

CONSULTING AGREEMENT

This AGREEMENT between EDUCATIONAL CONNECTIONS, LLC, an Oregon Limited Liability Company "Educational Connections") and _____ (please print parents /guardians' names) arises from the following principal circumstances:

- (A) Educational Connections performs services for students who have special needs in connection with school planning and placement. These services include review of students' educational and psychological records and information, interviews with teachers, school personnel, therapists, counselors or other individuals who know the student well, and assessment of the student's special educational and/or therapeutic needs. Services include recommendations to Parents about possible educational or therapeutic options, as well as working with students' schools and program staff to assess students' progress, and to help determine and carry out appropriate adjustments. These services are provided by Ann Locke Davidson, Ph.D. and Patricia Phelan, Ph.D. ("Educational Consultants").
- (B) Parents wish to engage Educational Connections to perform such of the foregoing services as Parents and Consultants deem appropriate for _____ ("Student").

In the context of the foregoing, Educational Connections and Parents agree:

After discussion with Parents, Consultants will perform services of the type described that seem appropriate for Student, and Consultants will provide recommendations to Parents about possible educational or therapeutic options, with the objective of making a suitable placement for Student. However, Educational Connections does not guarantee placement or admission.

Parents agree to pay a fee of \$3000.00 for these services. This fee covers up to 20 hours of services performed by Consultants, or either of them, during the one year period beginning with the Effective Date of this Agreement (as defined below), and is payable within five business days of the Effective Date. Hours in excess of 20 during this one-year period are charged at \$150.00 per hour. Services performed thereafter are charged at Consultants' then prevailing hourly rate.

The term "Parents" means the person or persons who sign this Agreement to obtain services for Student, and includes parents, guardians, or any other person.

The Effective Date of this Agreement is March 27, 2006.

EDUCATIONAL CONNECTIONS
By: A.L.D.
By: Patricia Phelan
Date: 4/6/06

PARENTS
[Redacted Signature]
Date: 2/27/06

Information Release Form

Date: 3/27/06

Name of Student: [REDACTED]

I hereby give my permission for TIM BLUMER to:
(counselor, teacher, psychologist, etc.)

- send copies of academic records
- share written comments made by adults in contact with this student
- send results of standardized tests and/or any other types of testing (e.g., psychological evaluations) that have been administered during the past three years
- discuss this student with Dr. Ann Locke Davidson, Dr. Patricia Phelan, Justine O'Donnell or Kristin Kajer-Cline
- other _____

Parent or Guardian Signature: [REDACTED]

Relationship to Student: FATHER

Please send information to Dr. Ann Locke Davidson or Dr. Patricia Phelan at the address below. This authorization will remain in effect for 180 days and may be revoked at any time by the parents or guardians of the student.

EDUCATIONAL CONNECTIONS, LLC

INFORMATION WE WILL NEED

(If possible, please send copies of the following records to our office before your appointment or as soon afterwards as possible.)

- Names and telephone numbers of people who know your child well. This gives us the ability to understand your child's academic history, peer relationships, behavior, motivations and so forth across a number of settings. People to consider for this list could include: teacher(s), school counselor, therapist(s), drug and alcohol counselor, coaches, clergy, other specialists, grandparents, other family members.

*(Please send a copy of the enclosed **Information Release Form** to all professionals you include on the list above. The signed form will need to be in their hands before we will be able to speak with them. Please let us know when they have received your signed permission to talk with us.)*

- Academic transcripts and all school records for the last two to three years (including comments by teachers and counselors, attendance records, etc.)
- Testing – All standardized achievement testing
- Any educational and/or psychological evaluations (including WISC-III, Woodcock Johnson, a personality inventory such as the MMPI-A, projective tests, neuropsychological batteries, written evaluation summaries, etc.)
↳ Blumer
- A hand-written writing sample (This will give us an idea of what your child's writing looks like as well as a sample of their writing capabilities.)
- Copies of all Independent Educational Plans (IEP's)
- Other – Notes, reports, any supplemental information that you feel will be helpful.
- Photograph

Please send this information to Dr. Patricia Phelan or Dr. Ann Davidson at:

Educational Connections, LLC
1012 SW King Avenue
Suite 301
Portland, OR 97205

Release of Information
Educational Connections, LLC

Please date and sign this form and return it to us with our contract. Thank you.

