

**26 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



March, 2013 (Vol. 17 #6)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic journal/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



WHAT'S HERE THIS MONTH

****Continuing Concern**

>The Challenge of Addressing Equity of Opportunity for All Students

****News from around the country**

****Recent publications relevant to**

>Child, adolescent, and young adult's mental and physical health

>School, family, & community

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

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

>March: Spring can be a high risk time for students

****Other helpful Internet resources**

****Initiative for New Directions for Student & Learning Supports**

****UCLA Center Developed Resources Update**

****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

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

CONTINUING CONCERN

The Challenge of Addressing Equity of Opportunity for All Students

The latest equity report* released by the U. S. Department of Education last week, begins with this statement in the Forward:

"This report summarizes how America's K-12 education system, taken as a whole, fails our nation and too many of our children. Our system does not distribute opportunity equitably. Our leaders decry but tolerate disparities in student outcomes that are not only unfair, but socially and economically dangerous. Our nation's stated commitments to academic excellence are often eloquent but, without more, an insufficient response to challenges at home and globally ..."

The report provides the following five-part framework "of tightly interrelated recommendations to guide policymaking:"

- **Equitable School Finance** systems so that a child's critical opportunities are not a function of his or her zip code;
- **Teachers, Principals and Curricula** effective enough to provide children with the opportunity to thrive in a changing world;
- **Early Childhood Education** with an academic focus, to narrow the disparities in readiness when kids reach kindergarten;
- **Mitigating Poverty's Effects** with broad access not only to early childhood education, but also to a range of support services necessary to promote student success and family engagement in school; effective measures to improve outcomes for student groups especially likely to be left behind including English-language learners, children in Indian country or isolated rural areas, children with special education needs, and those involved in the child welfare or juvenile justice systems; and
- **Accountability and Governance** reforms to make clearer who is responsible for what, attach consequences to performance, and ensure that national commitments to equity and excellence are reflected in results on the ground, not just in speeches during campaigns .."

****For Each and Every Child: A Strategy for Education Equity and Excellence***

<http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>

What do you think: about this most recent effort to address educational inequity? How do you think this report might guide the reauthorization of ESEA and education policy in general over the next decade?

Let us hear from you. Send your comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Evidence lacking on what works best to help kids after trauma. Researchers writing in *Pediatrics* said that a few psychological interventions, including talk therapy and school based programs "appear promising" to help young people cope with the types of trauma resulting from things such as natural disasters and accidents as well as shootings. But so far there are too many holes in the data to know what to recommend for children's long term health and well-being. 2/13/13. <http://www.reuters.com>

Student arrests alarm justice and school officials. Thousands of Florida students are arrested each year and taken to jail for behavior that once warranted a trip to the principal's office, a trend that troubles juvenile justice and civil rights leaders who say children are being traumatized for noncriminal acts. Sixty-seven percent of the arrests last year were for misdemeanors such as disorderly conduct. Fewer than 5 percent faced weapons charges. Last year 12,000 Florida students were arrested, records from the Department of Juvenile Justice showed. 2/14/13. <http://orlandosentinel.com>

VA. Governor proposes plan for failing schools. In his most dramatic K-12 initiative of this year, Gov. Bob McDonnell is proposing to create a statewide school division that would take over management of struggling schools. The concept is roughly modeled after the Recovery School District in Louisiana. In the current school year, the Recovery School District includes 80 schools in Louisiana. Of the 80 schools, 58 are charter and rest are run directly by the district. 1/31/13. <http://www.timesdispatch.com>

Public school special education overhaul proposed by LA. Only 29 percent of special education students in Louisiana are graduating from public high schools, and how the state supports them needs to be overhauled, state Superintendent of Education John White said. Louisiana's overall public high school graduation rate was 71 percent in 2011. White said the key problem is the state spends the same amount of money for all special education students, 150 percent of what rank and file students get, regardless of their disabilities. Under the proposed overhaul, one third of the funding equation would be based on the needs of the child. Such an approach would recognize that different disabilities require different levels of spending. 2/11/13. <http://theadvocate.com>

