
Information from the Center at UCLA:

About Congressional Reauthorization of the Elementary and Secondary Education Act

As Congress once again starts to consider the reauthorization of the Elementary and Secondary Education Act (ESEA) currently named the No Child Left Behind Act, it seems relevant to remind you about some of our Center's work related to the ESEA reauthorization. See below.



Please forward this to anyone you think might be interested.



If this was forwarded to you, you can receive future resources from the Center at UCLA directly by sending an email to smhp@ucla.edu to provide us with your contact information.



From: Howard Adelman & Linda Taylor
Center co-directors at UCLA

Re: Congressional Reauthorization of the Elementary and Secondary Education Act

We note the following in *The Hill*, an online publication – <http://thehill.com> :

“During a visit to Kenmore Middle School on March 14th, President Obama declared Congress should complete its efforts to overhaul 'No Child Left Behind' before the next school year begins in August. Rep. John Kline (RMN), chairman of the House Committee on Education and the Workforce, issued the following statement:

‘The president's remarks affirm the importance of fixing the nation's broken education system. As we develop targeted, fiscally responsible reforms, the Committee on Education and the Workforce continues to work with school officials and state and local leaders to learn about the tools they need to prepare students for the future. We need to take the time to get this right we cannot allow an arbitrary timeline to undermine quality reforms that

encourage innovation, flexibility, and parental involvement.'"

See the piece by Russell Berman, published in the March 16th edition of The Hill, for more about Chairman Kline's views on education reform. Online at:

<http://thehill.com/homenews/house/149811kline-tells-obama-don't-trust-me-on-education>

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As Congress once again starts to consider the reauthorization of the Elementary and Secondary Education Act (ESEA) currently named the No Child Left Behind Act, it seems relevant to remind you about some of the work of our Center at UCLA related to the ESEA reauthorization.

We hope that some of the work will be useful to you as you convey your views on needed changes in the law.

(1) Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving from a two to a three component approach

This brief four page informative was done in collaborative with the National Association of School Psychologists (NASP) .

[Http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf](http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf)

(2) Policy Note: An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act to Better Address Barriers to Learning and Teaching -
<http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf>

(3) Synthesis and Analysis of Recommendations to Congress for ESEA Reauthorization from the Perspective of Addressing Barriers to Learning & Teaching

In previous analyses, we documented that current school improvement efforts are primarily shaped by a two component blueprint, and we stressed the need for a paradigm shift to a three component framework. Using the three component blueprint, we highlighted systemic deficits in prevailing policies for turning around, transforming, and continuously improving schools. In this report, we use the three component framework to categorize and synthesize major recommendations to Congress for the ESEA reauthorization and briefly analyze them from the perspective of the third component. The analysis illuminates fundamental gaps in the prevailing

recommendations. In particular, we stress what's missing with respect to addressing barriers to learning and teaching and to reengaging disconnected students. We find that recommendations made by the Obama administration and other stakeholder organizations and leaders attempt to cover all three components but give short shrift to the third component. <http://smhp.psych.ucla.edu/pdfdocs/esearecs.pdf>

(4) Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning

In another step with respect to the reauthorization of the Elementary and Secondary Education Act (currently named the No Child Left Behind Act), A message was sent across the country indicating our interest in gathering and synthesizing information on reauthorization proposals relevant to addressing barriers to learning and teaching.

We circulated what Center staff had identified to date and requested information on anything major we had missed. At the same time, we began to analyze the content of what was being advocated in the testimony and reports reported online. We focused first on the work of three representative groups: (1) the Aspen Institute Commission on No Child Left Behind (chaired by former U.S. Secretary of Health and Human Services Tommy Thompson and Former Georgia Governor Roy Barnes), (2) the Council of Chief State Officers (CCSSO), and (3) the Public Education Network (PEN). Then, we analyzed a sample of proposals that have indirect and direct relevance to addressing nonacademic barriers to learning and teaching.

This brief presents our findings. <http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf>

(5) For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching

The upcoming reauthorization provides an opportunity to correct a significant deficiency in the No Child Left Behind Act. Specifically, additions are needed to Title I to enable all students to have an equal opportunity to succeed at school. These additions call for the promotion of a systematic focus on learning supports to address barriers to learning and teaching. (In the current act, such barriers are referred to as "major factors that have significantly affected the academic achievement of students.")

<http://smhp.psych.ucla.edu/pdfdocs/PromotingaSystematicFocus.pdf>

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You may also want to note the following report from Congresswoman Judy Chu:

Strengthening Our Schools: A New Framework and Principles for Revising School Improvement Grants. <http://chu.house.gov/SOS%20Report%20FINAL.pdf>

Rather than the usual limited two-component blueprint framework that focuses only on instruction and management/governance, Representative Chu's report adopts a three-component framework. This third component encompasses learning supports directly designed to remove barriers to student success and is presented as a primary and essential component of school improvement. Concerns related to mental health in schools are fully embedded in this component.