

Just released – analysis of:

***ESSA, Equity of Opportunity, and
Addressing Barriers to Learning****

See the analysis of how the *Every Student Succeeds Act* (ESSA) focuses on addressing barriers to learning and re-engaging disconnected students – <http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf>

Among the Conclusions

The legislation clearly underscores that barriers to learning need to be addressed so that many more students will be able to meet challenging state academic standards.

- At the same time, the act addresses such barriers in a piecemeal and mostly indirect manner.
- As a result, ESSA conveys a fragmented picture and a lack of coherence with respect to essential student and learning supports.
- Student and learning supports need to be unified and developed into comprehensive system if they are to significantly enhance equity of opportunity as an essential component in enabling every student to succeed.
- If states and LEAs are to move away from existing fragmented and marginalized approaches for dealing with factors interfering with student success, they will need to use the transition to local control as a time to plan beyond the limitations of federal formulations.

Thinking Out of the Box

The analysis indicates the imperative for transformative system change. From this perspective, the report also highlights frameworks and prototypes that can be used as planning aids and guides in developing a unified, comprehensive, equitable, and systemic approach for addressing barriers to learning and re-engaging disconnected students.

*This report is from the national Center for Mental Health in Schools in the Dept. of Psychology at UCLA. The center is co-directed by Howard Adelman and Linda Taylor. Website: <http://smhp.psych.ucla.edu/> Send comments to Ltaylor@ucla.edu