ABSTRACT
                 This "sampler" package has been developed to provide
immediate information on resources related to educational policy related to
addressing barriers to learning. The first section lists 69 resources for
information about educational improvement and learning, including ERIC. The
second section lists 14 print resources for facts relevant to showing policy
need. Section 3 lists guides and model programs, including some state
initiatives relevant to addressing barriers to learning. Section 4 lists
agencies and resource centers that focus on policy concerns or offer
resources for the study and formulation of policy. Section 5 lists Web sites
related to educational policy, and the sixth section describes the three
major resources from the Center: documents from the Clearinghouse, the
consultation cadre, and center staff. An attachment lists some documents from
the Clearinghouse of the Center for Mental Health in Schools. An appendix
contains four documents prepared by the Clearinghouse: (1) "Some Points about
Influencing Policy"; (2) "Fundamental Concerns about Policy for Addressing
Barriers to Student Learning; (3) "Addressing Barriers to
Learning/Strengthening Schools, Families, and Neighborhoods: Framework
Outlining Areas of Interest"; and (4) "Worksheet: Examples of Initiatives
that Need To Be Mapped and Analyzed." (SLD)

Technical Assistance Sampler

We realize that each individual and organization requesting technical assistance has unique and special informational needs. To accommodate this diversity, we are developing samplers to provide immediate information on a variety of resources and how to access them.

In compiling samplers, we conduct a search of agencies, organizations, the Internet, relevant programs, and library resources. Then, we select a sample of diverse resources -- including resources that are themselves links to other resources and information. We also provide information on how to access other knowledgeable individuals who are ready to offer assistance. All resources listed are relatively easy to access through libraries, by phone, or over the Internet. If you are not yet connected to the Internet, hopefully you have access through work, a local library, or a friend.

We hope that the attached sampler is sufficient to meet your needs. However, should you require further help, please let us know. And should you know of something you think we should add, let us know this as well.

U.S. Department of Health & Human Services
Public Health Service

Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health
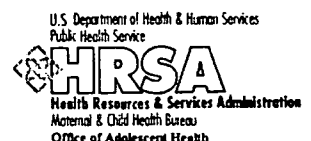
Clearinghouse Sampler on:

Thinking About & Accessing Policy Related to Addressing Barriers to Learning

As an early step in accessing information and assistance on the above topic, the resources listed here are relatively basic and easy to access through libraries, by phone, or over the Internet. (If you're not yet connected to the Internet, hopefully you have access through work, a local library, or a friend.) Many local college or university libraries allow non-campus members to use their services (sometimes for a small fee.) Also, many libraries have interlibrary loan programs.

I. Books, book chapters, articles, briefs, reports, and other printed resources

Obviously, any search of publications related to this topic generates a wealth of resources. The following references are provided because they offer a general perspective on the topic or exemplify a type of resource that may be of special interest.

Books and Book Chapters

Adelman, H.S. (1996). *Restructuring education support services: Toward the concept of an enabling component.* Kent, OH: American School Health Association.

> Discusses the fragmented nature of school-owned/operated student support programs and the failure of community agencies to link with school programs. Presents the concept of an enabling component as an approach for unifying policy. Outlines ways the concept can be operationalized at school sites and then at the school cluster and central-office levels.

Adelman, H.S. & Taylor, L. (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger.

> Offers a generic approach to understanding intervention with a view to clarifying new directions for research, practice, and policy.

Adler, L. & Gardner, S. (Eds.) (1993). *The Politics of Linking Schools and Social Services.* New Orleans: Falmer Press.

> Discusses the international movement related to linking schools and social services with an emphasis on policy implications related to educating professionals and the roles and functions of teachers, nurses, social workers, and other service providers.

Allensworth, D., Wyche, J., Lawson, E., & Nicholson, L.(Eds.) (1997). *School Health: Our Nation's Investment.* Washington, DC: Institute of Medicine, National Academy Press..

> This major IoM report explores the concept of comprehensive school health programs, examines four topics related to school health: education, services, infrastructure, and research/evaluation, and offers policy recommendations in each arena.

Bickman, L. & Rog, D.J. (Eds) (1995). *Children's mental health services: Research, policy, and evaluation*. Thousand Oaks, CA: Sage.

Discusses: How can we reach more of the children (and their families) suffering from behavioral, emotional, or developmental problems? Explores major developments in policy, services, and evaluation with a view toward improving the state of the art.

Bruner, C. (1996). *Realizing a Vision for Children, Families, and Neighborhoods: An Alternative to Other Modest Proposals*. Des Moines, IA: NCSI Clearinghouse, Child and Family Policy Center.

This working policy paper depicts the worsening conditions of children in America (mainly because of limited finances) and argues we can no longer rely on public sector investments alone to correct the problem. As a policy and practice perspective, the author calls for the government, foundation, corporate, program and organizing worlds to work together to develop and implement a new vision for children, families and neighborhoods.

Center for Mental Health in Schools Policy Report (1997). *Addressing Barriers to Student Learning: Closing Gaps in School / Community Policy and Practice*. Los Angeles: Author at UCLA.

Based on a national summit held by the Center, this report distills and analyzes work done at the summit and integrates the consensus with other sources of data. The point is to clarify the status and implication of prevailing reform and restructuring initiatives with specific respect to addressing barriers to student learning and enhancing healthy development.

Center for Mental Health in Schools Policy Report (1996). *Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions*. Los Angeles: Author at UCLA.

Based on a series of three regional meetings held by the Center, this report highlights the matters discussed, analysis and recommendations for next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development.

Crimando, W. & Riggar, T.F. (Eds.) (1996). *Utilizing community resources: An overview of human services*. Delray Beach, FL: St. Lucie Press.

Intended as an aid for human service professionals in informing and guiding clients, this work provides a primer of the most prominent human service agencies. As such, it portrays the state of the art and by implication areas that need improvement and gaps that need filling through policy action.

Dryfoos, J. (1998). *Safe passage: Making it through adolescence in a risky society*. NY: Oxford University Press.

Examines hundreds of successful programs that have worked in the real world, including efforts toward creating full-service schools and community schools designed to make the school the hub of a neighborhood -- serving as enrichment centers and safe havens. Emphasizes working aspects of programs trying to cope with sex, drugs, and violence -- all of which has major implications for policy change.

4

Ewalt, P.L., Freeman, E.M., Kirk, S.A., & Poole, D.L. (Eds.) (1997). *Social policy: Reform, research, and practice.* Washington, DC: NASW Press.

Brings together 47 papers grouped under the following headings: (a) Shifting Governmental Responsibiltiies, (b) Welfare and Work, (c) Children and Families, (d) Health, (e) Mental Health, and (f) Education and Schools.

Friedman, R.M., Roebuck, L., Pires, S.A., Stroul B.A. (1995). *Preliminary Information from the Health Care Reform tracking Project: Description of State Health Care Reforms.* Tampa, FL: Research and Training Center for Children's Mental Health.

Data on state health care reforms, including a contact person for each state, T.A. resources available, and the stage of development of the reform.

Fuhrman, S. H. (Ed.) (1993). *Designing coherent education policy: Improving the system.* San Francisco: Jossey-Bass.

Aims at expanding the policy discussion by refining the definition of coherence and considering such complex questions as: How politically feasible is the idea? What do we know about the effects of coherence? How might the role of districts change if state policy became more coherent? How might such policy serve all children, especially the neediest?

Gibbs, J.T. (1990). *Mental health issues of black adolescents: Implications for policy and practice.* In *Ethnic issues in adolescent mental* health. In A. R. Stiffman, L. E. Davis (Eds). Newbury Park, CA: Sage.

This chapter discusses (a) the mental health issues and problems of black adolescents, (b) the sociocultural factors that influence the assessment, diagnosis, and treatment of these youth, and (c) policy implications for prevention, correction, and promotion of positive mental health.

Handler, J.F. & Hasenfeld, Y. (1997). *We the poor people: Work, poverty, & welfare.* New Haven: Yale University Press.

Discusses welfare reforms as mainly symbolic policy and proposes policies that create jobs and supplement low-wage work.

Harris, I.B. (1996). *Children in jeopardy: Can we break the cycle of poverty?* New Haven, CT: Yale University Press.

Argues that the key to breaking the cycle of poverty, hopelessness, and violence is very early intervention, including discouraging pregnancy among adolescents and adequate caregiving to children from birth to age 3. Data are presented from research in pediatrics, social work, nursing, psychology, and education showing that children who receive early nurturing and stimulation are far more likely to have success in school and in life. Policy is discussed with respect to such topics as: primary prevention and the right to life; the cost of failure; the abortion question; education; violence; punishment.

Hooper-Briar, K. & Lawson, H.A. (Eds.) (1996). *Expanding partnerships for vulnerable children, youth, and families.* Alexandria, VA: Council on Social Work Education.

Highlights efforts to create interdisciplinary and intersystem strategies for providing services to children and families. Many of the barriers to partnerships are underscored and as are many implications for policy.

Institute for Educational Leadership (1993). *Solving the maze of federal programs for children & families: Perspectives from key congressional staff.* Washington, DC: Author.

Summarizes seminars held by the Institute's Policy Exchange in December, 1992. Topics were symptoms of fragmented federal programs for children and families, why coordinated services for children and families are so rare, what Congress could do to make federal programs more effective and efficient, legislative provisions to promote coordinated services, and what the Clinton Administration can do to make federal programs for children and families more coherent.

Institute for Educational Leadership (1995). *Who controls major federal programs for children & families.* Washington, DC: Author.

. Reviews 1993 funding and programs to provide an in-depth look at the Congressional committees and Executive Branch departments that have primary responsibility of major federal programs affecting children and families. After describing the desperate shape of many U.S. children and families, the work outlines the connections among education, health, social service, and other needs, describes the trickle-fragmentation, and offers suggestions for making federal policies more coherent and effective.

Institute for Educational Leadership (1996). *The ABC's of the federal budget debate.* Washington, DC: Author

Discusses the federal budget debate in terms of authorization, appropriations, balanced budget bill, continuing resolution, debt ceiling, and entitlement.

Juszczak, L., Fisher, M. (Eds.) (1996*). Health care in schools.* Philadelphia: Hanley & Belfus.

This is part of a series of volumes done under the title of *Adolescent Medicine: State of the Art Reviews.* The series includes a variety of topics and each topic is covered with a range of perspectives -- all of which have health policy implications. The volume on health care in schools includes discussions related to school-based health centers, mental health in schools, comprehensive school health programs, nutrition, and so forth.