I hereby give my permission for Patricia Phelan, Ph.D. and Ann Locke Davidson, Ph.D. of Educational Connections, LLC to discuss my child's social, emotional, psychological, and academic profile with potential schools and programs in order to determine if a particular program will meet my child's needs. I also give my permission for Drs. Phelan and Davidson to provide any written materials (i.e., academic transcripts, testing data, educational/psychological evaluations, etc.) to potential schools and programs in order for program/school personnel to assess the possible fit of my child's needs with their specific academic/therapeutic program components.

Student's Name: _____

Print Parent/Guardian Name: _____

Parent/Guardian _____

Relationship to Student: Father

Date: 3/27/06

This authorization will remain in effect for 180 days and may be revoked at any time by parents or guardians of the students.

In order to assess the social, emotional, psychological, and academic needs of your child we will be gathering information from interviews, school records, and educational/psychological evaluations. Based on our analysis of this data, we will begin to identify appropriate educational/therapeutic options. A part of this process involves us in discussions with specific schools in order to determine whether or not program personnel believe they are equipped to fully meet your child's needs. This release form gives us your consent to talk with school personnel about your child as well as to provide them with copies of record materials we have collected. We will make every attempt to limit our discussions to only those programs that appear to be a reasonable match for your child's needs. Further, we will take every reasonable precaution to maintain the confidentiality of you and your family.

Dear Prospective Client:

Thank you for your interest in our services. We hope that the information in this packet will provide you with an understanding of our work, our qualifications, and our principles of practice.

Educational Connections serves families within Oregon and throughout the country. We provide advice and assistance to parents searching for appropriate educational and therapeutic options for their children. Our clients include families searching for an appropriate day school in the Portland area, families with adolescents experiencing emotional, social, behavioral, learning or mental health challenges, and young adults who need assistance making the transition from adolescence to adulthood.

Over the last three years we have assisted more than 200 families in making an informed and intelligent decision about the most appropriate educational and/or therapeutic setting for their child. This process, while complex, is not necessarily prolonged. For a child at very high risk and in imminent danger we can usually provide safe alternatives within 24 hours. For other youth, our assessment is usually completed within 10 days to two weeks.

There are two distinct aspects to our work. The first involves assessing the academic, social, emotional, and psychological needs of a child or young adult. Our goal is to obtain as holistic a picture as possible. We do this by acquiring a full educational, social and developmental history from parents. We meet and talk with the child when appropriate. In addition, we interview people who have known and interacted with a child across time and context including teachers, counselors, therapists, coaches, and other family members. And finally, we review all academic and testing data as well as educational/ psychological evaluations and any other pertinent data provided to us by parents.

The second component of our work involves evaluating schools and programs across the country. Our involvement as members of the Stanford Evaluation Consortium, specific doctoral training in evaluation and assessment, intensive research concerning issues facing at-risk youth, and extensive experience working in both clinical and classroom settings provide us with the background to do this work. Over the past six

years we have visited over 175 residential schools and programs including therapeutic and emotional growth schools, therapeutic wilderness programs, therapeutic group homes, drug and alcohol treatment programs, residential treatment centers, psychiatric facilities and boarding schools. We have also visited and observed classrooms in more than 70 schools in the greater Portland area.

Our goal is to thoroughly understand the schools or programs to which we refer families. We assess the theoretical framework upon which the school or program is built, the model of treatment, the qualifications of program personnel, and the educational and recreational opportunities available therein. Further, we attend professional conferences throughout the country in order to stay up-to-date on new information about education and treatment. This information enables us to determine whether personnel are using "best practices" therapeutically and educationally. Moreover, because we work with families for a period of one year, we are able to stay abreast of changes at schools and programs and also to know and become familiar with the style and methods of individual educators and clinicians. Frequently we refer a child not only to a specific program but also to a specific therapist.

