboration: An impossible dream?

In Education Week's Futures of School Reform series, Paul Reville, MA's Secretary of Education wrote:

"It is now clear that unless and until we make a more active effort to mitigate the impediments to learning that are commonly associated with poverty, we will still be faced with large numbers of children who are either unable to come to school or so distracted as not to be able to be attentive and supply effort when they get there."

Few folks will argue with this.

He also states that one of the strategies for addressing this problem is MA governor's Child and Youth Readiness Cabinet.

"This interagency coordinating council is comprised of the secretaries of Housing and Economic Development, Labor and Workforce Development, Public Safety and Security, Administration and Finance, and the Child Advocate. The Cabinet has chosen to focus on underperforming schools, designing an initiative to build new communication and information sharing networks and foster interagency collaboration between education, health, housing, and safety professionals with the goal of increasing children's success both in and out of school."

[http://blogs.edweek.org/edweek/futures\\_of\\_reform/2011/05/bolder\\_broader\\_action\\_strategies\\_for\\_closing\\_the\\_poverty\\_gap.html](http://blogs.edweek.org/edweek/futures_of_reform/2011/05/bolder_broader_action_strategies_for_closing_the_poverty_gap.html)

Here is where issues arise. Some see this as too much of a top-down strategy. Some see this as mainly focused on improving service coordination and linkage to schools. Others don't see how this would play out to address barriers to learning and teaching at the school level and in all schools.

*What has been your experience with state interagency coordinating bodies? What experiences have you had with local school-community collaborations?*

Please share so we can synthesize and send on to folks across the country. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

Related to all this, see our summer quarterly journal/newsletter article entitled: *About School, Home, and Community Connecting and Collaborating to Address Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer11.pdf>

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## NEWS FROM AROUND THE COUNTRY

*Stories of recovery.* While natural disasters continue to impact communities, some are healing:

>**Missouri students encourage to help Joplin kids** – A statewide relief effort was launch by state education officials inviting school personnel and student to raise funds to aid the students in Joplin Public Schools who are severely affected by the tornado

disaster. Money raised will be used for students' needs, such as clothing, shoes, blankets, pillows and other items. 5/25/11.

<http://dese.mo.gov/news/2011/kids4kids.htm>

>**Summer school begins, a hit with parents** – The first day of extended summer school in Joplin includes transportation, breakfast and lunch. Enrollment was 24 percent higher than last year. One teacher said she thinks summer school gives children and their parents a sense of routine, comfort and safety. 6/13/11.

<http://www.joplinglobe.com/local/x1814654472/Joplin-summer-school-begins-a-hit-with-parents-others>

>**Summer program packages food, fun, and learning** – The Tuscaloosa Summer Food and Fun project is sponsored by the Alabama Perinatal Association, a nonprofit organization whose purpose is to provide structured activities at no cost to at risk young people during the summer. The public health department encourages adults to volunteer. Counseling will be offered, if needed, by children affected by the tornado. 6/9/11. <http://www.tuscaloosaneews.com/article/20110609/news/110609713>

>**Town torn by tsunami sees reopened school as a therapeutic step** – Teachers say they want school to offer students an escape from the stresses of living in refugee shelters, and a chance to share with peers their experiences during the disaster. Many teachers say they hoped reopening the school would be therapeutic not only for the students, but also for the town. 5/11/11.

<http://www.nytimes.com/2011/05/11/world/asia/11school.html>

*The sight of children going to school is one small step toward  
bringing the town back to normal.*

Gouei Kanno, Seventh grade teacher, Otsuchi, Japan

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*A sample of what else is happening.*

**End to one-time aid may squeeze special ed. Budgets** – As economic-stimulus funding evaporates, states using that money to keep their special education budgets afloat are starting to come up short - in some cases putting other federal aid in jeopardy. The federal "maintenance of effort" rule says states must keep special education spending the same from year to year, or increase it, regardless of the condition of their budgets.

(Education Week, 06/27/11)

<http://www.edweek.org/ew/articles/2011/06/27/36edujobs.h30.html?tkn=ZRMFU96d5ma1HO05ngjtvSPLsc4ytaDmt4zQ&cmp=clp-edweek>

**Public high school opens precedent-setting drug clinic** – An in-school drug and alcohol abuse clinic is opening at a public high school on Long Island, the first of its kind in NY. It will be run by a network of drug and alcohol abuse centers, at no cost to the school district. 6/8/11.