Kagan, S.L., Goffin, S.A., Golub, S.G. & Pritchard, E. (1995). *Toward systemic reform: Service integration for young children and their families.* Fall Church, VA: National Center for Service Integration,

Reports a study of service integration in four states looking at issues of domain, state and local roles, approaches and strategies to effect change, multiple roles of financing, and leadership. The concluding chapter covers implications for action including policy for systemic reforms.

Kaplan, R.M.; Friedman, L.(1997). *Health care and health policy for adolescents.* In D.K. Wilson, J. R. Rodriguez, W. C. Taylor (Eds). *Health-promoting and health- compromising behaviors among minority adolescents: Application and practice in health psychology.* Washington, DC: American Psychological Association.

As part of a book covering issues for minority adolescents of health-related policies, this chapter examines the necessity of public funding for adolescent medical care and discusses practice policy, guidelines for adolescent preventive services, public policy relevant to funding health services (Medicaid, Medicaid and adolescents, cost shifting), and reviews case examples.

6

Kotch, J.B. (Ed.) (1997). *Maternal and Child Health: Programs, problems, and policy in public health.* Gathersburg, MD: Aspen Publishers.

This unique work is authored by the University of North Carolina School of Public Health faculty and graduates who based their writings on the training offered at the School. Reflecting their MCH training program, the volume attempts to provide a consolidated look at such topics children's rights, justice, and advocacy; families and health; a developmental look at the determinants of health and health services; a look at cross-cutting concerns related to minority health, women's health, children with special health care needs, and nutrition.

Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems.* NY: Bank Street College of Education.

A major study focusing on educational and mental health policies and programs for children with behavior and emotional difficulties. Examined the promise and problems of state-level policy practices, school-based and school related-program models, the ways in which parent involvement in the education and treatment of their children is encouraged or discouraged, and so forth. Discusses ways in which the federal, state, and local roles should be modified.

Lawson, H.A. & Briar-Lawson, K. (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools.* Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University.

Reviews and analyzes four change initiatives and their strengths and limitations. Proposes new directions for research, policy, and practice.

Lorion, R.P., Iscoe, I., DeLeon, P., & VandenBos, G.R. (Eds.) (1996). *Psychology and public policy: Balancing public service and professional need.* Washington, DC: American Psychological Association.

Designed to increase professional's understanding of and contributions to public policy. Covers responsibility to contribute to public policy making, how to influence public policy, the role for research, and other topics.

Mechanic, D.S. (1996). Key policy considerations for mental health in the managed care era. In R.W. Manderscheid & M.A. Sonnenschein (Eds.) *Mental Health, United States 1996.* Rockville, Maryland: U.S. Department of Health and Human Services.

Discusses basic topics for understanding managed mental health care (e.g., managed care structures, strategies, performance, incentives affecting practice, issues for persons with severe and persistent mental illness). Of specific importance to policy are sections on How Much Regulation? and The Positive Potential of Mental Health Managed Care.

National Clearinghouse on Families & Youth.(1996). *Reconnecting youth & community: A youth development approach.* Rockville, Maryland: U.S. Dept. of Health and Human Services.

Focuses on ways to rethink youth services in the context of the larger community; raises questions and offers guidance on policy changes necessary so that a youth agency, or the larger community, can pursue more comprehensive approaches.

Schorr, L.B. (1996). *Common purpose: Strengthening families and neighborhoods to rebuild America.* NY: Anchor Press.

Discusses model programs that show that high rates of single parenthood, child abuse, youth violence, school failure, and intergenerational poverty can be turned around. Analyzes what makes for success on a small scale and why models have not gone to scale. Spells out policy implications for overcoming bureaucratic barriers.

Steinberg, J.B., Lyon, D.W., & Vaiana, M.E. (Eds.) (1992). *Urban America: Policy choices for Los Angeles and the nation.* Santa Monica, CA: RAND.

Covers a range of policy areas: inner cities; children, youth and families; crime and criminal justice; public services and social welfare.

Stroud, J. & Rollins, K., (1997). *Adolescent health issues: State actions 1996.* Denver: National Conference of State Legislatures.

This is one of an array of policy material published by the *National State Conference of Legislatures.* This report summarizes nearly 200 laws and resolutions on adolescent health issues passed in the 50 states, Puerto Rico, America Samoa, and the U.S. Virgin Islands. Topics covered are abortion, abstinence/sexuality education, community health services, contraception, family planning, HIV/AIDS/STDs, insurance/Medicaid, mental health, pregnancy and parenting, school health/school-based health services, substance abuse, tobacco, violence prevention in the schools. Topics not covered are those dealt with in related resources published by the organization, such as (a) *Health Care Legislation, 1996* and (b) *1996 State Legislative Summary: Children, Youth and Family Issues.* This last document covers child abuse and neglect, child care and early childhood education, child mental health, child support enforcement, child welfare, family law, general children, youth, and families, juvenile justice, substance abuse and control, welfare reform and public assistance, youth-at-risk. Other publications include *A legislator's guide to comprehensive juvenile justice, Education reform: Better education through informed legislation series, Maternal and Child Health Care Legislation 1996.*

Twentieth Century Fund (1995). *Medicaid reform: A guide to the issues* (1995). New York: Author.

Discusses what's right and wrong with Medicaid as well as the risks of congressional reforms.

Tyack, D., Cuban, L.(1995). Policy cycles and institutional trends. *Tinkering Toward Utopia: A Century of Public School Reform.* Cambridge, MA: Harvard University Press.

This chapter discusses public school reform in the context of cyclical educational reforms. It describes how policy talk has cycled but institutional trends have not.

U.S. Department of Health and Human Services (1997). *Medicaid and school health: A technical assistance guide.* Washington, DC: U.S. Department of Health and Human Services.

Discusses the role health care plays for adolescents and children and provides information and technical assistance regarding specific Federal Medicaid requirements and policies associated with implementing a school health services program and seeking Medicaid funding for school health services.

8

Watkins, T.R. & Callicutt, J.W. (Eds.) (1997). *Mental health policy and practice today*. Thousand Oaks, CA: Sage.

Provides an overview of societal and cost issues related to mental health problems and current practices. Covers neuroscientific and social research, as well the contributions of psychoeducation, self-help, and advocacy groups. Ten groups, including the homeless, are specifically discussed. Implications for policy consider the impact of technology, funding shifts, and managed care.

Wildavsky, W. (1987). *Speaking truth to power: The art and craft of policy analysis*. Boston: Little, Brrown and Co.

Introduces some of the basics for understanding public policy and its analysis with an emphasis on changes in patterns of social interaction.

Wollons, R. (Ed.) (1993). *Children at Risk in America: History, Concepts, and Public Policy*. Albany: State University of New York Press.

Essays in this volume address historical and contemporary issues regarding the language of risk as it is used by courts, schools, government agencies, and child advocates. Covers such topics as status offenders, criminal offenders; children's legal rights; inventing the problem child; students in special education; language and ethnicity as factors in school failure; adolescent pregnancy and child support; reversing the poverty cycle with job-based education; public policy and child care; public policy and child protection.

Youn, T.I.K. & Freudenburg, W.R. (Eds.) (1997). *Research in social problems and public policy (Vol. 6)*. Greenwich, CT: JAI Press.

This volume in the series focuses on a variety of forms of institutional failures in cross-cutting areas. It is organized around three broad problems of institutional failings that have implications for public policy making: institutional dessign, performance, and adaptation.

Journal Articles, Briefs and Reports

Again, a few references are offered to exemplify the types of resources that are available.

Adelman, H.S. & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full-service schools. *American Journal of Orthopsychiatry, 67*, 408-421.

Explores calls for integration, comprehensiveness, and other systemic reforms through the lens of school/community efforts to address barriers to learning. Current approaches are critiqued; new directions for policy, practice, and research are outlined.

Adelman, H.S. & Taylor, L. (1997). Toward a scale-up model for replicating new approaches to schooling. *Journal of Educational and Psychological Consultation, 8*, 197-230.

States that current policy making for systemic reforms related to schools and communities has not fostered effective models for moving demonstration models to scale. Offers a four phase framework and outlines specific steps for large-scale replication efforts.

9

Board on Children and Families (1995). Immigrant children and their families: Issues for research and policy. *The Future of Children, 5,* 72-89.

Argues that immigrant children are largely invisible in policy spheres. Discusses the importance of understanding public concerns over the costs of immigrants and the need for specific policy related to immigrant children that addresses education and health care.

Burns, B.J. & Friedman, R.M. (1990). Examining the research base for child mental health services and policy. *Journal of Mental Health Administration, 17,* 87-98.

Reviews the research base for child mental health services and policy; emphasizes the importance of research that looks at the overall community-based system of care as the unit of analysis, and stresses the need to maintain a systems perspective; concludes with the need to increase research into child mental health services to build a base for policy.

Fischer, F. (1992). Participatory expertise: Toward the democratization of policy science. *Policy Studies Review Annual, 10,* 351-375.

Discusses the political and methodological foundations of participatory policy research emphasizing a collaborative orientation and action research.

Geronimus, A.T. (1997). Teenage childbearing and personal responsibility: An alternative view. *Political Science Quarterly, 112,* 405-430.

Examines widely-shared assumptions about teen childbearing that informed the welfare reform debate; argues that the scientific basis for these assumptions is equivocal and questions the belief that teen childbearing always represents irrationality and abdication of personal responsibility.

Goldberg, G.S. (1997). Jobs for all, economic justice, and the challenge of welfare "reform." *Journal of Public Health Policy, 18,* 302-324.

Argues that the current policy work strategy related to welfare reform is the antithesis of jobs for all because it creates job seekers rather than jobs and will increase unemployment and lower wages. Suggests that the obstacles to jobs for all are primarily political rather than economic and states that the National Jobs for All Coalition is attempting to overcome them and to build a new movement for economic justice.

Grimes, J. & Tilly, III, W.D. (1996). Policy and process: Means to lasting educational change. *School Psychology Review, 25,* 465-476.

Offers a series of assertions and recommendations to guide policy making and practice based on experiences with special education and work in Iowa.

Hoagwood, K. & Koretz, D. (1996). Prevalence of serious mental disorders among children and adolescents and their use of mental health services. *Applied & Preventive Psychology, 5,* 225-234.

Documents need and use in ways that underscore policy implications.