Collaboration on all of our cases enables us to take advantage of our varied perspectives and experiences. While there is a great deal of overlap in our training, each of us draws upon specialized knowledge as we assess the needs of any given student and as we evaluate school and program options. Our goal is to provide families with the most thoughtful, comprehensive, and carefully considered advice possible.

We accept no compensation from any educational institution or program for referrals and we adhere strictly to the ethical standards articulated by our professional organization, *The Independent Educational Consultants Association*. We have been active members of this organization for the last four years.

Again, thank you for your interest in our services. Please feel free to call us with any additional questions.

Ann Locke Davidson, Ph.D.
Patricia Phelan, Ph.D.
Independent Educational Consultants

SCHOOL AND PROGRAM VISITS

ALABAMA

Three Spring-New Directions
Three Springs Outdoor Treatment Program
Three Spring Residential Treatment Center
Three Springs-Turning Point

ARIZONA

Copper Canyon Academy
Cottonwood de Tucson
In Balance Ranch Academy
Life Development Institute
Mirasol Eating Disorder Recovery Centers
Pia's Place
Prescott House
St. Paul's Academy
Sierra Tucson
Spring Ridge Academy
Verde Valley School

CALIFORNIA

Academy of the Sierras
Benchmark Young Adult School
Independence Center
NAWA Academy
Sanctuary Psychiatric Services
Sober by the Sea

COLORADO

Accelerated Schools
AIM House
Excelsior Residential Treatment Center
Forest Heights Lodge

CONNECTICUT

Allen Institute
Chapel Haven
Devereux Glenholme
Franklin Academy
Oxford Academy
Vista Vocational and Life Skills Center
Woodhall School

FLORIDA

Admiral Farragut Military Academy
Beacon College
Full Sail Real World Education
LaAmistad Residential Treatment Center
Montverde Academy
Pasadena Villa
Vanguard School

GEORGIA

Hidden Lake Academy
Ridge Creek Academy

IDAHO

Echo Springs Transition Study Center
Elk Creek Academy
Elk Mountain Academy
Intermountain Hospital
Milestones
Northwoods
Pathways
Timber Ridge Academy
SUWS Adolescent/Youth Program

ILLINOIS

Brehm Preparatory School
Chaddock

MASSACHUTES

Academy at Swift River

MICHIGAN

Montcalm School for Boys (Starr Commonwealth)

MINNESOTA

Hazelden Center for Youth and Families

MONTANA

Chrysalis
Explorations Experiential Living Program
Explorations Home Base Program
Explorations Big Sky Summer Program
Intermountain Children's Home and Services
Mission Mountain School
Monarch School
Montana Academy
Summit Preparatory School
Three Rivers Wilderness Program
Wilderness Treatment Center
Yellowstone Boys and Girls Ranch

NEW MEXICO

Rancho Valmora
San Cristobal Ranch Academy
Villa Santa Maria

NORTH CAROLINA

Aulderm Academy
Stone Mountain School
SUWS of the Carolinas

OHIO

Montcalm School for Girls (Starr Commonwealth)

OREGON

Academy at Sisters
Bridges Academy
Catherine Freer Wilderness Therapy Expeditions
Changing Directions
Emanuel Child and Adolescent Psychiatric Unit
Gately Day Treatment
Jasper Mountain RTC
Mount Bachelor Academy
New Leaf Academy
North Star Center
Northwest Behavioral Health Care
Pacific Crest Outward Bound
Pacific View RTC
Providence Child and Adolescent Psychiatric Unit
Santiam Crossing
Sage Walk, The Outdoor School
St. Mary's Home for Boys

PENNSYLVANIA

The Phelps School
Pathway School

TENNESSEE

L.E.A.P.S. for Boys
Three Springs Outdoor Therapeutic Program for Boys

TEXAS

Excel Academy
High Frontier
Laurel Ridge
The Oaks
San Marcos Treatment Center

UTAH

Alpine Academy
Aspen Achievement Academy
Aspen Ranch
Birdseye Boys Ranch
Cedar Ridge Academy
Center for Change
Discovery Academy
Discovery Ranch
Island View RTC
Logan River Academy
New Haven RTC
Oakley School
Passages to Recovery
Provo Canyon School
Second Nature Wilderness Program
Sun Hawk Academy
Telos Residential Treatment
Turn-About Ranch
Uinta Academy
Vista Adolescent Treatment Center
Youth Care Academy/Pine Ridge