Politicians, business leaders ask high schoolers to consider community colleges. Four-year colleges are often seen as the natural next step for high school students, but business leaders and politicians want teens to consider another option: community college. An associate degree from a two-year technical program may be the quickest route for recent high school graduates to enter a stable, lucrative career field. It may also be the only way to keep up with workforce demands. An estimated 600,000 jobs, largely in manufacturing, currently sit unfilled because of a lack of qualified workers. Five high schools in the Chicago Public Schools district, began offering career-training tracks in September. The vocational programs are aligned with the needs of area businesses such as IBM, Motorola, and Verizon, which each partnered with a school to design alternative curricula. Students enrolled in the program can earn a technical certification and credit toward an associate degree from City Colleges of Chicago, along with a high school diploma. 2/11/13. [Http://www.usnews.com](http://www.usnews.com)

IL. schools rolling out survey for parents, teachers and students. In an effort to help schools with improvement planning, the Illinois State Board of Education is requiring every public school in the state to administer a 20 minute survey to teachers and students in grades six through twelve to help identify the strengths and weaknesses in their schools. Parents are also encouraged to complete the survey. The Illinois 5 Essentials Survey is an online assessment that asks for feedback to help improve five areas: effective leaders, collaborative teachers, involved families, supportive environment and ambitious instruction. Data from the completed surveys will be incorporated in the annual School Report Card. 2/13/13. <http://www.stltoday.com>

School turnarounds prompt community backlash. The federal government's push for drastic reforms at chronically low achieving schools has led to takeovers by charter operators, overhauls of staff and curriculum, and even school shutdowns across the country. It's also generated a growing backlash among the mostly low income, minority communities where some see the reforms as not only disruptive in struggling neighborhoods, but also as civil rights violations since turnaround efforts primarily affect black and Latino students. The U. S. Department of Education's civil rights office has opened investigations into 33 complaints representing 29 school districts. 2/5/13. <http://abcnews.go.com>

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Quote from the above story on *School Turnarounds*

"Our concern is that these reforms have further destabilized our communities. Instead of focusing on dramatically changing the structure of a school, officials should invest in improving teacher, learning, equipment, and community engagement, which happens more often at schools in white, affluent neighborhoods, but the response of the school district is to throw a grenade into our schools."

Jitu Brown, education organizer

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >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. Send to ltaylor@ucla.edu or smhp@ucla.edu

RECENT PUBLICATIONS (In print and on the web)

Child, adolescent, and young adult's mental and physical health

>School difficulties and co-occurring health risk factors: Substance use, aggression, depression, and suicidal behaviors. (2013) Thompson, EA, Connelly, CD, Thomas-Jones, D, Eggert, LL. *J. Child Adolesc. Psychiatr. Nurs.* 26(1): 74-84.
<http://onlinelibrary.wiley.com/doi/10.1111/jcap.12026/abstract;jsessionid=1460CBF4D70F59BFE82654AFD6561BBE.d01t04>

>Effect of aggression and bullying on children and adolescents: Implications for prevention and intervention. (2013) Leff, SS, Waasdorp, TE. *Curr. Psychiatry Rep.* 15(3):343 (10 pp.) <http://link.springer.com/content/pdf/10.1007%2Fs11920-012-0343-2>

>Thoughts of self-harm and help-seeking behavior among youth in the community. (2013) Goodwin, RD, Mocariski, M, Marusic, A, Beautrais, A. *Suicide Life Threat. Behav.* ePub <http://onlinelibrary.wiley.com/doi/10.1111/sltb.12017/abstract;jsessionid=965C477E49A2350F42B0E9CACB756BCA.d04t02>

>Mediating effects of coping style on associations between mental health factors and self-harm among adolescents. (2013) McMahon, EM, Corcoran, P, McAuliffe, C, Keeley, H, Perry, IJ, Arensman, E. *Crisis* ePub.
<http://psycontent.metapress.com/content/0227-5910>

>Comparative effectiveness of interventions for children exposed to nonrelational traumatic events (2013) Forman-Hoffman, V, Zolotor, A, et al. *Pediatrics* ePub
<http://pediatrics.aappublications.org/content/early/2013/02/05/peds.2012-3846.full.pdf+html>