Knitzer, J., Steinberg, Z., & Fleisch, B. (1991). Schools, children's mental health, and the advocacy challenge. *Journal of Clinical Child Psychology, 20,* 102-111.

Drawing on a 2-year national study, the article highlights some of the mental health service related problems in schools, describes ways in which schools and mental health agencies are trying to enhance the school life of children and strengthen their access to mental health services, and explores implications for advocacy.

Kolbe, L.J. (1993). An essential strategy to improve the health and education of Americans. *Preventive Medicine, 22*, 544-560.

Outlines important challenges confronting the nation; argues for policy that makes school health programs an essential strategy for improving both health and education.

Mrazek, P.J. & Hall, M. (1997) A policy perspective on prevention. *American Journal of Community Psychology, 25*, 221-226.

Building on evidence regarding the promise of prevention, stresses the importance of creating a positive public policy climate for supporting prevention efforts.

Scarr, S. (1996). How people make their own environments: Implications for parents and policy makers. *Psychology, Public Policy, and Law, 2*, 204-228.

Stresses that one of the most important functions in the policy arena is to help parents provide support and opportunities for their children and to provide essential elements of rearing environments for children whose parents are unable or unwilling to provide them.

Schlitt, J.J., Rickett, K.D., Montgomery, L.L., Lear, J.G. (1995). State initiatives to support school-based health centers: A national survey. *Journal of Adolescent Health, 17*, 68-75.

Discusses various state initiative and policies regarding school-based health centers.

Webber, D.J. (1992). The distribution and use of policy knowledge in the policy process. *Policy Studies Review Annual, 10*, 383-418.

Contrasts policy information, policy analysis, and policy knowledge, highlights standards for utilization, and discusses the distribution of policy analysis as a political process.

Wisendale, S.K. (1997). The White House and Congress on child care and family leave policy. From Carter to Clinton. *Policy Studies Journal, 25*, 75-86.

Reviews two decades of policies and their mixed results related to these topics.

General Journal and Related Resources

Administration and Policy in Mental Health

Focuses on new government policies, laws, regulations, shifts in funding, managed care, accountability, legal challenges, and studies that policymakers can use to map out mental health strategic plans.

Contact: Saul Friedman, Editor, Bay Area Foundation for Human Resources, 850 California St., San Francisco, CA 94108

Children's Services: Social Policy, Research, and Practice

The official journal of the Division of Child, Youth, and Family Services of the American Psychological Association. Publishes articles of an academic and practical nature that relate to important social policy issues associated with services for children and families, particularly as they bear on mental health, psychological development, and welfare.

Contact: Michael Roberts, Editor, Univ. of Kansas, Clinical Child Psychology Program, 1122 West Campus Rd., Lawrence, KS 66045 (913) 864-4226 Fax: (913) 864-5024

Education Evaluation and Policy Analysis

Publishes articles that show the integral relationship between these two activities.

Contact: American Educational Research Association, 1230 17th St., NW, Washington, DC 20036-3078

Educational Policy

An interdisciplinary policy journal of analysis and research at local, national, and international levels; seeks to illuminate major issues.

Contact: Edith Hoshino, Managing Editor, Educational Policy, School of Education, Boston College, Chestnut Hill, MA 02167-3813.

The Future of Children

Publishes major overviews on timely topical issues related to children's well-being, with special emphasis on providing objective analysis and evaluation, translating existing knowledge into effective programs and policies, and promoting constructive institutional change. Volumes have covered the topics of *School-Linked Services, U.S. Health Care for Children, Adoption, Health Care Reform, Home Visiting, Children and Divorce, Sexual Abuse of Children, Critical Health Issues for Children and Youth, Low Birth Weight, Critical Issues of Children and Youth, Long-term Outcomes of Early Childhood Programs, Special Education for Students with Disabilities, Financing Child Care, The Juvenile Court, Welfare to Work, Children and Poverty,* and *Financing Schools.* The Spring, 1998 issue will be on *Protecting Children from Abuse and Neglect* and the Summer/Fall, 1998 issue will cover *Children and Managed Health Care.*

Contact: Center for The Future of Children, The David & Lucille Packard Foundation, 300 Second Street, Suite 102, Los Altos, CA. 94022
The journal and executive summaries are online at: http://futureofchildren.org

Journal of Health and Social Policy

Promotes debate and discussion of policy formulation and analyzes responses to policies already enacted. Focuses on all aspects of policy -- its development, formulation, implementation, evaluation, review, and revision.

Contact: Marvin Feit, Editor, Dept. of Social Work, University of Akron, Akron, Ohio

Journal of Public Health Policy

Publishes policy articles on such topics as alcohol, food and nutrition, health departments, illicit drugs, injury prevention, living standards, Maternal and Child Health, medical care, occupational and environmental health, and tobacco.

Contact: Milton Terris, Editor, 208 Meadowood Dr., South Burlington, VT 05403
Phone: (802) 658-0136   Fax: (802) 862-4011 Email jphpterris@aol.com

Policy Studies Journal

Articles focused on a wide range of public policy issues at all levels of government. Published by the Policy Studies Organization at the University of Illinois (see reference to Policy Studies Index on the next page under searching the journals.)

Contact: Uday Desai, Editor, Dept. of Political Science, Southern Illinois University, Carbondale, IL. Phone: (618) 453-5695   Fax: (618) 453-5631

12

Policy Studies Review

Articles on policy sciences/social sciences; some volumes focus on specific topics. Published by the Policy Studies Organization at the University of Illinois (see reference to Policy Studies Index on the next page under searching the journals.)

Contact: Allan Rosenbaum, Editor, Institute of Public Management and Community Service, University Park. TC-30, 11200 S.W. 8th St., Miami, FL 33199
Phone: (305) 48-1271

Political Science Quarterly

A nonpartisan journal for specialists and general readers. Each issue contains six topical articles, often on health and social policy issues, and about 35 book reviews by world class scholars.

Contact: Editors, Political Science Quarterly, 475 Riverside Drive, Ste. 1274, New York, New York 10115-1274 Phone: (212) 870-2506
Fax: (212) 870-2202   Email: psq123@aol.com   http://epn.org/psq.html

Psychology, Public Policy, and Law

This is an official law review of the University of Arizona College of Law and the University of Miami School of Law and is published by the American Psychological Association. Covers issues that have direct relevance to public policy applying the latest research and legal opinions.

Contact: Bruce Sales, Editor, Dept. of Psychology, University of Arizona, Tucson, AZ 85721.

ERIC (Educational Resources Information Center)

The Educational Resources Information Center (ERIC), funded by OERI, is a nation wide information network that acquires, catalogs, summarizes, and provides access to education information from all sources. The data base and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive user assistance, including Ask ERIC an electronic question answering service for teachers on the Internet. The ERIC system includes 16 subject-specific Clearinghouses, the ERIC Processing and Reference facility, and ACCESS ERIC which provides introductory services. ACCESS ERIC serves as the WWW home page for ERIC's system-wide resources and information; coordinates ERIC's outreach and system-wide dissemination activities; develops new ERIC publications; and provides general reference and referral services.

Contact: ACCESS ERIC -- http://www.aspensys.com/eric/
or call at 800-LET-ERIC (1-800-538-3742).

Searching the Journals

Current Index of Journals in Education

This database links to journals that deal with education evaluation and policy studies; searchers use keywords. Access through major libraries; documents can be requested from document delivery sources. Some services are subscription-based.

Contact: GTE Net, Pat Howell; Phone: (800)927-3000   E-mail: phowell@gte.net
http://edu.gte.net/dbs/ericcije.html

Policy Studies Index

This set of indexes of authors and subjects covers recent years of the *Policy Studies Journal* and the *Policy Studies Review* (cited above).

Contact: PSO Business Manager, Political Science Department, 361 Lincoln Hall,
University of Illinois, 702 S. Wright Street, Urbana, Illinois 61801-3696
Phone: (217) 333-4401   Fax: (217) 244-5712
http;//www.staff.uiuc.edu/~s-nagel/psind.html

PsychInfo

A reference database published by the American Psychological Association. Access through major libraries. Local university libraries often have the journals (many universities will provide services for non-affiliated patrons). Documents also can be ordered from a document delivery service, such as Institute for Scientific Information (ISI), Genuine Article Service, 3501 Market Street, Philadelphia, PA 19104.
E-mail: tga@isinet.com   Phone: 800/523-1850 x1536 or 215/386-0100 x1536. Give the complete citation and account information, or a phone number they can call for billing instructions. Cost: $10.75 for first 10 pages, $2.75 for each next 10.

14

II. Resources for Facts Relevant to Showing Policy Need

Bronfenbrenner, U., McClelland, P., Wethington, E., Moen, P., & Ceci, S.J. (1996). *The state of Americans: This generation and the next.* New York: The Free Press.

> Provides accessible facts and figures on crime, the economy, changing family structure, poverty, education, changing attitudes and values, and the shifting age structure in the USA.

Finlay, B. (1994). *The state of America's children yearbook 1994.* Washington, DC: Childrens Defense Fund.

> Reviews the children in America who are poor, minority, and disabled to educate about their needs and encourage preventive investment in children before they get sick, drop out of school, and get into trouble.

Hussar, W.J. & Gerald, D.E., (1996) *National Center For Education Statistics: Projections of Education Statistics to 2006.* U.S. Department of Education, Office of Educational Research and Improvement.

> Invaluable educational statistical information for policy.

Kirst, M.W. (1995) *Conditions of children in California.* Palo Alto: CA: Policy Analysis for California Education.

> Includes demographic information as well as descriptions of policies and government programs.

Knitzer, J. & Page, S. (1996). *Map and track: State initiatives for young children and families.* New York: National Center For Children in Poverty.

> Provides basic information and data on state initiatives and an analysis that underscores patterns that have major implications for policy and practice.

Maternal and Child Health Bureau, U.S. Department of Health and Human Services (1994). *Child Health USA, 94.*

> Data on the health status and service needs of children.

National Center for Disease Control and Prevention. *School health policies and program study.* Washington, D.C.: Division of Adolescent & School Health.

> CDC conducts and publishes a national survey to update information about school policy and health programs at the state, district, and school level.

Ozer, E.M., Brindis, C.D., Millstein, S.G., Knopf, D.K., Irwin, C.E. (1997) *American adolescents: Are they healthy?* San Francisco: National Adolescent Health Information Center, Division of Adolescent Medicine, Department of Pediatrics and Institute for Health Policy Studies, School of Medicine, UCSF.