VERMONT

Champlain College
Greenwood School
King George School
Landmark College
Pine Ridge School
Rock Point School
Spruce Mountain Inn
Putney School
Sterling College
St. Johnsbury Academy
Vermont Academy
Putney School

VIRGINIA

Carlbrook School
Discovery School of Virginia
Fork Union Military Academy
Little Keswick School
Oakland School
Three Springs – New Dominion of VA

WASHINGTON

Gray Wolf
Life Designs
Odyssey Wilderness Program
Penrith Farms
Secret Harbor School
Straight Arrow
Sundown M Ranch
Tyler Ranch
Shamrock Educational Academy

LEVELS OF CARE

Residential Schools and Programs

Boarding Schools

Traditional boarding schools are designed to serve students of varying academic aptitudes who would like the opportunity to live away from home during all or part of their high school years. These schools often provide small class sizes, diverse curricula and a great deal of student/teacher contact. While many have the feel of a traditional college preparatory environment, others are highly experiential or progressive in their orientation. Further, these schools vary with respect to academic rigor, recreational and cultural opportunities, geographic location, general social milieu, and ability to support students with mild to moderate learning differences. Generally speaking, students who apply to traditional boarding schools are emotionally healthy, have average to above average academic records, and no history of significant behavioral issues. Unlike local public or private high schools, students attending a boarding school share the campus with teachers, coaches, and mentors 24 hours a day, seven days a week. Usually boarding schools adhere to a normal academic calendar and break schedule. Since no two boarding schools are alike it is very important to match the needs of a student to the appropriate school setting. *(Cost: \$25,000 - \$35,000 per year)*

Learning Difference Boarding Schools

These schools are designed to meet the needs of students with learning differences who do not have significant behavioral or emotional issues. Any given school usually specializes in addressing specific areas such as dyslexia, processing difficulties, math disorders, dysgraphia, attention deficit disorder, non-verbal learning disorders, Asperger's disorder and so forth. In many cases, these schools utilize innovative, state of the art approaches to help students bridge the gap between their potential and achievement. Many use individualized academic programs and small group instruction to provide remedial support and strategic skill building. In some instances, these schools also focus on social and communication skills acquisition. Learning difference boarding schools differ with respect to location, academic emphasis, specific learning differences addressed, recreational opportunities and so forth. In most cases they operate on a normal academic calendar, although many of these programs offer summer programs as well. *(Cost: \$30,000 - \$40,000 per year)*

Therapeutic Wilderness Programs

Therapeutic wilderness programs provide a direct and powerful intervention for adolescents and young adults with a range of behavioral, mental health and/or drug and alcohol issues. Using the wilderness setting as a clinically focused intervention, students learn communication skills, become more self-sufficient, and gain self-confidence. Emphasis is placed on helping students identify and resolve family conflicts, become aware of and responsible for unhealthy patterns of behavior, and identify emotional

defenses and obstacles that have prevented them from responding to previous parental efforts and/or traditional outpatient therapy. These programs also provide a comprehensive assessment (based on 24 hour observation) to help guide future placement decisions. In some programs a full educational/psychological evaluation can be completed by a child during their time in the wilderness. Ranging from 21 to 60 days, wilderness programs differ with respect to model of treatment, sophistication and training of staff, group composition, and focus of treatment. *(Cost: \$375 - \$425 per day)*

Therapeutic Group Homes

In therapeutic groups homes, specially trained adults work with adolescents in a family-like, home based setting. Individual and group therapy may be provided by individuals in the home or by staff outside the home. Students are either schooled on-site or attend a local school in the community. Recreational activities (such as backpacking, snowboarding, rock climbing) and home living activities (cooking, repair work, gardening) are usually integrated within the treatment model. Therapeutic group homes are most appropriate for students without significant clinical issues, but who have made choices and have engaged in behaviors that threaten their physical well-being, emotional development and family or school relationships. Length of stay ranges from nine months to two years. Program size varies from three to 32 students. *(Cost: \$3,500 - \$4,200 per month)*