<http://www.reuters.com/article/2011/06/08/us-drugs-highschool-idUSTRE75771U20110608>

**RI bill on cyberbullying policy sent to governor** – Rhode Island's legislature approved a bill that would create a single, statewide policy to combat cyberbullying in schools. House Bill 5941 would lay out new rules for teachers and administrators on how to

respond to reports of bullying. It also spells out how to notify parents and discipline students. (Boston Globe, 06/28/11)  
[http://www.boston.com/news/local/rhode\\_island/articles/2011/06/28/ri\\_house\\_to\\_vote\\_on\\_cyberbullying\\_policy/](http://www.boston.com/news/local/rhode_island/articles/2011/06/28/ri_house_to_vote_on_cyberbullying_policy/)

**Group finds problematic spending under CA Mental Health Services Act** – The Bay Area News Group has released an analysis of spending under California’s Mental Health Services Act of 2004 (Proposition 63), concluding that much of the funding has gone to consultants and programs not directly linked to prevention, treatment, and recovery. Designed to raise funds for new and expanded county mental health programming through a tax on residents earning over \$1 million annually, the measure has raised \$7.4 billion since its enactment. However, the analysis asserts that state regulations have made it increasingly difficult for counties to use the fund to expand existing programs, resulting in a two-tiered system under which beneficiaries of older programs receive inadequate care while those served under new programs receive high quality care (Kaiser Health News, 6/27) [www.kaiserhealthnews.org/](http://www.kaiserhealthnews.org/)

**New law on state test scores means fewer graduates** – Without a passing grade on the state tests, AZ seniors can’t graduate, leaving hundreds of seniors across the state without a diploma. Seniors who did not graduate can retest next fall. They are also allowed to enroll in community colleges, participate in school-level tutoring or re-enroll in their high school. 6/6/11.  
<http://www.azcentral.com/arizonarepublic/local/articles/2011/06/05/20110605aims-score-s-more-failures.html>

**Penalties for illegal student fees** – A proposed CA law is a response to an ACLU lawsuit alleging that districts were charging fees for books and other essential educational supplies in violation of the state constitution which guarantees a free public education. Examples included fees for science labs, art, computer lab, and language workbooks. 6/3/11.  
[http://articles.ocregister.com/2011-06-03/news/29627101\\_1\\_student-fees-illegal-fees-art-fee](http://articles.ocregister.com/2011-06-03/news/29627101_1_student-fees-illegal-fees-art-fee)

**Sweeping overhaul set for ailing Michigan schools** – The Governor has created a statewide school district aimed at reforming the worst public schools by putting them into an independent system. Among the biggest changes are devoting 95 percent of school funding into the classroom. The school principal will make hiring and firing decisions. The changes will go into effect for the 2012-13 school year and focus on 34 failing schools in Detroit. 6/21/11  
<http://www.detnews.com/article/20110621/SCHOOLS/106210377/1409/Sweeping-overhaul-set-for-ailing-Michigan-schools>

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Among the sources used in gathering the above items are

The ECS e-clip at

<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp>

The Public Education Network (PEN) Newsblast at

[http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

The Update from the American Orthopsychiatric Association at

<http://www.aoatoday.com/news.php>

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

If you see a story that should be included, let us know. Sent to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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## **RECENT PUBLICATIONS (In print and on the web)**

### **Child, Adolescent, Young Adult Mental and Physical Health**

>Nurturing children's well-being: A developmental response to trends in over-diagnosis and over-medication (2011) J. Luvmour. *Journal of Humanistic Psychology*, 51, 350-360. <http://jhp.sagepub.com/content/early/2010/11/11/0022167810386958.abstract>

>Anxiety, social skills, friendship quality, and peer victimization: An integrated model. (2011) A. Crawford & K. Manassis. *Journal of Anxiety Disorder*. Epub. <http://www.ncbi.nlm.nih.gov/pubmed/21676586>