> Overview of the health of adolescents, including demographic trends, health care utilization, mortality during adolescence, and risky behaviors during adolescence.

Smith, T.M., Young, B.A., Choy, S.P., Perie, M., Alsalam, N., Rollefson, M.R., Bae, Y. (1996). *The Condition of Education 1996.* Washington DC: National Center For Education Statistics, U.S. Dept. of Education, Office of Educational Research and Improvement.

Reports statistics and information showing the condition and progress of education in the U.S. and other nations in order to promote and accelerate the improvement of American education.

U.S. Government (1995). *American Statistics Index: Abstracts.* Congressional Information Service, Inc.

A comprehensive guide to the statistical publications of the U.S. Government. Abstracts highlight various states initiatives addressing policy issues.

Warren, C.W., Harris, W.A., & Kann, L. (1993). *Mortality trends, causes of death, and related risk behaviors among U.S. adolescents.* Atlanta: National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health.

Covers the broad range of priority health outcomes among 10- to 12 year - old adolescent, including national trends in death rates by age, sex, and race;; national trends in the leading causes of death by age group; national and state profiles that include data on death rates, trends, and related risk behavior.

Warren, C.W, Harris, W.A., & Kann, L. (1995) *Pregnancy, sexually transmitted diseases, and related risk behaviors among U.S. adolescents.* Atlanta: National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health.

Reviews the leading causes of death among adolescents, including consequences of early, unprotected sexual intercourse.

William T. Grant Foundation Commission of Work, Family, and Citizenship (1988) *The forgotten half : Pathways to success for American youth and young families* : Washington, DC: Author.

Discusses the scope of the problem, related to underachieving young people and explores possible pathways for success to clarify policy implications.

Zill, N (1989) *U.S. children and their families: Current conditions and recent trends, 1989.* Washington, DC: Society for Research in Child Development. and Health Promotion, Division of Adolescent and School Health.

Provides a statistical portrait of America's children and their families and examines major trends in U.S. work and family life over several decades.

16

III. Guides and Models

State Legislative Sourcebook, 1998: A Resource Guide to Legislative Information in the Fifty States

Compiled by Lynn Hellebust and published each year by Government Research Service (1998 edition ISBN: 187992921X). The appendix includes a detailed *Resource Guide to Influencing State Legislators* which begins with materials on legislative organization and process, continues on to lobbying strategies and techniques, and then concludes with entries focusing on state government in general.

Turning Points: Preparing American Youth for the 21st Century (1990)

A plan of action for transforming the education of young adolescents published by the Carnegie Council on Adolescent Development. P.O. Box 753, Waldorf, MD, 20604: Phone: (202) 429-7979

Managed Mental Health Care in the Public Sector: A Survival Manual (1997)

Edited by K. Minkoff & D. Pollack and published by Harwood Academic Publishers (Singapore).

Provides information on the use of program evaluation to shape development of new program models.

A Few State Initiatives Relevant to Addressing Barriers to Learning

California's Learning Support Component

California's Dept. of Education has adopted the concept of *Learning Support* to encompass all "resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning." Three areas of learning support encompass (a) learning environments, (b) partnerships, and (c) personalized assistance. Learning support is seen as an essential component in facilitating development of intellectual and vocational competence, civic and ethical competence, cultural competence, emotional competence, and physical competence. Within this context,programs focus on ways to meet youngsters' needs for schools, homes, and neighborhoods that are stable and safe places that offer basic care and services, high quality instruction and training, sustained caring relationships, social and strategic networks, challenging experiences, and opportunities for real participation. The concept of *Learning Support* encompasses the state's Healthy Start (school-linked, integrated services) initiative.

Contact: Learning Support and Partnerships Division, California Dept. of Education, 721 Capital Mall, Sacramento, CA 95814   Phone: (916) 653-3314 Fax: (916) 657-4732

Hawaii's Healthy Children/Healthy Communities Model

This is a schools and communities health enhancement initiative that adheres to the comprehensive school health model developed by the U.S. Dept. of Health and Human Services' Centers for Prevention and Disease Control (CDC) and the comprehensive student support system of the Dept. of Education. It involves a collaboration between the

Dept. of Health, school, community, and families in school health instruction, school health environment, school health promotion efforts, physical fitness, food services, and counseling/mental health. The model incorporates a range of prevention services as essential to moving beyond a crisis orientation. The aim is to offer an integrated program of health, education, and social services at School Health Service Centers, focusing on child/youth and family in ways that empower family control of health care and provide local (school/community) decision making. The program at a minimum intends to provide students a risk assessment and care coordination.

Contact: Department of Health, Family Health Services Division, School Health Services Branch, Community Adolescent Program, 741-A Sunset Ave., Rm. 107, Honolulu, HI 96816   Phone: (808) 733-8339   Fax: (808) 733-9078

Kentucky's Integrated Resource in Schools Initiative (IRIS)

IRIS is a process building upon the existing efforts of education, health, mental health and the community to expand Kentucky's vision and skills in promoting partnerships that help children adapt to stresses. The focus is on enhancing state and local partnerships to develop strategies that are innovative, flexible, family-responsive, comprehensive, and results oriented. The goals are to develop the necessary groundwork and resources at the state and local level to promote preventive services in existing school-based or school-linked health programs. Family involvement is an essential component of IRIS. Family members voluntarily take an active part in the decision making process for their community. In addition, the IRIS initiative provides consistent statewide coordination and local decision-making on behalf of Kentucky's families and children. This is done by crossing traditional agency boundaries while providing direction, training and technical assistance to pilot communities.

Contact: The IRIS Initiative, c/o DMH, 275 E. Main St., Frankfort, KY 40621 Phone: (502) 564-7610   Fax: (502) 564-9010

Missouri's Caring Communities and School Reform

Missouri is moving toward a new system for educating children and delivering services to children and families. The intent is to enhance the way the state's Caring Community initiative interfaces with school reform. The Caring Community approach is a collaborative effort involving communities, agencies, and schools working together to improve results for children and families. It is based in a community and linked to a school or cluster of schools. The leadership evolves from the unique partnership of the school or schools with the community and supports reform of schools and service systems. The new system is intended to ensure that each Caring Community is designed to provide highly flexible, integrated education, health, and human services that facilitate school success, family strengths, and healthy individuals. As a school community concept, it involves a school's principal, teachers, students, parents, a central office person, community members, and health and human service agency representatives. As the new system is built, the expectation is that schools will engage in restructuring the way it educates students and will involve the school community in making decisions about the education and services provided. Parents and representatives of the health and human service community are expected to prepare to participate in decision-making at the school site to enhance the ways that child and family needs related to education, health, and human services are met.

Contact: Joan Solomon, Missouri Dept. of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 Phone: (573) 751-3168 Fax: (573(526-3580

New Mexico Plan for Safe Schools

In keeping with the national goal of providing safe and drug free schools, states are developing comprehensive plans. New Mexico's plan is representative in the way it sets out goals, objectives, activities, and resources and spells out relations to existing requirements and how success will be measured.

Contact: State Department of Education, Safe and Drug Free Schools, 120 S. Federal Pl., Santa Fe, NM 87501 Phone: (505) 827-1830   Fax: (505) 827-1826

Ohio Family and Children First Initiative

Toward achieving the national education goal to ensure all children start school ready to learn, this initiative aims to promote coordination and collaboration among state and local governments, non-profit organizations, businesses and parents. The initiative has three objectives: (1) assuring infants and children are healthier, (2) increasing access to quality preschool and child care, and (3) improving services to aid family stability. In pursing these ends, service providers are being brought together to cut through red tape, increase local flexibility, and focus programs on families and children (rather than bureaucracy). In addition to helping prepare children for school, these efforts are designed to help families overcome barriers to self-sufficiency and improve overall success rates of state programs. Policy and funding emphasis is on prevention and early intervention activities that will minimize the need for more costly efforts later.

Contact: Karen Sanders, Ohio Family and Children First, 77 S. High St., 30th Floor, Columbus, OH 43266-4044 Phone: (614) 752-4044 Fax: (614) 728-9441

Vermont's Policy on School Health

Vermont's Commissioner of Education and the Secretary of Human Services initiated interagency efforts to link health, mental health, and education services to children. This collaboration reflects the view that, "health and education are joined in fundamental ways with each other and with the destinies of the Nation's children." Policies involve school-linked services: to improve children's health, and provide services for disadvantaged and disabled children; to provide mental health services and prevention programs to address barriers to learning, create safe environments, and prepare children psychologically for responsible futures; and to create productive partnerships between families, communities, and agencies to improve children's education and health outcomes.

Contact: Agency of Human Services, Department of Mental Health and Mental Retardation, 103 South Main Street, Waterbury, VT 05671-1601 Phone: (802) 241-2610

Two examples of Federal Initiatives to Foster Integrated Efforts

U.S. Dept. of Health and Human Services (Public Health Service, Health Resources and Services Administration) Initiative to Foster Cross-Disciplinary Partnerships for Adolescent Health

Partners in Program Planning for Adolescent Health (PIPPAH) is a public/private initiative to promote an adolescent health agenda among professional disciplines through large, national, membership organizations. The first four disciplines are law (American Bar Association), medicine (American Medical Association), psychology (American Psychological Association), and social work (National Association of Social Workers). Each organization has a five-year cooperative agreement with the Office of Adolescent Health. Next will be the field of nutrition (American Dietetic Association). The field of nursing will be added by a competition for a cooperative agreement among professional nursing membership organizations. The partnership is to develop coordinated programs

that addresses the comprehensive health needs of adolescents, and examines ways by which national, state, and community efforts can promote adolescent health.

Contact: Maternal and Child Health Bureau, Office of Adolescent Health, Parklawn Bldg., 5600 Fishers Lane, Rockville, MD 20857 Phone: (301) 443-4026 Fax: (301) 443-1296

U.S. Dept. of Education Policy for Supporting Coordinated Services at School Sites

Title XI of the Improving Americas Schools Act of 1994 is designed to foster coordinated services to address problems that children face outside the classroom that affect their performance in schools. Under this provision, school districts, schools, and consortia of schools may use up to 5% of the funds they receive under the Elementary and Secondary Education Act to develop, implement, or expand efforts to coordinate services. The intent is to improve access to social, health, and educational programs and services to enable children to achieve in schools and to involve parents more fully in their child's education. Among the barriers cited in the legislation as impeding learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, lack of child care, unemployment, and substance abuse. Only a few school districts have initiated efforts under Title XI. In Dallas, the funds have been used as part of efforts to enhance the school district's partnership with a major hospital and with the Dallas Mental Health-Mental Retardation Agency by underwriting costs related to coordinating services, administration, and infrastructure. In Los Angeles, the funds were used to underwrite the costs of a massive restructuring of the district's health and human services and their coordination with efforts to link community services to schools.