Outdoor Therapeutic Treatment Programs

These settings employ an action oriented and goal directed group process in their work with adolescents. Students live in small groups of 9-10 same-gender youth in campsite type settings equipped with large tents or rustic cabins. Dining, shower, laundry, school and health care facilities are located in larger buildings on the property. Students attend school and engage in recreation and group process oriented therapy with members of their group.. Outdoor therapeutic treatment programs explicitly emphasize and promote group cooperation rather than competition. The focus is pragmatic, emphasizing the importance of acquiring interpersonal skills that will enable healthy relationships and practicing behaviors that promote academic success. In addition, these programs typically offer specialty groups for youth with substance abuse issues and for victims of sexual abuse. These programs are located in the Eastern and Southern parts of the United States, and range in size from 50-70 youth. The length of stay is flexible, ranging from 12-18 months. *(Cost: \$3,300 - \$4,700 per month)*

Emotional Growth Boarding Schools

Emotional growth boarding schools are designed to work primarily with students with emotional and behavioral issues as well as attention issues such as ADD. They are particularly suitable for young people who have experienced difficulties with identity development. Typically, emotional growth schools include three components that run concurrently: 1) a traditionally configured and accredited academic program, 2) a multi-stage emotional growth curriculum, and 3) an outdoor experiential recreational program. These schools place heavy emphasis on creating a sense of community and bonding among students, staff, teachers and mentors. Emotional growth curricula essentially move youth through the developmental stages of adolescence by involving them in intense emotional workshops, group processing sessions, and recreational opportunities that build self-reliance and self-discovery. Students also work individually with adult mentors who have a great degree of familiarity with the emotional growth model but may not have formal clinical training. The schools in this category differ with respect to academic rigor, the degree to which they provide alternative curricular experiences, their ability to address learning differences, the flavor of the emotional growth curricula, and the extent to which they address substance abuse issues. However, they are similar in that their primary aims are to get students "on track" academically, to promote the development of an authentic self-identity, to help students develop healthy relationships with both males and females, and to teach decision making and leadership skills. These schools range in size from 65 to 175 students. Length of stay is set and varies from 14 to 18 months. *(Cost: \$4,800 - \$5,800 per month)*

Therapeutic Boarding Schools

Therapeutic boarding schools most frequently combine an intensive therapeutic component with an emotional growth curriculum. Licensed therapists provide weekly individual and family therapy. Group therapy several times a week is also an integral component of these schools. Finally, emotional growth workshops involve students in identity development, relational skills, and healthy problem solving. Like emotional growth schools, therapeutic boarding schools include a traditionally configured and accredited academic program as well as an outdoor experiential recreational program. In addition, these schools provide psychiatric oversight for students needing medication management. The typical therapeutic boarding school student has frequently suffered a decline in academic performance, tumultuous family or peer relationships, and is either defiant or withdrawn. These schools are also particularly suitable for adolescents with psychiatric diagnoses clustered around mood swings, anxiety, traumatic experiences, learning and attention difficulties and parent/child discord. At the same time they require youth to have coping strategies that enable them to function within an environment that requires some degree of self-monitoring and self-management. The length of these programs is set and varies from 12 to 18 months. Program size ranges from 60-70 youth. *(Cost: \$4,800 - \$5,800 per month)*

Residential Treatment Centers (RTCs)