>The social contagion effect of suicidal behavior in adolescents: Does it really exist? (2011) M. Ali, et al. *Journal of Mental Health Policy and Economics*, 14(1) 3-12. <http://www.ncbi.nlm.nih.gov/pubmed/21642746>

>Bullying as strategic behavior: Relations with desired and acquired dominance in the peer group (2011) T. Olthof, et al. *Journal of School Psychology* 49(3) 339-359. <http://www.ncbi.nlm.nih.gov/pubmed/21640248>

>Is low empathy related to bullying after controlling for individual and social background variables? (2011) D. Jolliffe & D. Farrington. *Journal of Adolescence*, 34(1) 59-71. <http://www.ncbi.nlm.nih.gov/pubmed/20202677>

>Adverse life events and mental health in middle adolescence. (2011) E. Flouri & C. Kallis. *Journal of Adolescence*, 34 (2) 203-396. <http://www.ncbi.nlm.nih.gov/pubmed/20434208>

>A brief parent-focused intervention reduces anxiety disorders in socially inhibited children (2011) *Evidence Based Mental Health*, 14 (2) 49-55. <http://ebmh.bmj.com/content/early/2011/03/13/ebmh1154.extract>

### **Schools, Family & Community**

>Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. (2011) T. Farmer, et al. *Journal of Youth and Adolescence*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21667294>

>Prioritizing the school environment in school violence prevention efforts (2011) S. Johnson, et al., *Journal of School Health*, 81(6) 331-340. <http://www.ncbi.nlm.nih.gov/pubmed/21592128>

>Exposure to violence and socioemotional adjustment in low income youth: An examination of protective factors. (2011) C. Hardaway, et al., *American Journal of Community Psychology*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21607826>

>Mechanisms of risk and resilience in military families: Theoretical and empirical basis of a family focused resilience enhancement program. (2011) W. Saltzman, et al. *Clinical Child and Family Psychology Review*. ePub.  
<http://www.ncbi.nlm.nih.gov/pubmed/21655938>

>Role of parent and peer relationships and individual characteristics in middle school children's behavioral outcomes in the face of community violence. (2011) S. Salzinger, et al. *Journal of Research on Adolescence*, 21(2) 395-407.  
<http://www.ncbi.nlm.nih.gov/pubmed/21643493>

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

>Expanding School Improvement Policy to Better Address Barriers to Learning (2011) H.S. Adelman & L. Taylor, *Policy Futures in Education*, 9, 431-436.  
<http://smhp.psych.ucla.edu/pdfdocs/expandingcip.pdf>

>It's Good that Some Students Did Well this Year: Now Let's Enable All Students to Succeed at School (2011) *Center for Mental Health in Schools*.  
<http://smhp.psych.ucla.edu/pdfdocs/somestudentsdidwell.pdf>

>Addressing the needs of the whole child: What public health can do to answer the Education Sector's call for a stronger partnership (2011) D. Allensworth, T. Lewallen, B. Steveneson, & S. Katz *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, 8, 1-6. <http://www.ncbi.nlm.nih.gov/pubmed/21324258>

>Promoting mental health and preventing substance abuse and violence in elementary students: A randomized control study of the Michigan model for health (2011) J. O'Neill, et al., *Journal of School Health*, 81(6) 320-330.  
<http://www.ncbi.nlm.nih.gov/pubmed/21592127>

>Persistent nonmedical use of prescription stimulants among college students (2011) A. Arria, et al., *Journal of Attention Disorders* 15(5) 347-356.  
<http://jad.sagepub.com/content/early/2010/05/17/1087054710367621.abstract>

>Investigating geographic variation in use of psychotropic medications among youth in child welfare (2011) L. Leslie, et al., *Child Abuse and Neglect*, 35 (5) 333-342.  
<http://www.ncbi.nlm.nih.gov/pubmed/21620160>

>Trends in the prevalence of developmental disabilities in US children, 1997-2008. (2011) C. Boyle, et al. *Pediatrics* ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21606152>

>Multilevel confirmatory factor analysis of a scale measuring interagency collaboration of children's mental health agencies (2011) R. Dedrick & P. Greenbaum. *Journal of Emotional and Behavioral Disorders* 19 (1) 27-40.  
<http://ebx.sagepub.com/content/early/2010/05/24/1063426610365879.abstract>

>Responsive management: Practical strategies for avoiding overaction to minor misbehavior (2011) R.A. Allday. *Intervention in School and Clinic* 46(5) 292-298. <http://isc.sagepub.com/content/46/5/292.abstract>

**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practices. <Http://www.safetylit.org>

If you see a publication we should include in ENEWS, please let us know. Sent to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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

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“As a child, my family's menu consisted of two choices: take it or leave it.”