Contact: Office of Assistant Secretary for Elementary and Secondary Education,
400 Maryland Ave., SW, Washington, DC 20202-0131 Phone: (201) 401-1576
   For information on the Dallas program, contact Jenni Jennings, Youth and Family Centers Dallas Public Schools, 425 Office Parkway, Dallas, TX 75204 Phone: (214) 827-4343.
   For Information on the Los Angeles initiative, contact Sally Coughlin, Asst. Sup't, Student Health and Human Services, Los Angeles Unified School District, 450 N. Grand Ave., Los Angeles, CA 90012 Phone: (213) 633-3332

A New Federal Initiative to Foster School Reform in Schools Serving Low Income Families

The 1998 Federal budget for the Dept. of Education provides $150,000,000 for comprehensive school reform ($120,000,000 under the Title I program, $26,000,000 under the fund for the improvement of education, and $4,000,000 under the regional educational laboratories). The purpose of the initiative is to provide financial incentives for schools "to develop comprehensive school reforms, based on reliable research and effective practices and including an emphasis on basic academics and parental involvement, so that all children can meet challenging state content and performance goals." Most of the funds (83%) are for schools that are eligible for Title I basic grants. Minimum grant awards of $50,000 a year for three years are to be used to support start-up and technical assistance costs to implement the reform model chosen by a school. The models to be implemented are comprehensive ones that focus on "school-wide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform." Specified are Accelerated Schools, ATLAS Communities, Audrey Cohen College, Coalition of Essential Schools, Community for Learning, Co-NECT, Direct Instruction, Expeditionary Learning, Outward Bound, High Schools That Work, Modern Red Schoolhouse, National Alliance for Restructuring Education, Paideia, Roots and Wings, School Development Program, Success for All, Talent Development High School, and Urban Learning Center.

Contact: Office of Assistant Secretary for Elementary and Secondary Education,
        400 Maryland Ave., SW, Washington, DC 20202-0131 Phone: (201) 401-1576

IV. Agencies and Resource Centers

The following is a starter list of organizations that either focus directly on policy concerns or offer resources that can aid in studying and formulating policy. For example:

Electronic Policy Network links together membership and affiliate policy organizations to provide timely information and ideas about national policy and politics. The site houses a virtual magazine, *Idea Central*, which covers: Economics and Politics; Welfare and Families; Education; Civic Participation; Health Policy; Media Old & New.

All the following can be accessed through this network: *Member organizations:* The American Prospect; Center on Budget and Policy Priorities; Center for Law and Social Policy; Center for Media Education; Citizens Budget Commission; Committee for the Study of the American Electorate; Economic Policy Institute; Families USA; Jerome Levy Economics Institute; Political Science Quarterly; Public/Private Ventures; Russell Sage Foundation; Twentieth Century Fund. *Affiliates:* OMB Watch; The Brookings Institution; The Commonwealth Fund; People for the American Way; La Follette Institute of Public Affairs; The Packard Foundation's Center for the Future of Children; Children's Defense Fund; Institute for Philosophy and Public Policy; Citizens for Tax Justice; Center for Responsive Politics; Center for Public Integrity; NU Policy Research; Center for Urban Policy Research; New Jersey Reporter; World Hunger Year; Center for Women in Politics and Public Policy; The Institute for Women's Policy Research; Radcliffe Public Policy Institute. *International organizations:* Global Policy Forum (Japan); Institute for European Social Studies; Evatt Foundation.

Contact: http://epn.org/

Center For Mental Health Services (CMHS), in partnership with States, leads national efforts to demonstrate, evaluate, and disseminate service delivery models to prevent and treat mental illness, and promote mental health. This center provides technical assistance, program evaluation, and promotes and supports research efforts in the field of mental health. In addition, CMHS sponsors policy research to address mental health issues. CMHS oversees several programs mandated by Congress as well as several government grants. CMHS also provides technical assistance and up-to-date information through the National Mental Health Services Knowledge Exchange Network (KEN) which provides current information on Federal and State mental health services programs available to consumers, families, services providers, and policy makers.

Contact: KEN, P.O. Box 42490 Washington, DC 20015 Phone: (800) 789-2647;
Fax: (301) 984-8796 BBS: (800) 790-2647 TDD: (301) 443-9006
Email: ken@mentalhealth.org   http://www.mentalhealth.org/

National Diffusion Network (NDN) assists public and private educational institutions in sharing exemplary programs, products, and processes. They have a publication entitled Educational Programs That Work, the annual National Diffusion Network catalogue of exemplary educational programs. The catalogue includes current descriptions of most program described in previous editions as well as new programs approved for national dissemination since publication of the twentieth edition in 1994.

Contact: Office of Educational Research and Improvement, U.S. Department of Education,
555 New Jersey Avenue, NW, Washington, D.C. 20208-5644 Phone: 202/219-2134
Fax: 202/219-2198   http:/www.ndn.org:80/index.html

If you want more details on any of the following organizations, our Center offers a catalogue with abstracts on each.

Academy for Educational Development
1255 23rd St., N.W., Washington, DC 20037
Phone: (202) 884-8848 Fax: (202) 884-8879

American School Health Association
P.O. Box 708, Kent, OH 44240
Phone: (330) 678-1601 Fax: (330) 678-4526

American Association of School Administrators
1801 North Moore St., Arlington, VA 22209
Phone: (703) 875-0771 Fax: (703) 841-1543

Bush Center in Child Development and Social Policy
Yale University
310 Prospect St., New Haven CT, 06510
Phone: (860) 432-4577

Center on Budget and Policy Priorities
820 First Street, NE Suite 510
Washington, DC 20002
Phone: (202) 408-1080 Fax: (202) 408-1056
Web: http://www.cbpp.org/info.html

Center for Community Partnerships
University of Pennsylvania
133 South 36th St., Suite 519
Philadelphia, PA 19104-3246
Phone: (215) 898-5351   Fax: (215) 573-2799

Center for Effective Collaboration and Practice
American Institute for Research
1000 Thomas Jefferson St. NW Suite 400
Washington, D.C. 20007
Phone: (202) 944- 5300   Fax: (202) 944-5455

Center on the Future of Children
David and Lucille Packard Foundation
300 Second Street, Suite 102
Los Altos, CA. 94022
Phone: (415) 948-3639   Fax: (415) 948-6498

Center for Law and Social Policy (CLASP)
1616 P Street NW, Suite 450
Washington, DC. 20036
Phone: (202) 328-5140   Fax: (202) 328-5195
Web: http:epn.org/clasp.html

Center for Mental Health Policy
Vanderbilt University/ VIPPS Building
1207 18th Ave. South, Nashville, TN 37212
Email: bickman@ibm.net
Web: http://www.vanderbilt.edu/VIPPS/descript.htm

Child and Family Policy Center
1021 Fleming Bldg., 218 6th Avenue
Des Moines,IA 50309-4006
Phone: (515) 280-9027   Fax: (515) 244-8897

Council of Chief State School Officers
1Massachusetts Ave., NW #700
Washington, DC 20001
Phone: (202) 336-7035   Fax: (202) 408-8072

Consortium for Policy Research in Education (CPRE)
University of Pennsylvania
3440 Market Street, Suite 560
Philadelphia, PA 19104-3325
Phone: (215) 573-0700   Fax: (215) 573-7914

Division of Children and Youth Policy
Human Services Policy Office of the Assistant
Secretary for Planning and Evaluation
U.S. Department of Health and Human Services
200 Independence Avenue, SW.
Washington, DC. 20201   Phone: (202) 690-6461
E-mail: lauraf@osaspe.ssw.dhhs.gov
Web: http://aspe.os.dhhs.gov/hsp/cyphone.htm

Federation of Families for Children's Mental Health
1021Prince St., Alexandria, VA 22314-2979
Phone: (301) 434-4071 Fax: (301) 439-6118

Finance Center of Consortium for Policy
Research in Education (CPRE-Finance Center)
Wisconsin Center for Education Research
1025 West Johnson Street, 7th Floor
Madison, WI 53706-1796
Phone: 608263-4260   Fax: (608) 263-6448

Georgetown University Child Development Center
3307 M Street, NW Suite 401
Washington, DC 20007-3935
Phone: (202) 687-837 Fax: (202)687-8899

Greater Washington Urban League
3501 14th Street, NW, Washington, DC 20010
Phone: (202) 265-8200 Fax: (202) 387-7019

Institute for Education Leadership (IEL)
1001 Connecticut Ave. N.W. Suite 310
Washington, D.C., 20036
Phone: (202) 822-8405   Fax: (202) 872-4050

Mental Health Policy Resource Center
1730 Rhode Island Avenue NW, # 308,
Washington, D.C. 20036-3101;
Phone: (202) 775-8826.

