

## Exhibit 1

**A Sample of Pioneering and Trailblazing Activity**

To capture the various venues and the lessons learned from trailblazers, the Center's website has a section with links to those we know about – see <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

**State Departments**

At this level, Alabama, Hawai'i, Illinois, Iowa, Louisiana, and Ohio are notable. Hawai'i actually passed legislation for what they called a *Comprehensive Student Support System*. In 2011, Alabama undertook an ambitious agenda to implement a *Unified and Comprehensive System of Learning Supports*. Alabama made a commitment to provide every district in the state with the coaching needed to implement the Learning Supports framework developed by the UCLA Center. The state employed a cohort model, and self-selecting districts received coaching to implement the approach over multi-year phases. A 2018 report indicated that, 69 districts had joined one of the five cohorts of districts, and as part of a special leadership development grant, 71 principals from six districts that represent all areas of the state and serve high-poverty and/or rural students were provided additional training.

**Districts**

In addition to the districts in Alabama, work was done in such diverse venues as Gainesville City Schools (GA), Grant Parish (LA), Sumter School District (SC), Cedar Rapids (IA), and the School District of La Crosse (WI).

Here's how Cedar Rapids Community School District (IA) describes their approach:

*... Barriers to learning encompass both internal and external factors that may get in the way of the student being able to reach maximum potential. These difficulties can increase as students internalize the frustrations of confronting these barriers and the negative effects of performing poorly at school. ... In order to ensure that all students have an equal opportunity to succeed at school a Comprehensive System of Learning Supports has been designed and implemented. This system includes an intervention framework that is comprehensive and cohesive in nature. It encompasses systems to promote healthy development, is preventative in nature, provides assistance in a timely fashion, and addresses the broad range of learning, behavioral, physical and emotional needs found in schools. ...*

<http://www.cr.k12.ia.us/departments-services/learning-supports/>

For an article featuring the work in Sumter (SC), see *Leading by Way of Alignment: Building a Comprehensive and Unified System of Supports* published in the South Carolina Association of School Administrators' *Palmetto Administrator*.

[http://dropoutprevention.org/wp-content/uploads/2017/11/Leading\\_by-Way\\_of\\_Alignment\\_Dr\\_Shawn\\_Hagerty\\_11-17-Solutions-Resource.pdf](http://dropoutprevention.org/wp-content/uploads/2017/11/Leading_by-Way_of_Alignment_Dr_Shawn_Hagerty_11-17-Solutions-Resource.pdf)

**Regional Education Associations**

In Iowa, the *Great Prairie Area Educational Agency (AEA)* adapted the work the Center accomplished with the Iowa Department of Public Instruction – see

<https://www.gpaea.org/services/learning-supports>

In Ohio, the *Muskingum Valley Education Service Center (ESC)* created the Care Team Collaborative (CTC) framework (K-12 services) by merging the research-based practices from UCLA Center, Search Institute, and Ohio Department of Education's *Comprehensive System of Learning Supports*. As they stated, the purpose was:

*"to promote systemic alignment and blend funding to increase access to educational, social, emotional, behavioral and physical health services (universal prevention, early intervention, intensive intervention) to develop healthy, resilient youth who succeed in school and life. ... schools can no longer focus only on improving instruction and management to reach every child. Schools must include 'enabling components' directed at addressing children's non academic barriers to learning. Schools and communities must work together to build the infrastructure not just to provide services, but to ensure that addressing barriers to learning is as much of a leadership priority as curriculum, instruction and management. CTC's training and support offers school leaders tools to revisit infrastructure and make strategic changes to comprehensively address non academic barriers...."*

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## Summits and Presentations (webinars, conferences, workshops)

- >In 2017, a national summit on *ESSA and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity* was held.. 75 leaders from 20 states and D.C. accepted the invitation and represented state education departments, county and regional offices, districts (large/small, urban/rural), schools, the U.S. Department of Education, and other institutions. The day included a three district panel discussing lessons learned during early implementation (panelists were: Angela Mangum, Superintendent, Selma (AL) City Schools, Shawn Hagerty, Director of Specialized Programs, Sumter (SC) School district, Andy Kubas, Director of Learning Supports, Bloomington (MN) Public Schools) <http://smhp.psych.ucla.edu/pdfdocs/nextsteps.pdf>
- >Examples of webinars, presentations, and workshops over the last couple of years are:
  - >>*Pennsylvania ASCD* webinar – by Adelman and Taylor
  - >>*Georgia School Counselor Association Conference* presentation – by Merrienne Dyer.
  - >>*ASCD National Conference* presentation – by Merrienne Dyer  
[https://e19.ascd.org/conference\\_schedule\\_new.cfm](https://e19.ascd.org/conference_schedule_new.cfm)
  - >>*Connecticut Association of Schools Fall Leadership Conference* keynote – by Jane Today
  - >>*Community Schools Conference* presentation – by Scholastic Team
  - >>*National Dropout Prevention Conference* – Scholastic Team
  - >>*National Dropout Prevention Center* – Scholastic Team <https://www.youtube.com/watch?v=dYDg4alT1Dk>
  - >>*Learning Forward Conference* in Vancouver (BC) – Scholastic Team
  - >>*National Family and Community Engagement Conference* – Scholastic Team