Buddy Hackett

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

### **July: Innovative ways to promote development and learning during the summer**

From a recent report from RAND: "Research has shown that student's skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses." (See: "Making Summer Count: How Summer Programs Can Boost Children's Learning" – <http://www.rand.org/pubs/monographs/MG1120.html> )

Following-up on this concern, we sent out the following:

At a time when school districts and youth organizations have reduced summer programs and jobs for young people are hard to come by, our Center wants to help clarify

- (1) programs currently in play, in addition to summer school, for countering summer set-backs (e.g., cross age peers, volunteers, business internships)
- (2) mechanisms that locales can use to organize social and human capital in addressing the concerns, such as collaboratives that help pull together community-school resources into a potent program (e.g., the resources of libraries, parks, schools, malls, community centers, youth groups, community-based and service organizations, businesses, etc.).

With this in mind, please share the following:

- >Any examples of what communities are doing to counter summer setbacks and other problems experienced by youngsters over the summer.
- >Let us know about any ways communities and schools have come together to create an organized and cohesive initiative that is designed to attract and benefit youngsters who are of the greatest concern.
- >Finally, for communities and schools that have not done much, who (what organization/position) do you think is in a position to stimulate interest in developing an organized and cohesive initiative?

Here is a response we just received:

“Our community based family support services program works with local communities on both year round and summer programs for youth. One very rural community teams up a community resources: library, volunteers, recreation. The structure this provides is a tremendous benefit to the children and their families. Academic and social skills are addressed in a relaxed, yet supported environment. As far as who is in a position to stimulate initiative, a collaboration of two supervisors with school administration to highlight needs and benefits would help all understand the importance of summer programs. State representatives need to hear the voice of county Youth Commissions and Youth Bureaus.”

***What can you share about this?***

We hope to receive enough information to synthesize and widely share and that we can add to the monthly themes on our website (go to <http://smhp.psych.ucla.edu> and click on ***Ideas for Enhancing Support at Your School this Month***).

**Note:** With respect to anticipating challenges and opportunities throughout the school year, we have extensively revised our Resource Aid ***Improving Teaching and Learning Supports by Addressing the Rhythm of a Year***.

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“A nickel ain’t worth a dime anymore.”

Yogi Berra

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## **OTHER HELPFUL INTERNET RESOURCES**

>Ready by 21 State Policy Survey: Child & Youth Policy Coordinating Bodies in the U.S. – [http://www.forumfyi.org/files/executive\\_summary.pdf](http://www.forumfyi.org/files/executive_summary.pdf)

>Building strong systems of support for young children’s mental health – [http://www.nccp.org/publications/pub\\_1016.html](http://www.nccp.org/publications/pub_1016.html)

>Adolescent substance use in the U.S. – <Http://www.nccp.org>

>Middle Grades Action Kit for Superintendents and Principals – [www.edsource.org/MGactionkit](http://www.edsource.org/MGactionkit)



>Models for Change: Systems Reform in Juvenile Justice –  
<http://www.modelsforchange.net>

>The Condition of Education 2011 –  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011033>

>Crime, violence, discipline, and safety in U. S. Public Schools: Findings from the school survey on crime and safety, 2009-10 –  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320>

>CrimeSolutions.gov wesbite – [www.crimesolutions.gov](http://www.crimesolutions.gov)

**Note:** For a wider range of relevant websites see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“Everyone accepts that the parent influences the child, but few realize how much the child changes the adult.”