21

National Assembly on School Based Health Care
1522 K Street, NW, Suite 600
Washington, DC 20005
Phone: (202) 289-5400 Fax: (202) 289-0776

National Association of State Boards of Education
1012 Cameron St., Alexandria, VA 22314
Phone: (800)220-5183

National Assoc. of State Directors of Spec. Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
Phone: (703) 519-8300   Fax: (703) 519-3808

Nat. Assoc. of State Mental Health Program Directors
66 Canal Center Plaza, Suite 302
Alexandria, VA 22314
Phone: (703) 739-9333   Fax: (703) 548-9517

National Center for Children in Poverty
154 Haven Avenue, New York, NY. 10032
Phone: (212) 304-7100   Fax: (212) 544-4200

National Center on Education and the Economy
700 11th Street, NW, Suite 750
Washington, DC 20001-4507
Phone: (202) 783-3668   Fax: (202) 783-3672

National Center for Education Leadership
Six Appian Way
Harvard University - Gutman Library
Cambridge, MA 02138-3704
Phone: (617) 496-4809   Fax: (617) 496-3095

National Center for Schools and Communities
Fordham University
33 West 60th Street, Suite 809
New York, NY 10023
Phone: (212) 636-6617   Fax: (212) 636-6033

National Center for Service Integration (NCSI)
Technical Assistance c/o Mathtech Inc.
5111 Leesburg Pike, Suite 702
Falls Church, VA. 22041
Phone: (703) 824-7447   Fax: (703) 671- 6208

National Community Education Association
St. Louis Park Schools, 6425 W. 33rd St.
St. Louis Park, MN 55426-3498
Phone:(612) 928-6063   Fax: (612) 928-6020

National Institute on Educational Governance, Finance,
Policymaking, & Management
U.S. Dept. of Education, OERI/GFI
555 New Jersey Ave., NW
Washington, DC 20208-5510
Phone: (202) 219-2032

National Inst. on the Education of At-Risk Students
U.S. Dept. of Education, OERI/ATRISK
555 New Jersey Ave., NW
Washington, DC 20208-5521
Phone: (202) 219-2239

Penn Program for Public Service
3440 Market St., Suite 440
Philadelphia, PA 19104-3325
Phone: (215) 898-0240 Fax: (215) 573-2096

RAND
1700 Main St. , Santa Monica, Ca. 90407- 2138
Phone: (310) 393-0411 Fax: (310) 393-2138
Email: correspondence@rand.org

RWJF Making the Grade
George Washington University
1350 Connecticut Avenue, NW, #505
Washington, DC 20036-1722
Phone: (202) 466-3396 Fax: (202) 466-3467

*In addition, our Center and the Center for School Mental Health Assistance
(Univ. of Maryland at Baltimore) can provide relevant technical assistance
support and a variety of materials of use in studying and formulating policy.

V. Websites

Internet Websites can be goldmines of information. They have reports, publications, online resources (e.g. catalogs, technical assistance), model programs, and links to other resources. We cite a few here to illustrate the nature of what is available.

Division of Children and Youth Policy   http://aspe.os.dhhs.gov/hsp/cyphone.htm

The Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the U.S. Department of Health and Human Services operates a small research and evaluation program that produces information on the organization, financing, and delivery of services, particularly for disadvantaged groups and on topics of current policy interest. Within ASPE, most studies on children and youth issues originate from the Division of Children and Youth Policy, a component of the Office of Human Services Policy. This site provides the full text of the executive summaries of recent research and evaluation reports. In some cases, the full final report is available for downloading. Also describes current research projects in progress and provides links to other HHS online resources.

The Institute of Law, Psychiatry, and Public Policy (University of Virginia)
        http://ness.sys.virginia.edu/ilppp

Contains information about training programs and seminars on mental health practices, social policy, and the law.

Center on Budget and Policy Priorities   http://www.cbpp.org/info/html

This Center is a principal source of information and analysis on a broad range of budget and policy issues with an emphasis on those affecting low-and moderate-income persons. Does analyses of such matters as federal and state budget and tax policies, poverty and income trends, wage and employment issues, and welfare, job training, and housing issues. Website includes recent analyses, publication lists, and internship information.

The Twentieth Century Fund   http://epn.org/tcf.html

This site describes the foundation's research, publications, and policy recommendations which focus on progressive public policy; publications can be ordered online.

Economic Policy Institute   http://epinet.org/

The institute is a nonprofit, nonpartisan think tank which seeks to broaden the public debate about strategies to achieve a prosperous and fair economy. The site offers recent institute reports covering topics such as education reform. Specifically addresses the movement to hire business firms to manage public school or public school systems.

The Policy Resource Center   http://pie.org

This Center provides integrated information resources to assist individuals and organizations working in health and mental health fields to obtain and share information, experience and views. The Policy Information Exchange (PIE) offers products and services to health and mental health organizations, agencies and the general public.

Electronic Policy Network   http://epn.org/

By linking together about 35 membership and affiliate policy organizations, the site is a gateway to timely information and ideas about national policy and politics. The site houses a virtual magazine, *Idea Central*, which covers: Economics and Politics; Welfare and Families; Education; Civic Participation; Health Policy; Media Old & New.

Agency for Health Care Policy and Research   http://www.ahcpr.gov/

This agency is part of the U.S. Dept. of Health and Human Services. The site outlines the agencies research agenda, reports findings from various projects and surveys, lists available publications, and so forth.

National Conference of State Legislatures   http://www.ncsl.org/index.htm

The site offers information about state legislatures, legislative and policy issues, state-federal relationships, a variety of policy publications, and meeting and events. It also offers links to sites of state legislatures and sites and gateways to state government.

Guides to State and Local Governments on the Net

http://www.piperinfo.com/state/states.html
http://www.lib.umich.edu/libhome/Documents.center/state.html
http://www.yahoo.com/Government/States/

These are gateways to government sponsored Internet sites. They offer a search engine and direct links to individual sites and multi-state sites (e.g., regional commissions). State government home pages allow access to the home pages for specific agencies (e.g., departments of education, health, mental health, welfare, justice, etc.). Such home pages provide a quick picture of the current policy initiatives and priorities of such agencies.

Gateway to Other Government Agencies   http://www.lib.lsu.edu/gov/fedgov.html

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U.S. Department of Education   http://www.ed.gov/programs.html#area5

Click on *Legislation, Regulations, and Policy Guidance* for information on these matters pertaining to education programs and activities -- includes links to full text documents on the Dept. of Education's web as well as to useful resources elsewhere on the Internet.

Click on *Guide to U.S. Department of Education Programs* for a concise description of each program, who may apply, and how to obtain more information.

Click on the *Catalogue of Federal Domestic Assistance of GSA* for a comprehensive listing of all Federal programs that give out money or other forms of assistance.

Department of Health and Human Services   http:www.os.dhhs.gov/

Describes current programs, research, and policies; provides a gateway to specific agencies and programs.

VI. Other Related Resources from our Center

If you need additional assistance, we have the following resources:

A. Documents from our Clearinghouse

Our Center is compiling an extensive clearinghouse on a variety of topics relevant to addressing barriers to learning. This sampler used the clearinghouse to identify many of the references cited above. However, the clearinghouse does have additional materials on this topic (a few additional ones are indicated on the following pages) and is adding others on a regular basis.

In addition, we have included in the Appendix to this Sample four brief documents prepared by our Center as aids in thinking about, mapping, and analyzing policy for addressing barriers to student learning and pursuing mental health in schools. They are entitled
- *Some Points About Influencing Policy*
- *Fundamental Concerns About Policy for Addressing Barriers to Student Learning*
- *Addressing Barriers to Learning/Strengthening Schools, Families, and Neighborhoods: Framework Outlining Areas of Interest*
- *Worksheet: Examples of Initiatives that Need to be Mapped and Analyzed.*

B. Consultation Cadre

Sometimes the best way to get information is to talk with someone who has successfully done what you want to do. Our center has compiled a list of professionals from all parts of the country who are willing to provide free informal consultation. See the list of cadre members following the abstracts of clearinghouse documents. These are all individuals who have identified themselves as having policy related expertise.

C. Center staff who can provide additional technical assistance

Our center is continually updating and expanding resources. If you need additional information regarding this and any other issue that pertains to mental health in schools and addressing barriers to student learning, please feel free to contact us.

26

A Few Other Related Documents in our Clearinghouse

Our Clearinghouse has information on a variety of topics relevant to mental health in schools specifically and addressing barriers to learning in general. We have collected resources from across the country. most of what we have gathered is still in its original form (e.g., guides, resources aids, instruments, articles, fact sheets, reports, etc.). Over time, we are integrating some of the material into specially developed Introductory, Resource Aid, and Technical Aids Packets. The attached list highlights additional items from our current holdings. For material that is still in its original form, you probably will want to directly contact the source. However, if this is not feasible, feel free to contact us.

Title: **Building From Strength: Replication as a Strategy for Expanding Social Programs that Work** (1993). Replication and Program Services, Inc., Phil., PA.

This handbook discusses the replication strategy for expanding social programs. Specifically, it describes forms of replication, responsibility for replication, policy concerns, program origins, stages of development, evidence of standardization, financial requirements, role of research and evaluation, marketing and promotion, constituencies and competitors, role of individual leadership, determining success, and recommendations.

Source: Replication and Program Services

Center's Clearinghouse Number: 1102-18

Title: **Health Care Reform Tracking Project: The 1995 State Survey** (1995) S.A. Pires, B.A. Stroul, L. Roebuck, R.M. Friedman, B.B. McDonald, & K.L. Chambers.

This is a report on the one year baseline survey on the health care reform tracking project, which tracks state health care reform as they affect children and adolescents with emotional disorders and their families. The report is partitioned into several sections including general information about state health care reforms, populations affected by state health care reforms, mental health carve-outs, and capitation.

Source: Research and training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL, 33612-38899; Phone: (913) 974-4433

Clearinghouse Number: 1103-34

Title: **Rethinking the Participation of families in the Education of Children: Clinical and Policy Issues** (1996) A. Duchnowski, K. Dunlap, & B. Adiegbola

Presents the case that school restructuring is an opportunity to reconceptualize the roles of families, especially those who have a child with disabilities, in the overall education of their children, as well as in the general improvement of schools. Empirical evidence and anecdotal reports bolster the case.

Source: Research and training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL, 33612-38899; Phone: (913) 974-4433

Clearinghouse Number: 1104-32

Title: **Welfare Reform: A Twentieth Century Fund Guide to the Issues** (1995) The Twentieth Century Fund Press

Part of a series called "The Basics" which is designed to provide reliable and pertinent information related to public policy debates. It is a compilation of facts about welfare and welfare recipients as they relate to welfare reform.

Source: Twentieth Century Fund, Inc. 41 East 70th Street, New York, NY 10021;
Phone: (212) 535-4441 Website: http://epn.org/tfc.html.

Clearinghouse Number: 1101-16

Title: **Rising to the Challenge** (1995). Education Commission of the States

Covers various aspects of education along with a policy-oriented time line for changes during the period of 1995-2002.

Source: Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO, 80202-3427

Clearinghouse Number: 1104-19

Title: **Starting Points: Meeting the Needs of Our Youngest Children** (1994) Carnegie Task Force on Meeting the Needs of Young Children

Reviews current knowledge pertaining to the requirements for optimal development during infancy and early childhood; describes ways in which families and larger society can promote and enhance the development of young children.

Source: Carnegie Corporation of New York, P.O. Box 753, Waldorf, MD 20604; Phone: (212) 371-3200

Center's Clearinghouse Number: 1102-45

Title: Integrating Children's Services (1991) M.W. Kirst

Discusses the need for a broader children's policy to supplement education, alternative conceptions of how to improve condition for children, the current system for improving children's services, and the new state role.