## Featured in Reports and Other Publications Focused on School Improvement

In addition to being cited in books and journals, the work has been used widely in many reports and resource documents prepared by state departments of education, national centers for school improvement, education professional associations and guilds, journalism websites, news media, and so forth. Here are two examples:

- >Excerpt from: *Trauma informed school practices*  
<https://s3.wp.wsu.edu/uploads/sites/2101/2015/02/CLEAR-Trauma-Informed-Schools-White-Paper.pdf>  
... Adelman and Taylor (2008) promote a public health approach to addressing the mental health needs of children in schools, using a comprehensive, integrated approach to address the full continuum of emotional, behavioral, and learning problems. They argue that addressing mental health needs of students is not solely about providing interventions for children with diagnosed mental disorders or identified pathology; it is instead about both, "(1) promoting healthy development as one of the keys to preventing psychosocial and mental health problems and (2) focusing on comprehensively addressing barriers to development and learning" (p. 295). This approach allows schools to address the needs of all students, while promoting a mechanism for more formal and sustained engagement for children with progressively greater and more complex need....
- >Excerpt from: *Educating the Whole Child: Engaging the Whole School* (NY state)  
<http://www.p12.nysed.gov/sss/documents/SEDLguidelines.pdf>  
... As school-age children approach adolescence their self concept is informed and challenged by how family, peers and adults evaluate them. Researchers from the University of California-Los Angeles (UCLA) School Mental Health Project urge schools and districts to develop an integrated and cohesive classroom and school-wide component that addresses interfering factors and re-engages students in classroom instruction and healthy relationships.

## Integrated into Curriculum Frameworks

Excerpt from the KY Dept of Ed's Curriculum Framework:

... *School Climate and Barriers to Learning* - It is critical that educators establish and maintain a positive context that facilitates learning. School and classroom culture and climate impact important factors for learning such as engagement, behavior, self-efficacy, achievement and social- emotional

(cont.)

development. The optimum learning environment is one of high expectations and low stress. A positive learning environment is especially critical for at-risk students, due to factors like poverty, disability or abuse. If schools become a source of significant additional daily stress for students (e.g., over-demanding, overwhelming, full of opportunities for failure, over-controlling, non-supportive, boring, hostile or bully-ridden), students cannot learn. Neither can they grow or progress through life's typical developmental stages and challenges, particularly in adolescence. The reality is that negative and stressful learning environments can themselves become barriers to learning (Adelman and Taylor, 2006; National School Climate Council).

<http://education.ky.gov/curriculum/modcurrframe/Documents/Kentucky%20Model%20Curriculum%20Framework.pdf>

### **Stimulating Research, Advocacy, and Legislation**

We are pleased to see growing interest in researching efforts to unify and develop a comprehensive and equitable system of learning supports. Here is an excerpt from a recently completed dissertation at Virginia Tech:

*Leadership in School Improvement: Planning and Providing for Barriers to Student Learning* by Erin Boothe Lenart (7/23/19) <https://vtechworks.lib.vt.edu/handle/10919/91937>

School improvement reform requires "substantive systemic change" that considers the "current culture of schools and intended school improvements" (Adelman and Taylor, 2007). This study used a qualitative, multiple case-study methodology, a semi-structured interview protocol, and a document review to identify how school leaders in five, accredited high or mid-high poverty Virginia middle schools both identified and provided resources to address barriers to student learning. The instrumentation tool for this study was based on the learning or enabling components of the Adelman and Taylor improvement model (2008). The tool was used to qualify the school leaders' site-based school resource allocation and then analyzed for common themes. The study found that some learning or enabling supports were more represented than others. The study also found that there were three key leadership traits among school leaders who had effectively resourced the learning supports: instructional leadership; human-resource leadership; and culture and expectations leadership. Implications from this study include the need for further research on models for school improvement that require schools and districts to identify, plan, and provide for barriers to student learning. A second implication is the need for further study on leadership traits that might exist in school leaders who not only recognize but are able to inspire the implicit and explicit need to plan and provide for overcoming barriers to student learning.

Finally, here's a sample of feedback on the initiative and its current focus on state legislatures.

- >From a Chief State School Officer: *Thank you for keeping us in the loop on your advocacy efforts. We do incorporate many parts of your model into our current turnaround work. Much of this can be done without enabling legislation and in many instances we have enabling legislation. I have shared your work with our turnaround specialists.*
- >From a state board of education member: *Thank you for your initiative on this important matter of identifying external and internal barriers to education. This is an important variable that I've been discussing for a long time with my colleagues.... Often educators seem to feel they are resigned to merely treating the symptoms of this problem of barriers as you describe, without being able to cure the disease.*
- >From a state legislator: *Thank you for sending this! As a past teacher and principal I understand well the need to support children in the third component you shared.*
- >From a state legislator: *This is a pretty helpful frame shift! Thanks for sending*

Note: See the prototype for proposed legislation: *Addressing Barriers to Learning and Teaching: Ensuring a Three Component Approach to School Improvement*  
<http://smhp.psych.ucla.edu/pdfdocs/draftbill.pdf>