Josette Luvmour

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## LINKS TO:

>Upcoming initiatives, conferences & workshops  
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for grant proposals, presentations, and papers  
<http://smhp.psych.ucla.edu/upcall.htm>

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

>Upcoming and archived webcasts and other professional development opportunities  
<http://smhp.psych.ucla.edu/webcast.htm>

**Note:** These links are now on our homepage for easy access. Each are updated on an ongoing basis. Just click on the indicated URL or go to our home page at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### New Resources:

#### >Summer Newsletter:

“About School, Home, and Community Connecting and Collaborating to Address Barriers to Learning”

<http://smhp.psych.ucla.edu/pdffdocs/Newsletter/summer11.pdf>

**>Published Article:**

“Expanding School Improvement Policy to Better Address Barriers to Learning”  
in *Policy Futures in Education*, 9, 431-436.  
[Http://smhp.psych.ucla.edu/pdfdocs/expandingsip.pdf](http://smhp.psych.ucla.edu/pdfdocs/expandingsip.pdf)

**>Policy Alert:**

“It’s Good that Some Students Did Well this Year:  
Now Let’s Enable All Students to Succeed at School”  
<http://smhp.psych.ucla.edu/pdfdocs/somestudentsdidwell.pdf>

**>Brief:**

“What Every Leader for School Improvement Needs to Know about Student and Learning Supports” <http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf>

**Practice Notes:**

“An Aid for Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching”  
<http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf>

**>Information Resource:**

“Schools and the Challenge of LD and ADHD Misdiagnoses”  
<http://smhp.psych.ucla.edu/pdfdocs/lomisdiagnoses.pdf>

**This Month’s Featured Center Resource: *Technical support***

On a regular basis, we interact with colleagues across the country who are involved in improving how schools address barriers to learning and teaching and re-engage disconnected students. Some send emails asking for information. Some have specific concerns related to schools and students. Some, after an email exchange, set up conference calls so we can help plan next steps for their schools, district, or state department of education as they move forward in establishing a comprehensive system of learning support. If you have questions or need assistance, you can contact us at -- Email [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

For more information in the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu>

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**REQUESTS AND COMMENTS FROM THE FIELD**

(1) From the UCLA Center Co-directors:

Pointing to the fact that we call ourselves the Center for Mental Health in Schools, someone asked us recently why we are so involved with all facets of student and learning

supports and why we stress the importance of embedding mental health into a broad school improvement policy and intervention framework.

Our answer: Public education is under serious attack and those concerned with connecting public health and public education must recognize the implications for the health and well-being of young people and their families and must get much more involved with actions that can reverse current trends. (We continuously address these matters in all our Center activities, including our work with state departments and school districts across the country.)

With this in mind, we are sharing the recent blog "Reasons for Hope" by Diane Ravitch (see below). We think the matters she raises have implications for all us of to consider and then determine what action each of us should take.

*Let us hear what you all think about this.*

### **REASONS FOR HOPE**

from: Education Week "Bridging Differences" Blog June 28, 2011

By Diane Ravitch

“As the school year draws to a close, it's time to take stock of the current situation in American education.

For the past year, the nation's public schools and the educators who work in them have been subjected to an unending assault. Occasionally someone will suggest that this is just another swing of the pendulum and is nothing new. I don't agree. In the past, we have had pendulum swings about pedagogical methods or educational philosophy, but never a full fledged, well funded effort to replace public schools with private management and never a full throated effort to hold public school teachers accountable for the ills of society.

What is happening now has no precedent in the past. For the first time in our history, there is a concerted attempt, led by powerful people, to undermine the very idea of public schooling and to de professionalize those who work in this sector. Sure, there were always fringe groups and erratic individuals who hated the public schools and who disparaged credentials and degrees as unimportant.

But these were considered extremist views. No one took them seriously. Now the movement toward privatization and de professionalization has the enthusiastic endorsement of governors and legislatures in several states (including, but not limited to, Florida, New Jersey, Pennsylvania, Ohio, Texas, Indiana, and Wisconsin). Worse, it has the tacit endorsement of the Obama administration, whose Race to the Top has given the movement a bipartisan patina. And Secretary of Education Arne Duncan has said little or nothing to discourage the Tea Party assault on public education.

Are there reasons to hope?

Yes, and these are the grounds that I believe will in time permit a revival of a sane, sound public policy.

1. Teachers including our very best are angry. The March on Washington <<http://www.saveourschoolsmarch.org>> on July 30 is led by National Board certified teachers like Anthony Cody, Nancy Flanagan, and Ken Bernstein, all well known teacher

bloggers. They are tired of the teacher bashing, and they are militant in defense of their profession.