Source: EdSource Publications, 525 Middlefield Rd. Suite 100, Menlo Park, CA. 94025; Phone: (415) 323-8396; Fax: (415) 323-0180.

Clearinghouse Number: 1102-26

28

Consultation Cadre

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs; many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and other major system concerns. the group encompasses professionals working in schools, agencies, community organizations, family resource centers, clinics and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't ! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

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28

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30

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32

Appendix

Four Brief Documents Prepared by Our Center

The documesnt on the following were prepared as aids in thinking about, mapping, and analyzing policy for addressing barriers to student learning and pursuing mental health in schools.

(1) *Some Points About Influencing Policy*

(2) *Fundamental Concerns About Policy for Addressing Barriers to Student Learning*

(3) *Addressing Barriers to Learning/Strengthening Schools, Families, and Neighborhoods: Framework Outlining Areas of Interest*

(4) *Worksheet: Examples of Initiatives that Need to be Mapped and Analyzed*

Some Points About Influencing Policy

As we attempt to influence public policy, it is essential to have some perspective on what the term means.

Policy denotes a purposive course of action aimed at dealing with a matter of concern. We treat public policy as courses of action carried out by institutions and people who staff them. We also view the process of developing policy as political, but not limited to the enactment of laws, regulations, and guidelines. That is, while much policy is enacted by legally elected representatives, policy often emerges informally because of the way people in institutions pursue course of action each day. Decisions not to act also constitute policy making.

A great deal of discussion in recent years focuses on whether policy should be made from the top-down or the bottom-up. Our experience in attempting to influence policy related to the matter of addressing barriers to student learning suggests that efforts to generate changes must focus on the top, bottom, and at every level of the system.

The commitment and priority assigned to a policy generally is reflected in the support provided for implementing specified courses of action. Some actions are mandated with ample funds to ensure they are carried out; others are mandated with little or no funding; some are simply encouraged.

Designated courses of action vary considerably. More often than not policy is enacted in a piecemeal manner, leading to fragmented activity rather than comprehensive, integrated approaches. Relatedly, time frames often are quite restricted -- looking for quick payoffs and ignoring the fact that the more complex the area of concern, the longer it usually takes to deal with it. The focus too often is on funding short-term projects to show what is feasible -- with little or no thought given to sustainability and scale-up.

Public policy related to addressing barriers to learning and promoting healthy development clearly warrants renewed attention. Those concerned with this topic have a role to play in both analyzing the current policy picture and influencing needed changes. The figure on the next page underscores some of the major policy dimensions we find worth keeping in mind as we think about influencing public policy.

34

Fundamental Concerns About Policy
for Addressing Barriers to Student Learning

Policy makers and school personnel have long understood that if schools are to function well and students are to learn effectively, factors that interfere with student learning and performance must be addressed. As the Carnegie Council on Adolescent Development (1989) succinctly concluded: "School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge" (p. 7).

Funding for compensatory education, special education, safe and drug free schools, dropout prevention, and teen pregnancy prevention are prominent examples of policy efforts that involve schools in a variety of programs and services to address barriers to learning. Related efforts are seen in the emphasis on school-community partnerships to foster school-linked services that are part of various initiatives to increase health and human service agency collaboration and program integration.

Clearly policy makers have been active. Now it is time to review what has been created and make some improvements. Based on previous analyses, a few points already appear evident.

On the Positive Side

There clearly are many initiatives at all levels designed to move things forward. Just reviewing the impressive array of documents colleagues have sent (before and since the UCLA summit in July) indicates the range of innovative work and the sense of accomplishment so many feel about the work in which they are involved.

The initiatives fall into three groups. One set (the majority) are designed to promote coordination and collaboration among governmental departments and service agencies to foster integrated services, with an emphasis on greater local control, increased involvement of parents and business, and linking services to schools as feasible. To encourage organizational changes, local, state, and federal intra and interagency committees have been established; legislative bodies are rethinking their committee structures; some states have gone so far as to create new executive branch structures (e.g., combining all agencies and services for children and families under one cabinet level department). In their most ambitious forms, these efforts are evolving into comprehensive community initiatives (CCI's) with an emphasis on community building.

SOME MAJOR POLICY DIMENSIONS

LEVEL OF PRIORITY/
DEGREE OF COMPULSION

Encouraged
(no mandate;
no funding)

Mandated with
inadequate or
no funding

Mandated with
appropriate
funding

Development of
model demonstrations

Development of
programs/infrastructure

Systemic restructuring
of infrastructure and
program changes

Systemic restructuring
of institutionalization/
sustainability

PURPOSE

Acts of legislative
bodies & related
regulations and
guidelines

Procedural guidelines
and standards related
to an institution's
mission, goals, and
objectives

Procedural guidelines
and standards related
to a department,
unit, or other specific
facet of an organization

Informal standards, mores,
etc. shaping the actions of
those in an organization,
community or other social
context

(national, regional, county, local -- city, district, site specific)

FORM OF POLICY

OTHER DIMENSIONS

Comprehensiveness = piecemeal (fragmented) action <-------> comprehensive (integrated) action

Degree of flexibility in administering policy = none <-------> full waivers granted as appropriate

Length of funding = brief <-------> long-term

Requirement of in-kind contribution (buy-in) = none <-------> designated percentage (kept constant or with proportions shifting over time)

36

37

The second group of initiatives basically are models for reforming and restructuring the instructional and management components of schools -- extending in some cases to entire school districts. Evident in most of these are the national push for higher standards and expectations, a results-focus, strategies to enhance direct academic support, movement away from a deficiency model to a strengths/resilience-oriented paradigm, and devolving control to school sites. In a few cases (e.g., Kentucky, California, Michigan, Missouri, Ohio), there are discussions of strengthening the linkage between school reforms and initiatives to integrate community services -- again reflecting recognition of the need for integration and comprehensiveness and the move toward community building.

The third group stresses specific approaches to dealing with problems. Many of these initiatives generate supplemental ("add-on") programs usually supported with "soft" money (e.g., programs for violence reduction, dropout prevention, substance abuse prevention, teen pregnancy prevention, school-based health centers, Family/ Youth Resource Centers).

All of the initiatives are relevant to addressing barriers to student learning. All are important pieces and need to be understood both in terms of what they accomplish and do not accomplish. And such an understanding is enhanced by viewing them through the lens of the likelihood that they can adequately address barriers to learning.
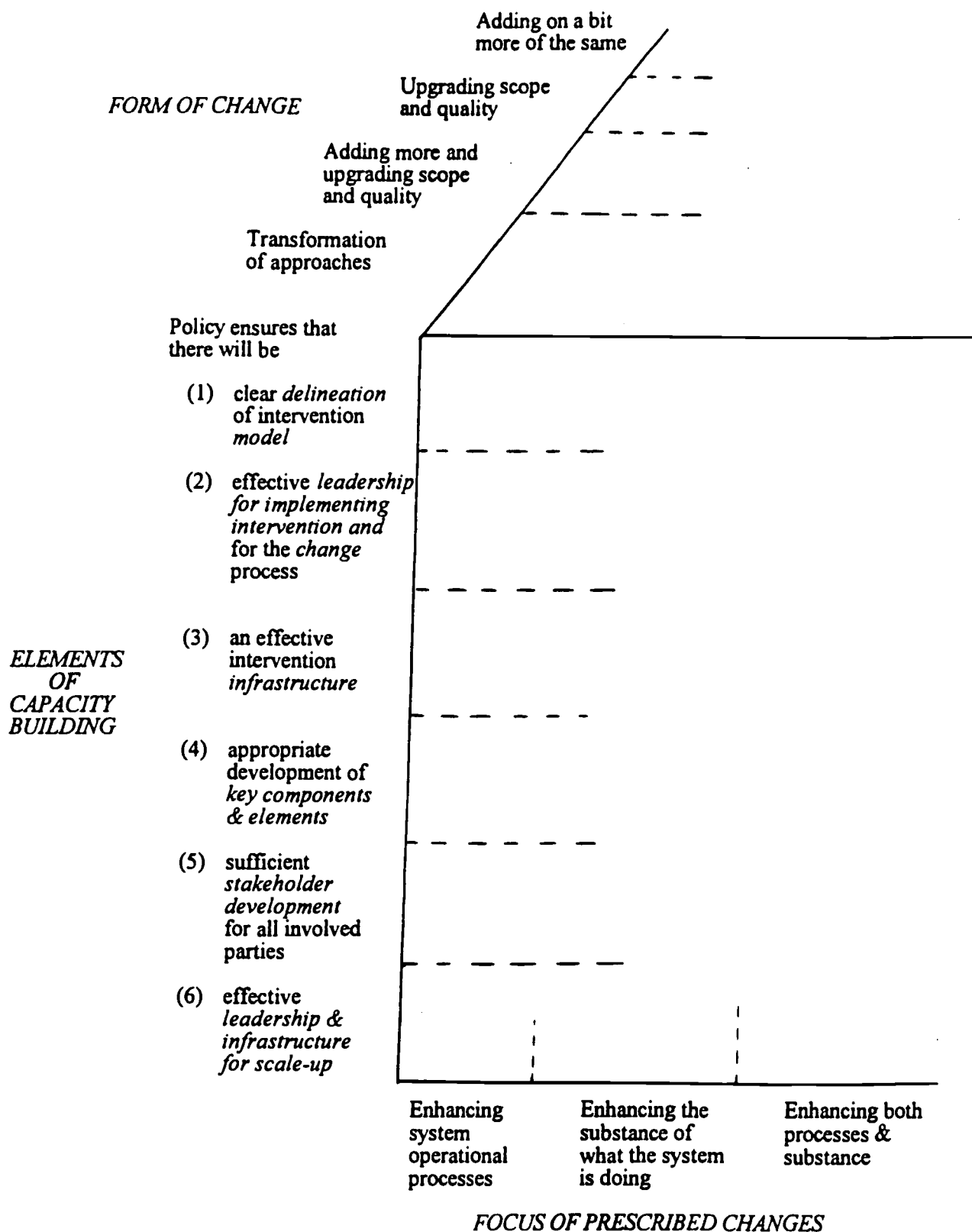
Fundamental Policy Concerns About Current Initiatives

In analyzing current initiatives from the perspective of addressing barriers to learning, our emphasis is on clarifying fundamental concerns -- not generating a list of operational problems. Ultimately, the intent of policy initiatives focusing on ameliorating complex psychosocial problems should be to enhance the *effectiveness* of interventions. As current policy efforts recognize, one aspect of achieving this aim is the commitment to *cohesiveness* (or integrated effort) by improving agency and department coordination/collaboration. Another aspect involves efforts to *enhance the nature and scope of intervention activity* (see the Figure on the next page).