Residential treatment centers (RTCs) are designed to work with students who need a highly structured, therapeutically intensive, and psychologically sophisticated setting with excellent psychiatric oversight. These programs are usually best suited for youth who are clinically complex, therapeutically savvy, or fragile emotionally. Clinical depression, anxiety disorders, conduct disorder, post-traumatic stress disorder, bipolar disorder, chemical dependency and other associated psycho-behavioral issues are typical of youth for whom this level of care is appropriate. Students with a very limited repertoire of coping strategies or limited impulse control are also often best served by this level of care. Treatment in these settings includes intensive individual and family therapy, group therapy, and recreational therapy. The RTCs with which we work range from small home-based settings with 16-32 youth to larger programs with as many as 110 students. Moreover, the model of treatment, the theoretical base upon which a program is built, and areas of specialty of clinical staff vary significantly across programs. All, however, have an accredited school on-site, and getting students on-track academically is always one of the treatment goals. While the cost of these programs is considerably more than the previous categories, the length of stay is frequently shorter ranging from five months to one year. However, because many of these options are JCAHO accredited, there is the possibility that medical insurance will cover all or some of the cost. Sometimes we consider a residential treatment center as a first-step option with the idea of stepping a child down to a lesser level of care after a few months. (*Cost: \$5,300 - \$9,000 per month*)

Subacute and Acute Psychiatric Facilities

These options are typically used for clients who need immediate stabilization and treatment for issues such as suicidal ideation, extreme clinical depression, neurological disabilities, aggression, self-harm, and psychosis. In some cases, these facilities also have sophisticated diagnostic and assessment components with specialties in neurological, psychosocial and educational testing. Referral to these facilities is likely when a client needs a very high level of structure and supervision in order to assure safety or when clinical features appear to be so complex that accurate diagnosis is a problem. Hospitalization in acute care facilities is usually not more than a few days or the time it takes for a client to become stabilized. In sub-acute care or when diagnosis involves a complex evaluation, length of stay varies from approximately 10 days to two months. In most cases, clients at these facilities are stepped down as soon as possible to a lesser level of care. Frequently insurance covers cost. (*Cost: \$12,000 - \$30,000 month*)

Ann Locke Davidson, Ph.D.
Independent Educational Consultant

Ann Locke Davidson earned her Ph.D. in Education (with a specialty in the Design and Evaluation of Educational Programs) and M.S. in Anthropology from Stanford University in 1992. For almost 20 years, she has been interested in programs and environments that help youth who struggle academically, emotionally, and socially in mainstream school settings. Prior to founding Educational Connections with Patricia Phelan in 2001, her work as a research scholar and program evaluation specialist revolved around this topic. Her experiences include: research that focuses directly on social and emotional circumstances that impede students' social and academic progress; program design and evaluation; direct work with struggling adolescent and adult learners; and finally, teacher development and training.

Prior to founding Educational Connections, Dr. Davidson was a Senior Research Scholar at the University of Washington, Bothell. Here, she considered how innovative programs designed to address students' chemical dependency, emotional and mental health issues affected students' school involvement and success. This work built directly on previous research concerned with identifying specific psychosocial pressures high school youth identify as impacting their ability to engage optimally in school. She also analyzed school and classroom characteristics that exacerbate or ameliorate these difficulties. The findings emanating from this work resulted in three books: *Adolescents' Worlds*; *Making and Molding Identity in Schools*; and *Renegotiating Cultural Diversity in American Schools*.

In addition to her role as a researcher, Dr. Davidson participated in varied program design and evaluation efforts during her tenure as senior research scholar at the University of Pittsburgh from 1992-2001. Specifically, she participated on a Harvard University research team that developed portfolio assessment practices for students attending urban, working-class middle schools. The emphasis was on creating classroom practices that engage students who do not perform well on traditional tests. In addition, she participated in a large scale evaluation of a year-long, community based program for high school youth at-risk, many of whom were involved with the juvenile justice system. Finally, she helped develop and evaluate an innovative science curriculum that responds specifically to middle school children's developmental needs.

Dr. Davidson has also spent many hours interacting directly with struggling adolescent and adult learners. She began her career in education as a teacher working with adult immigrant students struggling to learn English. In her role as a researcher, she spent hundreds of hours "attending" school and community events with at-risk youth, talking extensively with them about their needs, hopes, and perspectives and participating in their day to day lives with their peers. She also has specialized interview training relevant to understanding youths' emotional, academic and social issues.