2. Parents of public school students <<http://www.parentsacrossamerica.org>> are getting organized to stop creeping privatization, to demand a reduction or end to high stakes testing, and to insist that their schools be improved, not closed.

3. As research studies accumulate, the evidence in support of current corporate reform policies grows weaker. The evidence about the effects of high stakes testing, merit pay, judging teachers by test scores, charter schools, and vouchers runs strongly against No Child Left Behind and Race to the Top, as well as the mean spirited policies advanced by Tea Party governors with the support of Michelle Rhee and her Students First front group. The nine year study by the National Research Council of the National Academies of Science on "Incentives and Test based Accountability," <[http://www.nap.edu/catalog.php?record\\_id=12521](http://www.nap.edu/catalog.php?record_id=12521)> plus the recent work of the National Center on Education and the Economy <[http://www.ncee.org/wp-content/uploads/2011/05/Standing on the Shoulders of Giants An American Agenda for Education Reform.pdf](http://www.ncee.org/wp-content/uploads/2011/05/Standing_on_the_Shoulders_of_Giants_An_American_Agenda_for_Education_Reform.pdf)> were the latest to warn that corporate reform strategies are seriously flawed.

4. Growing evidence and growing resistance by teachers and parents, by administrators and school boards, will eventually make it possible to break through the media shield that protects corporate reform. In time, the general public will understand the full dimensions of this corporate effort to reduce public space and to hand more of the nation's children over to the private sector. When the curtains are pulled away, we will learn that many idealistic and well meaning people were cynically used by people with an ideological axe to grind, with a will to power, or with dreams of financial gain.

5. This, too, will pass away, as so many other fads have in the past century. In many respects, the current movement echoes the now forgotten ideas of Frederick W. Taylor, John Franklin Bobbitt, and David Snedden (to learn more about them, read Raymond Callahan's classic/*Education and the Cult of Efficiency*/, or my /*Left Back*/ or Linda Darling Hammond's 2011 commencement address <<http://www.thenation.com/article/160850/service-democratic-education>> at Teachers College. The speculators will find greener fields elsewhere, the Wall Street hedge fund managers will grow bored and seek a new plaything, the billionaire philanthropists will find another cause that is less troublesome. How much collateral damage will they leave behind?

6. And then there is history. I only wish I might be alive and vigorous enough 20 years from now to write this story. I know I won't be, but I see the outlines already. It will make a fascinating read. There will be heroes, villains, naive collaborators, rigid ideologues intent on imposing their failed philosophy regardless of its effects, and those who were just following orders or unthinkingly carried away by the latest idea.

Of one thing I feel sure history will not be kind to those who gleefully attacked teachers, sought to fire them based on inaccurate measures, and worked zealously to reduce their status and compensation. It will not admire the effort to insert business values into the work of educating children and shaping their minds, dreams, and character. It will not forgive those who forgot the civic, democratic purposes of our schools nor those who chipped away at the public square. Nor will it speak well of those who put the quest for

gain over the needs of children. Nor will it lionize those who worshipped data and believed passionately in carrots and sticks. Those who will live forever in the minds of future generations are the ones who stood up against the powerful on behalf of children, who demanded that every child receive the best possible education, the education that the most fortunate parents would want for their own children.

Now is a time to speak and act. Now is a time to think about how we will one day be judged. Not by test scores, not by data, but by the consequences of our actions.”

[http://blogs.edweek.org/edweek/BridgingDifferences/2011/06/reasons\\_for\\_hope.html#comments](http://blogs.edweek.org/edweek/BridgingDifferences/2011/06/reasons_for_hope.html#comments)

(2) We were asked to share the following:

>Can you please list our website under your Resource section.  
Los Angeles County Youth Suicide Prevention Project  
[Http://preventsuicide.lacoe.edu](http://preventsuicide.lacoe.edu)

>“Our program is the LifePrep Academy and we produce a College, Career and Life Planning Guide, as well as a Scholarship Directory for under represented students. [Http://www.educate-ca.org](http://www.educate-ca.org)

## **THIS IS THE END OF THIS ISSUE OF ENEWS**

**Who Are We?** The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

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