With respect to cohesiveness, it is clear that policy initiatives to foster collaboration have not been paired with efforts to integrate the vast body of policy that is contributing to fragmentation. The main strategies for dealing with the lack of cohesive policies have been to grant (a) flexibility in the use of categorical funds and (b) temporary waivers from regulatory restrictions. These moves have helped in specific instances but have not provided the type of impetus for change that is needed. Direct attention to restructuring and reforming existing policy with a view to fostering cohesive intervention is long overdue.

With respect to improving the nature and scope of intervention activity, our analyses (using the dimensions represented in the accompanying Figure) suggest that most policy only adds a bit more of the same and pays scant attention to the substantive content of changes or to key elements of capacity building. This is particularly evident when one looks for specific changes in the way intervention activity is planned and implemented in communities and at school sites.

Figure. **Dimensions for Analyzing Policy Designed to Enhance the Nature and Scope of Intervention Activity.**

FORM OF CHANGE

Adding on a bit
more of the same

Upgrading scope
and quality

Adding more and
upgrading scope
and quality

Transformation
of approaches

Policy ensures that
there will be

(1) clear *delineation*
of intervention
model

(2) effective *leadership*
for implementing
intervention and
for the *change*
process

ELEMENTS
OF
CAPACITY
BUILDING

(3) an effective
intervention
infrastructure

(4) appropriate
development of
key components
& elements

(5) sufficient
stakeholder
development
for all involved
parties

(6) effective
leadership &
infrastructure
for scale-up

Enhancing
system
operational
processes

Enhancing the
substance of
what the system
is doing

Enhancing both
processes &
substance

FOCUS OF PRESCRIBED CHANGES

39

The concerns we raise are illustrated by analysis of two major initiatives: (a) school-linked services and (b) school-owned support services. In the former instance, the trend has been for community agencies simply to co-locate a few of their services on a few school campuses. In doing so, they provide some clients better access to services. Access clearly is a prerequisite to effective intervention. Access, of course, is no guarantee of effectiveness. Moreover, co-location is no guarantee of intervention cohesiveness. Indeed, in linking with schools, community agencies may simply operate in parallel to the intervention efforts of school personnel -- leading to another form of fragmentation. Even more of a problem is the reality that there simply are not enough community agency resources for all services to link with all schools. Thus, the situation becomes either a matter of limiting linkages to the first schools that express an interest or spreading limited resources (until they are exhausted) as more schools reach out. Finally, none of this is designed to deal with the fact that the nature and scope of intervention activity provided is inadequate to the task of effectively addressing barriers to student learning.

By approaching school-linked services as a co-location model, outside agencies are creating a sense of threat among personnel who staff school-owned support services. This certainly is not conducive to collaboration and further interferes with cohesiveness. A more fundamental concern, however, is that school-owned programs and services continue to be viewed as tangential in school reform policy. Thus, little attention is paid to restructuring and reforming how these resources are used. This clearly works against making them more effective.

In the long run, substantially increasing *availability and access* to essential help requires a true integration of all community and school owned resources; increasing intervention *effectiveness* requires changes that transform the nature and scope of how these and other resources are used.

These are but two examples, but they underscore the point that policy makers and reform leaders have yet to come to grips with the realities of addressing barriers to learning. And the likelihood of their doing so is not great as long as so many advocates for children and families pursue narrow and competing agendas.

As was discussed at the UCLA summit, we believe that enhancing intervention effectiveness in addressing barriers to student learning requires policy that

- is cohesive

- provides the resources necessary for transforming the nature and scope of intervention efforts so that comprehensive, integrated approaches are developed

- creates necessary infrastructure and provides for effective capacity building to ensure appropriate implementation of comprehensive, integrated approaches

- provides the resources necessary for implementing widespread scale-up.

Inadequate policy support related to any of these matters means that the aim of enhancing intervention effectiveness on a large-scale will not be achieved.

Addressing Barriers to Learning/Strengthening Schools, Families, and Neighborhoods:
Framework Outlining Areas of Interest

	Health (physical, mental)	Education (regular, special)	Welfare	Work/ Career	Enrichment/ Recreation	Juvenile Justice	Neighborhood/ Comm. Improvement
Prevention							
Early-After-Onset Intervention							
Treatment of Chronic & Severe Problems							

Level of Initiatives

- National (federal/private)
- State-wide
- Local
- School/neighborhood

Questions:

What are the initiatives at the various levels?

How do they relate to each other?

How do they play out a school site and in a neighborhood?

41

42

Worksheet Activity

Listing Initiatives Relevant to Addressing Barriers to Learning for Purposes of Mapping & Analysis

Mapping and analyzing current initiatives is essential to any discussion of policy cohesion and gaps in policy. The processes involved occur over three phases:

    (1) developing a list of all relevant initiatives,

    (2) classifying and grouping them into a "big picture" map,

    (3) analyzing the total set with a view to clarifying ways to ensure cohesion and the filling in of gaps.

The attached worksheet is part of the first phase.

Worksheet:

Examples of Initiatives that Need to be Mapped & Analyzed

Please enter additional examples and make any corrections.

Education

Elementary and Secondary Act/Improving Americas Schools Act (ESEA/IASA)

Title I -- Helping Disadvantaged Children Meet High Standards
Part A: Improving Basic Programs Operated by LEAs
Part B: Even Start Family Literacy
Part C: Migratory Children
Part D: Neglected or Delinquent

Title II -- Professional Development (upgrading the expertise of teachers and other school staff to enable them to teach all children

Title III -- Technology for Education

Title IV -- Safe and Drug-Free Schools

Title V -- Promoting Equity (Magnet schools, women's educational equity)

Title VI -- Innovative Education Program Strategies (school reform and innovation) (scale-up of New American Schools?)

Title VII -- Bilingual Education, Language Enhancement, and Language Acquisition (includes immigrant education)

Title IX -- Indian Education

Title X -- Programs of National Significance Fund for the Improvement of Education

Title XI -- Coordinated Services

Title XIII -- Support and Assistance Program to Improve Education (builds a comprehensive, accessible network of technical assistance)

McKinney Act (Title III) -- Homeless Education

Individuals with Disabilities Education Act (IDEA)

Social Securities Rehabilitation Act of 1973, Title V -- commonly referred to as Section 504 -- this civil rights law requires schools to make reasonable accommodations for students with disabilities so they can participate in educational programs provided others. Under 504 students may also receive related services such as counseling even if they are not receiving special education.

Related State/Local Educational Initiatives
  e.g., State/Local dropout prevention and related initiatives (including pregnant minor
    programs); State and school district reform initiatives; student support programs
    and services funded with school district general funds or special project grants; etc.

Other Key Examples:

Head Start and related pre-school interventions

Community School Initiatives

21st Century Learning Center Program (after school programs)

Other after school programs (involving agencies concerned with criminal justice, recreation, schooling, child care, adult education)

Adult Education (including parent education initiatives and the move toward creating Parent Centers at schools)

Health Services

Public Health Service
  Substance Abuse and Mental Health Services Administration (SAMHSA) Initiatives
    (including Systems of Care initiatives)

  Health Resources and Services Administration (HRSA) Initiatives
    Maternal & Child Health Bureau
      Block Grants -- Title V programs -- at State and local levels for
        >reducing infant mortality & the incidence of disabling conditions
        >increase immunizations
        >EPSDT for low income youth
        >comprehensive perinatal care
        >preventive and primary child care services
        >comprehensive care for children with special health needs
        >rehabilitation services for disabled children under 16 who are eligible
          for SSI
        >facilitate development of service systems that are comprehensive,
          coordinated, family centered, community based and culturally
          competent for children with special health needs and their families

      Approximately 15% of the Block Grant appropriation is set aside for
      special projects of regional and national significance (SPRANS) grants.

      There is also a similar Federal discretionary grant program under Title V
      for Community Integrated Service Systems (CISS) -- includes the Home
      Visiting for At-Risk Families program.

Ryan White Title IV (pediatric AIDS)

Emergency Medical Services for Children program

Healthy Start Initiative

Healthy Schools, Healthy Communities -- a collaborative effort of MCHB
and the Bureau of Primary Health Care -- focused on providing
comprehensive primary health care services and health education/promotion
programs for underserved children and youth (includes School-Based Health
Center demonstrations)

Mental health in schools initiative -- 5 states, 2 national centers

Administration for Children and Families -- Family and Youth Services Bureau

Runaway and Homeless Youth Program

Youth Gang Drug Prevention Program

Youth Development -- Consortia of community agencies to offer
programs for youth in the nonschool hours through Community Schools
Youth Services and Supervision Program

Centers for Disease Prevention and Control (CDC)

Comprehensive School Health -- infrastructure grants and related projects

HIV & STD initiatives aimed at youth

Robert Wood Johnson Foundation States -- Making the Grade initiatives (SBHCs)

Related State/Local health services and health education initiatives (e.g., anti-tobacco
initiatives and other substance abuse initiatives; STD initiatives; student support
programs and services funded with school district general funds or special project
grants; etc.)

Other: Key Examples

Family Preservation and Support Program (PL 103-66)

Juvenile Justice

Crime prevention initiatives

Parental responsibility initiatives

Gang activities, including drug trafficking

Youth and guns

State/Local Initiatives

Other Key Examples: 46

Agency Collaboration and Integrated Services Initiatives

Federal/State efforts to create Interagency Collaborations

State/Foundation funded Integrated Services Initiatives (school-linked services/full services schools/Family Resource Centers)

Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)

On the way are major new and changing initiatives at all levels focused on

>child care (Child Care and Development Block Grant)

>youth health insurance (Child Health Insurance Program)

>welfare reform (including ongoing concern for family preservation and family support)

Related to the above are a host of funded research, training, and technical assistance resources.

Comprehensive Assistance Centers (USDOE)

National Institute on the Education of At-Risk Students (USDOE)

Regional Resource & Federal Centers Network (USDOE -- Office of Special Education Research and Services)

National Training and Technical Assistance Centers for MH in Schools (USDHHS/MCHB)

Higher education initiatives for Interprofessional Collaborative Education

Other key examples:

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