Finally, Dr. Davidson has worked as a teacher of teachers. Specifically, she worked in collaboration with seasoned middle school teachers to implement alternative assessment practices in Pittsburgh middle schools, and supervised prospective high school teachers in the Stanford University Teacher Education Program, assisting these educators with curriculum planning, pedagogical techniques, and classroom interaction. She also worked as a teacher in the People's Republic of China, helping prospective teachers there learn to teach English composition and literature.

Dr. Davidson is the mother of two school-aged boys. She is a member of both the *Independent Educational Consultants Association* and the *American Educational Research Association*. Davidson's B.A. degree is also from Stanford, where she graduated with distinction and was elected to the Phi Beta Kappa society. She is a former All-American long distance runner, placing sixth among American runners at the NCAA Division I 10,000 meter championships and serving as a key member of the second place team at the NCAA Division I Cross-Country Championships. She was raised in Boulder, Colorado and Anchorage, Alaska, where she attended public schools.

Patricia Phelan, Ph.D.
Independent Educational Consultant

Dr. Phelan brings a twenty-seven year history of professional experience with children, youth, and families to her current role as an educational consultant. Her professional background includes work as a therapist with at-risk youth and their families, a group facilitator with adolescents experiencing trauma, drug and alcohol issues and grief and loss, a professor researching and teaching in the areas of mental health and at-risk youth, and a member of the Stanford Evaluation Consortium focusing on the design and evaluation of specialty programs for adolescents.

Born in Portland, Oregon, Dr. Phelan attended Portland Public Schools and earned her B.S. Degree in Education at Oregon State University. In 1973, she joined the Urban/Rural School Development Program at Stanford University where she consulted with and provided assistance to programs and schools serving low-income, ethnically diverse children and families throughout the United States. Subsequently she obtained her Masters Degree in Anthropology (1978) and her Ph.D. in Anthropology of Education (1981) at Stanford University. Dr. Phelan's dissertation involved research in one of the first programs in the country to work with incest victims and their families. In addition to her research agenda, she worked as a therapist for nearly six years with women incest survivors, adolescent victims, and father incest perpetrators and their wives.

Dr. Phelan's interests in education and mental health led to her appointment as a faculty member in the Medical Anthropology Program at the University of California, San Francisco (1982-1988) where her research continued to focus on mental health issues of children and adolescents. She also held an appointment as an adjunct faculty member at Stanford University. From 1989-1992, as a Senior Research Scholar in the School of Education, Stanford University, she continued her research on the relationship between adolescent's lives and contexts and their involvement in school. During this time she spent hundreds of hours in high schools in California to understand, from the perspective of youth, those things that impact students' connection with schools and learning as well as the kinds of pressures and problems that youth face. This work resulted in the publication of numerous articles, books chapters and two books co-authored with Dr. Ann Davidson, *Renegotiating Cultural Diversity in American Schools* and *Adolescents' Worlds: Negotiating Family, Peers, and School*.

In 1992, Dr. Phelan joined the faculty as a Professor at the University of Washington where she helped to develop a Masters Degree Program for teachers and designed an academic concentration on at-risk children and youth. Her teaching included such courses as *Psychosocial Problems of Youth*, *Seeing Promise in At-Risk Youth*, and *Social Contexts of Youth*. For three years Dr. Phelan's research was supported by a Spencer Foundation Grant to study programs, policies, and practices that support students' social, emotional, and academic well-being. During this time she was also awarded a Fulbright Scholarship and was one of six invited senior teaching and research scholars from the United States to Australia where she served on the faculty at the University of Launceston, Tasmania. During her ten years at the University of Washington, Dr. Phelan continued her involvement in schools as a teaching assistant in a fifth grade classroom, a reading group facilitator in a sixth grade classroom, a member of the Nathan Hale Teen Health Clinic Advisory Board, and as a facilitator for grief and loss groups and drug and alcohol groups for high school students.

Dr. Phelan is an active member of the *Independent Educational Consultants Association*, and regularly attends meetings of the *National Association of Therapeutic Schools and Programs*. She is the mother of a 22 year-old son.