Schools, Families & Communities

>School-wide staff and faculty training in suicide risk awareness: Successes and challenges. Walsh E, Hooven C, Kronick B. (2013) *J. Child Adolesc. Psychiatr. Nurs.* 26(1): 53-61. <http://onlinelibrary.wiley.com/doi/10.1111/jcap.12011/abstract>

>Predictors of engagement in a school-based family preventive intervention for youth experiencing behavioral difficulties. (2013) Ellis, ML, Lindsey, MA, Barker, ED, Boxmeyer, CL, Lochman, JE. *Prev. Sci.* ePub
<http://link.springer.com/article/10.1007%2Fs11121-012-0319-9>

>Individual, family background, and contextual explanations of racial and ethnic disparities in youths' exposure to violence. (2013) Zimmerman, GM, Messner, SF. *Am. J. Public Health* ePub <http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2012.300931>

>Parents-CARE: A suicide prevention program for parents of at-risk youth. (2013) Hooven, C. *J. Child Adolesc. Psychiatr. Nurs.* 26(1): 85-95
<http://onlinelibrary.wiley.com/doi/10.1111/jcap.12025/abstract>

> The role of developmental features, environmental crises, and personal resources (self-control and social support) in adolescents' aggressive behavior. (2013) Hamama, L, Ronen-Shenhav, A. *Aggress. Violent Behav.* 18(1): 26-31.
<http://www.sciencedirect.com/science/article/pii/S1359178912000924>

- > Does school connectedness buffer the impact of peer victimization on early adolescents' subsequent adjustment problems? (2013) Loukas, A, Pasch, KE. *J. Early Adolesc.* 33(2): 245-266. <http://jea.sagepub.com/content/33/2/245>
- >Behavioral adaptation among youth exposed to community violence: A longitudinal multidisciplinary study of family, peer and neighborhood-level protective factors. (2013) Jain, S, Cohen, AK. *Prev. Sci.* ePub <http://link.springer.com/article/10.1007%2Fs11121-012-0344-8>
- >Children's perspectives on disorder and violence in urban neighborhoods. (2013) Carvalho, MJL. *Childhood* 20(1): 98-114 <http://chd.sagepub.com/content/20/1/98>
- >Youths' displaced aggression against in- and out-group peers: An experimental examination (2013) Reijntjes, A, Thomaes, S, Kamphuis, JH, Bushman, BJ, Reitz, E, Telch, MJ. *J. Exp. Child Psychol.* ePub <http://www.sciencedirect.com/science/article/pii/S0022096512002251>

Policy, systems, law, ethics, finances & statistics

- >Mental illness and new gun law reforms: The promise and peril of crisis-driven policy. (2013) Swanson, J. *J. Am. Med. Assoc. JAMA* ePub <http://jama.jamanetwork.com/article.aspx?articleid=1569361>
- >Are the kids alright? A critique and agenda for taking youth cultures seriously. (2013) Debies-Carl, JS. *Social Science Information* 52(1): 110-133. <http://ssi.sagepub.com/content/52/1/110>
- > The role of police in public schools: A comparison of principal and police reports of activities in schools. (2012) Coon, JK, Travis, LF. *Police Pract. Res.* 13(1): 15-30. <http://www.tandfonline.com/doi/abs/10.1080/15614263.2011.589570>
- >Adolescents' perceptions of institutional fairness: Relations with moral reasoning, emotions, and behavior. (2012) Arsenio, WF, Preziosi, S, Silberstein, E, Hamburger, B. *New Dir. Youth Dev.* 2012 (136): 95-110. <http://onlinelibrary.wiley.com/doi/10.1002/yd.20041/abstract>
- >School Environment and adolescent depressive symptoms: A multilevel longitudinal study. (2013) Briere, F, et al. *Pediatrics* ePub <http://pediatrics.aappublications.org/content/early/2013/02/05/peds.2012-2172.abstract>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or 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

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“Our lives begin to end the day we become silent about things that matter.”

