

## From the Center at UCLA



2015 National Initiative  
for Transforming Student  
and Learning Supports

***Equity of opportunity is fundamental to enabling civil rights;  
transforming student and learning supports is fundamental to  
enabling equity of opportunity and promoting whole child development.***

### About Tuesday's (February 3) Senate's Committee Hearing on Fixing No Child Left Behind

<http://www.help.senate.gov/hearings/hearing/?id=b7082021-5056-a032-5289-1341f4ce3f01>

Today, in addition to the Senate bill, legislation was introduced in the House “to improve K-12 education” and replace No Child Left Behind (i.e., the Student Success Act – H.R. 5). In introducing the legislation, education committee Chair Kline stated: “Every child in every school deserves an excellent education. Unfortunately, our nation is falling far short of that goal, and countless children are paying the price.”

This raises the question about how proposed legislative changes will help the nation's schools transform student and learning supports to play a critical role in more effectively addressing the factors interfering with learning and teaching.

And this brings us to today's Senate hearing.

The irony of today's Senate testimony and roundtable discussion is that the topic was *innovation* – *but* the innovations discussed did not recognize the type of fundamental transformation required related to student and learning supports.

In discussing innovation to better address student needs, the tendency was for continued advocacy of specific programs (generally specially funded projects at a few schools) and integrated service models such as community schools and wraparound services. This tendency epitomizes why the impact of student and learning supports continues to be so limited, why there is an ongoing costly fragmentation of interventions at all levels of education, and why there is so much counterproductive competition for sparse resources. The ultimate result of such advocacy will not be enhanced equity of opportunity for students across the nation. And such advocacy undoubtedly will maintain the marginalization of student and learning supports in school improvement policy at federal, state, and district levels.

Innovation to help schools unify existing and new approaches to more effectively address the factors interfering with learning and teaching and re-engage disconnected students, *first and foremost*, requires expanding school improvement policy from a two- to a three component framework. That is, for ESEA as well as for state and local policy making, this means embedding all student and learning supports into a learning supports component that is a primary and essential component of school improvement. Implementing such a policy calls for innovation related to reworking operational infrastructure to ensure there is high level everyday

leadership for designing and developing a unified, comprehensive, and equitable system of student and learning supports.

Everyone we know believes in better and effective innovative practice; enhancing equity of opportunity for all (not just some) students calls for more fundamental and systemic *transformation* of student and learning supports than was discussed at the hearing today.

Let us know your thoughts about ending the marginalization of efforts to transform student and learning supports. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) .

Reminder: See information about the *2015 National Initiative for Transforming Student and Learning Supports* at <http://smhp.psych.ucla.edu/newinitiative.html>

The new, free online book entitled: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* can be easily accessed at <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf> . (The chapters provide protocol frameworks and many specifics for a systemic learning supports component to replace the existing marginalized and fragmented set of student and learning supports in districts and schools. The work also stresses that transformation can be done by redeploying existing resources and garnering economies of scale.)