National Archives Provides Opportunities for Teachers

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The National Archives at Kansas City

The National Archives at Kansas City has been active in the education community almost since its inception. For over 30 years, staff have created a plethora of educational programs for educators and students. These programs have been a combination of activities presented in the classroom and on-site visits to the Archives. With the opening of their new facility, Archives staff are excited about the additional opportunities for programming. “For the first time, we will have a large enough space to conduct workshops for up to 100 people,” says Education Specialist Lori Cox-Paul. “In addition, we will have a much larger textual research room which will allow us to host an entire classroom of students who want to come in for a hands-on research experience.”

Professional development workshops for educators and school librarians are a major part of outreach efforts. Cox-Paul travels to school districts (often as a part of teacher in-service days) to expose educators to the resources available at Archives; these workshops often involve exploration of the NARA website. This summer will mark the first time the National Archives at Kansas City has hosted “Primarily Teaching,” a week-long summer institute for educators. During the week, teachers will receive in-depth training on the use of primary sources in the classroom, discover the documents available from the Archives, and spend three days researching a topic of their own choosing to develop into a lesson plan to use in the classroom.

The new building for the Archives will also open up opportunities for school field trips. Schools will be able to take advantage of the fact that two exhibit galleries with changing content will be available for viewing. In addition, curriculum materials will be available for each exhibit to use in the classroom.

The resources and programs at the National Archives at Kansas City are free. For more information or to schedule a visit, call (816) 268-8017 or email lori.cox-paul@nara.gov.

“Clarity precedes competence.”

— Mike Schmoker

Potential Funding Opportunities for Partner Districts

The updated application for the 2009–2010 Study Group Proposal Program has been posted to the MPER web site. Any partner building or district may apply for up to $1,500 to support study groups that collaborate with an MU faculty member. On the web site, you will find the application, end-of-year reporting requirements, and examples of prior successful applications. The first due date for submission of a proposal is June 15, 2009.

Additionally, the Institute of Education Sciences has made a call for proposals to evaluate local education programs and policies. MU’s Assessment Resource Center hopes to collaborate with districts in crafting such a proposal.

In order to receive consideration, the program or policy must be fully developed, represent a significant change from previous practices, planned for implementation under typical school conditions and with enough subjects to allow for sub-group analysis, and meet other specific requirements. For more details on the grant and proposal evaluation criteria, visit http://ies.ed.gov/funding.

Funding of $500,000 to $1.2 million for up to five years will be awarded. A letter of intent to apply is due August 3, 2009, and the proposal submission deadline is October 1, 2009. If your district is interested in pursuing the grant and would like to work with the Assessment Resource Center, contact Dr. Christi Bergin by phone at (573) 882-4694 or email at berginc@missouri.edu.
School Mental Health Leadership Academy News

Thank you for the opportunity to provide your school district leadership, training, and information related to school mental health during this 2008-2009 school year! It has been our goal to offer the most innovative and timely evidence-based materials in formats that are accessible, convenient, and easy to interpret.

MPER/CAMHPS SMH Webcasts Online Archive
Did you miss a previous School Mental Health webcast? Not to worry! Our previously recorded broadcasts are available for listening at your convenience:

Getting Started and Avoiding Pitfalls & Blending and Braiding Funding with Community Partners — January 22, 2009
Dr. Ed Morris of CAMHPS, Mr. Tim Roling of Moberly Schools, Dr. Tricia Bridgewater, Psychologist and part owner of The Wellness Company in Nevada, Missouri, and Dr. David Stephens, Superintendent of the Nevada School District

https://admin.na3.acrobat.com/a777170378/p86218548/

Barrier Busting Strategies — March 18, 2009
Dr. Dawn Anderson-Butcher of Ohio State University College of Social Work and Jean Snyder, Principal of Lima Middle School

https://admin.na3.acrobat.com/a777170378/p83425640/

Research: Mental Health & School-Related Outcomes

Rates of absenteeism and tardiness are much higher for students with mental health disturbances (Gall, Pagano, Desmond, Perrin, & Murphy, 2000).

Roughly 46% of students who do not complete high school have a psychological disorder that can be diagnosed (Stoep, Weiss, Kuo, Cheney, & Cohen, 2003).

Compared to other students with disabilities, those with serious emotional disturbances are retained in the same grade more frequently—these students tend to have lower grades and fail more classes (Woodruff, Osher, Hoffman, Gruner, King, Snow, & McIntire, 1999).

Exposure to violence increases symptoms of depression and anxiety in children; trauma was associated with lower GPA and lower school attendance (Hurt, 2001).

Children exposed to community violence have negative outcomes on cognitive and achievement measures, specifically standardized tests and overall GPA (Ratner, Chiodo, Covington, Sokol, Ager, & Delaney-Black, 2006).

Adolescents who have attempted suicide within the previous 12 months have significantly lower levels of school connectedness and school performance (Slap, Goodman, & Huang, 2001).

Students who moderately use substances may produce test grades one full grade level below their peers who are not involved in such activities (Washington Kids Count Human Services Policy Center, 2002).

Adolescents who bully their peers are less satisfied with school and have higher levels of conduct problems; bullies in schools have more academic problems and report poorer social climate (i.e., poor peer relationships and increase loneliness) (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001).

Deficits in achievement have been found in children with disruptive disorders as young as the first grade and are an indicator of future achievement in school (Tynan, 2006).

The national teacher turnover rate is 16.8% with urban schools averaging over 20%; 46% of new teachers will leave the profession within a five year period (National commission on Teaching and America’s Future, 2007).

1Literature review conducted by at the University of Maryland Center for School Mental Health. The description of the study results were based on the study authors' description of the results, not the interpretation of the reviewers.