Martin Luther King, Jr

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

March: Spring can be a high risk time for students

Helping students stay motivated through the second semester slump

Excerpt from "Spring Slump" – by Amanda Gray – <http://www.ndsmcobserver.com>

"I noticed a trend lately a sleepy, tired and sad trend. We're growing, slowly but surely, more impatient and grumpy as the year progresses. I'm calling this phenomenon the 'Spring Semester Slump.' It's common sense, really. We start out the school year relatively excited to be back on campus, with friends, possibly even excited to be in class. Fall break comes, and while it's well-appreciated, we can come back to school without much coaxing. School has yet to get truly difficult ... This goes out the proverbial window, however, after Fall Break.... Winter Break cannot come fast enough. Those three beautiful weeks are the shortest three weeks of my life.... After that brief respite, spring semester begins."

While a second semester slump may have a small effect on motivated and successful students, there is a sense of mounting frustration for students who aren't doing well (socially, emotionally, academically) that can lead to problems in attendance and effort. For some, it is just that the school year seems so long and their motivation lags. For others, it is clear that they aren't doing well and are unlikely to catch up. For those in their last year at a school, a version of "senioritis" hits, and they hope to coast through and survive the last few months.

How do you understand the drop in effort/energy/motivation and what do you think might counter the "slump" and maybe enhance motivation for school and for learning during spring semester?

Some helpful ideas can be found in the Universal Design for Learning Guidelines – <http://www.cast.org> . They focus on multiple means of:

- *representation* to produce resourceful, knowledgeable learners
- *action/expression* to produce strategic, goal-directed learners
- *engagement* to produce purposeful, motivated learners

For more on motivation, see our online clearinghouse *Quick Find* on motivation – <http://smhp.psych.ucla.edu/qf/motiv.htm>

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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“What’s the use, I can’t keep up with the assignments and they won’t let me talk with my friends. Might as well stay home, but with the new attendance initiative they won’t let me do that either!”

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OTHER HELPFUL INTERNET RESOURCES

- >Promote Safe Communities – <http://promotesafecommunities.org/>
- >The Cost Benefit of Bullying Prevention: A First-time Look at Savings –
Http://www.highmarkfoundation.org/publications/HMK_Bullying%20Report_final.pdf
- >Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems –
<http://cjjr.georgetown.edu/resources2/cjrrpublications/educationpaper.html>
- >Positive Mental Health: Resilience – <Http://www.childtrends.org/>
- >Positive Mental Health: Resilience (DHHS Office of Adolescent Health) –
<http://www.hhs.gov/ash/oah/adolescent-health-topics/mental-health/positive-health.html>
- >Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being –
<Http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0051380>
- >Summer School Effects in a Randomized Field Trial –
http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_summerschool_020513.pdf
- >Tips on Core Competencies for Transition Service Providers –
<Http://www.pathwaysrtc.pdx.edu/pdf/projPTTC-CoreCompetenciesSvcProviders.pdf>
- >Core Principles for Transforming Remedial Education: A Joint Statement –
<http://www.jff.org/publications/education/core-principles-transforming-remedial-ed/1494>
- >MetLife Survey of the American Teacher: Challenges for School Leadership –
<Http://www.metlife.com/teachersurvey>
- >Late Interventions Matter Too: The Case of College Coaching –
<http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=20003>
- >USDOE-OSERS revision related to parental consent regulations for accessing public insurance authorized by IDEA 34 CFR §300.154 (d) which relates to the responsibilities of school districts across America to access Medicaid reimbursement for certain special education and related services –
<http://www2.ed.gov/policy/speced/reg/idea/part-b/part-b-parental-consent.html>

>Expanding and Enriching Learning Time for All – <http://www.statewideafterschoolnetworks.net/elt-expanding-and-enriching-learning-time-all>

>Expanded Learning Time in Action: Initiatives in High-Poverty and High-Minority Schools and Districts – <http://www.americanprogress.org/issues/2008/07/pdf/elt1.pdf>

>Promising Strategies and Existing Gaps in Supporting Pregnant and Parenting Teens – http://www.hhs.gov/ash/oah/resources-and-publications/info/Assets/paf_expert_panel_rpt_2012.pdf

>Integrating family support services into schools – <http://www.chapinhall.org/research/brief/integrating-family-support-services-schools-lessons-elev8-initiative>

>Expanding Minds and Opportunities - <http://www.expandinglearning.org/expandingminds>

>Building Better Programs for Disconnected Youth – http://www.mdrc.org/sites/default/files/Youth_020113.pdf

>Child Welfare: States Use Flexible Federal Funds, But Struggle to Meet Service Needs. GAO-13-170, January 30 – <Http://www.gao.gov/products/GAO-13-170>
Highlights - <http://www.gao.gov/assets/660/651668.pdf>

Note: For a wide range of websites offering relevant resources, see our *Gateway to a World of Resources* – http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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“Things may come to those who wait, but only the things left by those who hustle.”

Attributed to Abraham Lincoln

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Your mom said that she never saw this report that I sent her on my concerns about your work. What do you know about that?



Gee, I guess the dog has been eating more than my homework.



INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

- (1) Our Center was pleased to participate in the ASCD February Whole Child podcast. This episode focuses on safe schools and what we, as educators, believe is crucial to making our schools not just physically safe, but safe places to teach and learn. The podcast was hosted by Sean Slade, director of ASCD’s Whole Child Programs, and in addition to Howard Adelman, includes Joe Bergant, superintendent of Chardon (Ohio) Schools, and Jonathan Cohen, cofounder and president of the National School Climate Center. The podcast is posted in the ASCD and Whole Child Education websites and on iTunes.

Here is an excerpt from the introduction:

“Safety is and will always be a fundamental concern for schools. Students who aren't or don't feel safe at school cannot learn, and schools must ensure that their environments are both secure and supportive. The current debate on school safety brings with it a renewed interest in addressing safety, school climate, and mental health concerns at schools and promises to improve school policy and practice....”

<http://www.wholechildducation.org/podcast/how-can-we-make-our-schools-safer>

- (2) From an Associate Superintendent at the Department of Education in GA

“I’m very interested in hearing about programs/strategies that improve the mental health and the school climate for children in our schools. I think it's very important for educators and others to see the relationship between school improvement and school climate. A positive school climate can help a school reach and sustain success and a negative school climate will erode success and prevent success in so many ways. I see the UCLA model as a school climate model as much as or as part of a school improvement model. We are trying to persuade schools, with help from such entities as The Carter Center, Georgia Appleseed, Casey Foundation, Georgia Family Connection Partnership and others to support a move toward positive school climate....”

Center Note: We will be following up in Georgia with a May meeting including the Gainesville City Schools and other GA districts (and others from out-of-state) that are interested in implementing a unified and comprehensive learning support system.

- (3) From a School Psychologist in FL

“I am in an administrative role in a county school district with 85 schools and 74,000 students. I supervise 30 district psychologists. We have a professional development day coming up and the main focus is on the Common Core Standards. To make my part of the presentation more relevant, I would like to present on the Common Core Standards for Learning Supports that you have proposed and shared. Do you happen to have an accompanying powerpoint presentation that I could use to share some of the information with my group. I want them to know about the work that you are doing in districts around the country to address barriers to learning.”

Center Note. We have added to the other presentation resources on our website a power point presentation on common core standards for a learning supports component that we developed for the February AASA national conference. See

<http://smhp.psych.ucla.edu/powerpoint/aasacommon.ppt>

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD

UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources

POLICY ALERT : Don't Just React: It's Time to Rethink Policy for Mental Health in Schools – <http://smhp.psych.ucla.edu/pdfdocs/alert.pdf>

Common Core Standards for a Learning Supports Component (Power point presentation) – <http://smhp.psych.ucla.edu/powerpoint/aasacommon.ppt>

Data Related to the Concepts and Prototypes Developed by the UCLA Center – <http://smhp.psych.ucla.edu/pdfdocs/aboutfind.pdf>

School Practitioner Community of Practice Interchange: Weekly Listerv

Topics explored in February included requests from colleagues about:

- >Feb 4: Guidelines for helping students understand mental health concerns.
- >Feb 11: What is the teacher's role in promoting social adjustment and student mental health?
- >Feb 18: How to shift teachers from a punitive to a nurturing response to challenging students
- >Feb 25: Surveys on teachers' perceptions about mental health of students

Note: The latest interchange is on our website at <http://smhp.psych.ucla.edu/practitioner.htm> and on our Facebook page.

Follow-up exchanges are posted on the Center website's Net Exchange <http://smhp.psych.ucla.edu/newnetexchange.htm>

Featured Center Resource:

>Information on upcoming grant opportunities

At the bottom of our website homepage, there are links to information on various matters, including funding opportunities. With respect to grants, we list those that are large enough to produce systemic changes at schools and in the ways schools and communities work together to address barriers to learning and teaching and re-engage disconnected students. The underlying concern, of course, is enhancing equity of opportunity for success at school and improving personal well-being.

While we encourage seeking major extramural support for systemic change, our Center has always cautioned about “pernicious funding” (i.e., small grants that increase fragmentation and pull attention away from moving toward a unified and comprehensive system of learning supports). We know that unifying student and learning supports and enhancing a positive climate to promote healthy development can be done with existing resources, and we know that the work can be done better with additional, strategically-targeted resources.

With all this in mind, here is a recently listed opportunity that is on the horizon:

>Promoting Readiness of Minors in Supplemental Security Income (PROMISE) is a joint initiative of the: Department of Education, Department of Health and Human Services, Department of Labor, and the Social Security Administration. PROMISE was created to foster improved health, education, and post-secondary outcomes for children ages 14-16 who receive Supplemental Security Income (SSI), as well as their families. The primary focus of the initiative is to support improved coordination of various services, such as those available through the Individuals with Disabilities Education Act, the Vocational Rehabilitation State Grants program, Medicaid health and home and community based services, Job Corps, Temporary Assistance for Needy Families (TANF), and Workforce Investment Act programs. PROMISE also seeks to facilitate the increased use of such services, ensuring that families are tied into programs for which they might be eligible, but are not yet participating. A small number of competitive, multi-year grants will be awarded to states.

Applications for these grants will be submitted by governors and will identify a lead agency that is tasked with managing the program. The underlying premise of PROMISE is that improved coordination between services can improve outcomes for youth on SSI and their families. PROMISE's goals include improving the life outcomes of youth on SSI and decreasing their reliance on the program, as well as reducing the federal government's cost.”

As more information becomes available about this new grant, we will post it on our grants page at <http://smhp.psych.ucla.edu/upcall.htm>

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](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 on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to ltaylor@ucla.edu

COMMENTS AND SHARING FROM THE FIELD

Here's some things we have been asked to share.

(1) **“Get Tools to Improve Children's Mental Health at *Vision & Voice for Healthy Students***

Are you a school mental health provider or want to know more about providing mental health care in a school setting? Then join the California School Health Centers Association and hundreds of health care providers, school officials, and other children's health stakeholders in Long Beach on March 14-15 for *Vision & Voice for Healthy Students*. Earn continuing education credits through engaging workshops and benefit from exhibits, networking, and a keynote address by The California Endowment's Dr. Robert K. Ross. Location: The Westin Long Beach Schedule: Optional half day of intensive workshops on March 14; Full day of workshops, exhibitions, and networking on March 15, Register at www.schoolhealthcenters.org”

(2) “I've been a big fan and follower of **UCLA Center's** work with schools and children for over a decade. I am prompted to write, for the first time, from your latest e-mail re: *Rethink Policy for Mental health in Schools*. We're not that far from the epicenter of the emotional earthquake that occurred in Newtown where I've been involved since the tragedy in December. I am compelled to connect to offer our work with *youth & community development through rites of passage* into the conversation for *rethinking policy*. Our pioneering work of 4 decades expands the conversation into a whole systems - ecological approach that integrates the wisdom of our ancestors with contemporary science. Analyzing many of the contemporary youth development approaches recognizes how *youth and community development through rites of passage* fosters developmental assets, impacts academic performance, social and emotional learning, character education, resiliency and school climate. See <http://www.rope.org/index.php>”

(3) “Perhaps of interest to you and the listserv participants: Harris County School Behavioral Health Initiative Recommendations Report -- <http://www.mhahouston.org/files/290>”

(4) Promoting Moral, Ethical and High Achieving K-12 School Communities -- NSCC's 16th Annual Summer Institute July 9-1, 2013, New York
<http://www.schoolclimate.org/programs/si.php>

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.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu