The **University-Assisted Community School National Network** promotes the exchange of resources and practices that help advance UACS partnerships.

Activities include

- Hosting and co-hosting virtual meetings and in-person conferences;

- Providing technical assistance and resources for university, school and community partners seeking to build and/or strengthen UACS programs;

- Connecting UACS practitioners; and
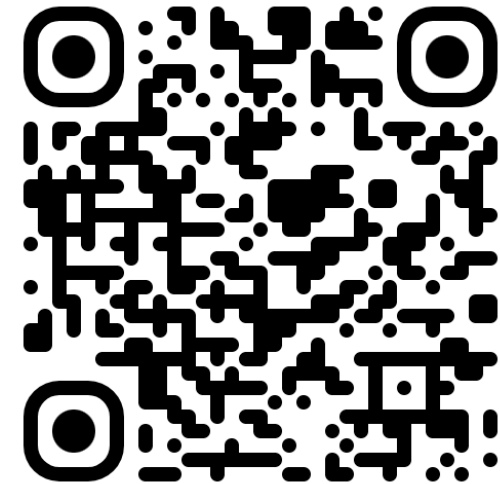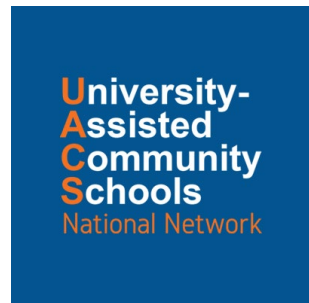
- Site visits by request.

Scan QR code to visit

UACS National Network (Coalition page)

Scan QR code to visit

UACS National Network (Netter page)

Catamount Community Schools Collaborative (CCSC)

University + State Agency + Community Schools Research-Policy-Practice Partnership (RP^3)

RPN-UACS Webinar: April 2, 2025
Research Practice Partnerships: Working with K-12 faculty, staff, and students to improve Community Schools

University of Vermont

Vermont RURAL EDUCATION Collaborative

CCSC CATAMOUNT COMMUNITY SCHOOLS COLLABORATIVE University of Vermont

VERMONT AGENCY OF EDUCATION

Catamount Community Schools Collaborative RP³ Panel

- Overview of CCSC RP3
  - **Bernice Garnett, Associate Professor, College of Education & Social Services, University of Vermont**

- Research Perspectives
  - **Peter N. Knox, Research Assistant Professor, College of Education & Social Services, University of Vermont**

- Policy Perspectives
  - **Jess DeCarolis, Consultant, Public Education Consulting Services**
  - **Johannes Haensch, Expanded Learning Opportunities Program Manager, Vermont Agency of Education**

- Practice Perspectives
  - **Shelly Lanou, Principal, Newport Town School**
  - **Samantha Stevens, Community Schools Coordinator , North Country Supervisory Union, Newport Vermont**

University of Vermont

Community Schools in Vermont

...are not singular programs or strategies.. *It's how we do school.*

...align with Vermont's student-centered approach to learning

...close equity gaps by providing services, resources, and opportunities for students and families, *in the school*.

.... leverage Vermont's unique context, history, and values through place-based services and relational assets in rural communities, **emphasizing deeper learning by doing and schools as community centers.**
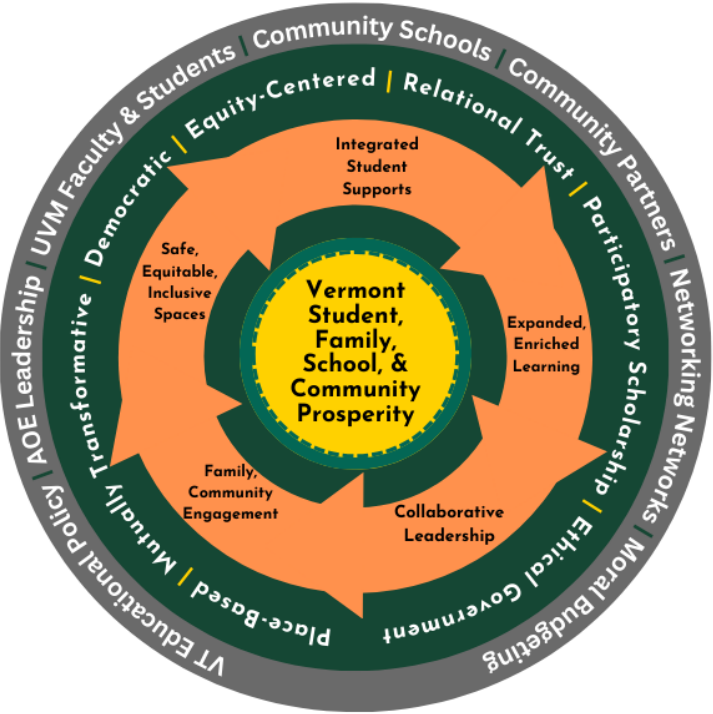
Community STEAM Night
185 visitors to 10 Events with
103 Unique Participants
Newport Town, Charleston

| Integrated Student Supports | Expanded & Enriched Learning Time & Opportunities | Active Family & Community Engagement | Collaborative Leadership & Practices | ➕ | Safe, Inclusive, & Equitable Learning Environments |

University of Vermont

Who We Are

Catamount Community Schools Collaborative (CCSC)
The AOE/UVM Community Schools Research-Policy-Practice Partnership

University of Vermont
Agency of Education

KEY

Act 67 Community Schools (Est. 2021)

Community Schools 2.0 (Est. 2025)

VT School-Based Health Centers

CCSC
Catamount Community Schools Collaborative
University of Vermont

University of Vermont

How we do the work

CATAMOUNT COMMUNITY SCHOOLS COLLABORATIVE

The evolutionary timeline of a University-Assisted Community School in the State of Vermont.

2021
VT Act 67 – The Community Schools Act

In 2021, the VT State Legislature passed Act 67 – The Community Schools Act; UVM faculty establish relationship with VT Agency of Education (AOE).

2022
Community Schools Research-Practice Partnership

VT AOE and UVM increase personnel supporting Community Schools implementation; Research-Practice Partnership (RPP) is officially established through MOUs, consistent meeting/site visit attendance; Evaluation and research support.

2023
Evolution to Research-Policy-Practice Partnership (RP3)

Increased UVM visibility through evaluation and research support; Collaborative research agenda established with AOE and Community School partners; Increased participation in national forums, state policy development, networks, and conferences telling the Vermont CS story.

2024
Catamount Community Schools Collaborative (CCSC)

Internal UVM funding, continued VT Legislative funding, and significant external funding through the U.S. DoE allows for increased infrastructure, support, and expansion of CS in VT; Sparks the official formation of a UACS model in VT – the CCSC.

COMMUNITY SCHOOLS
Research-Policy-Practice Partnership

University of Vermont

U.S. Department of Health & Human Services — Administration for Chi

OFFICE OF PLANNING, RESEARCH & EVALUATION
An Office of the Administration for Children & Families

April 6, 2023 | Lauren Supplee, Ivelisse Martinez Beck, Alysia Blandon, Sarah Blankenship, Kathleen Dwyer

The Role of R3P: Research Practice Policy Partnerships and Evidence Use

UACS + RP³: Research Perspectives

In your role as a University researcher, how do you engage with the RP³?

- **State-level Policy Implementation Evaluation & Advocacy**
- **Community Schools Implementation Support**
- **Applied Research**
- **UVM Student Internships/Clinical Placements**
- **Professional Development & Capacity Building**

University of Vermont

CCSC Student Placements/Internships

Catamount Community Schools Collaborative
UVM Student Internship Placements
2024 – 2025

	Mental Health	Food Systems	Public Health	PComm / CDAE	Place-Based Education	Graduate Education	Summer Residential Internship Cohorts
Cabot School	Clinical Mental Health Grad Student						
North Country Supervisory Union		Food Systems Undergrad	MPH Student			SHIE Doctoral Student	
Vergennes Elementary	Clinical Mental Health Grad Student						
White River Valley Middle School			MPH Student		Indiv. Designed Major Undergrad		Interdisciplinary Undergrads (12)
Hazen Union School			Public Health Undergrad				Interdisciplinary Undergrad (1)
CCSC				PComm Undergrads (2)		SHIE Doctoral Student	

Spring 2025

University of Vermont

Positioning Policy (little p and Big P) in the RP³

- In your roles, **share your experiences engaging with the community schools RP³** and the ways in which an RP³ structure has **supported community schools policy implementation evaluation and sustainability**

- What is the **added value of an RP³** in your organizational context and positionality?

- How can RP³ support **utilization of research at the local and state level to inform practice and policy?**

University of Vermont

Centering Practice in our RP³
Newport Town School, Principal Perspectives

Newport Town School RP³: Multi-generational meals & early childhood center/community development

- In your role as a school principal, **how do you engage in collaborative research, policy and practice?**

- In what ways has the community schools RP³ **structure supported your school community and your role as a school leader?**

University of Vermont

Multi-Generational Meals at Newport Town School

NUMBER OF MULTIGENERATIONAL MEALS: SEPTEMBER - DECEMBER 2024

ON AVERAGE THERE ARE 25 SENIORS AT EACH MEAL WITH 150 SENIORS SERVED FROM SEPT-DEC 2024

13 MEALS ARE PACKED UP AFTER EACH MEAL AND DELIVERED TO LOCAL SENIORS.

ON AVERAGE THERE ARE 16 STUDENTS RANGING FROM K-6TH GRADE AT EACH MEAL

THERE WERE 260 MEALS SERVED AT 8 SEPARATE EVENTS FROM SEPT-DEC'24.

Centering Practice in our RP³

North Country Supervisory Union, District Community School Coordinator

- In your role as a district community school coordinator, **how do you engage in the RP₃?**

- In what ways has the community schools RP₃ **structure supported the implementation and sustainability of community schools in the North Country Supervisory Union?**

- What would you **share with other community school coordinators interested in partnering with policy and research stakeholders about the work?**

University of Vermont

THANK YOU!

Questions? Comments?

Bernice.garnett@uvm.edu

Peter.knox@uvm.edu

johannes.haensch@vermont.gov

decarolisj@gmail.com

Follow the QR code to learn more about the **Catamount Community Schools Collaborative!**

University of Vermont

Connected Voices: A Community Schools Digital Storytelling Project

Vermont Act 67 - The Pilot
Short Version
Full Length Version

The Five Pillars of Vermont Community Schools

The VT Community Schools Research-Policy-Practice Partnership (RP3)
Short Version
Full Length Version

★ North Country Supervisory Union

★ Hazen Union School

★ Cabot School

★ Vergennes Union Elementary School

★ White River Valley Middle School

Follow the links above to see and hear the experiences of Vermont Community Schools students, families, educators, and leaders.

Clik on the LINK to engage with our community schools digital stories!

From Inquiry to Impact: Leveraging Research to Foster College-Going Cultures in Community Schools

Research Practice Partnerships that Advance Community Schools Hosted by the Research Practice Network & University-Assisted Community Schools National Network

Date: April 2, 2025 | Time: 3:00–4:30 PM EST/12:00-1:30 PM PST
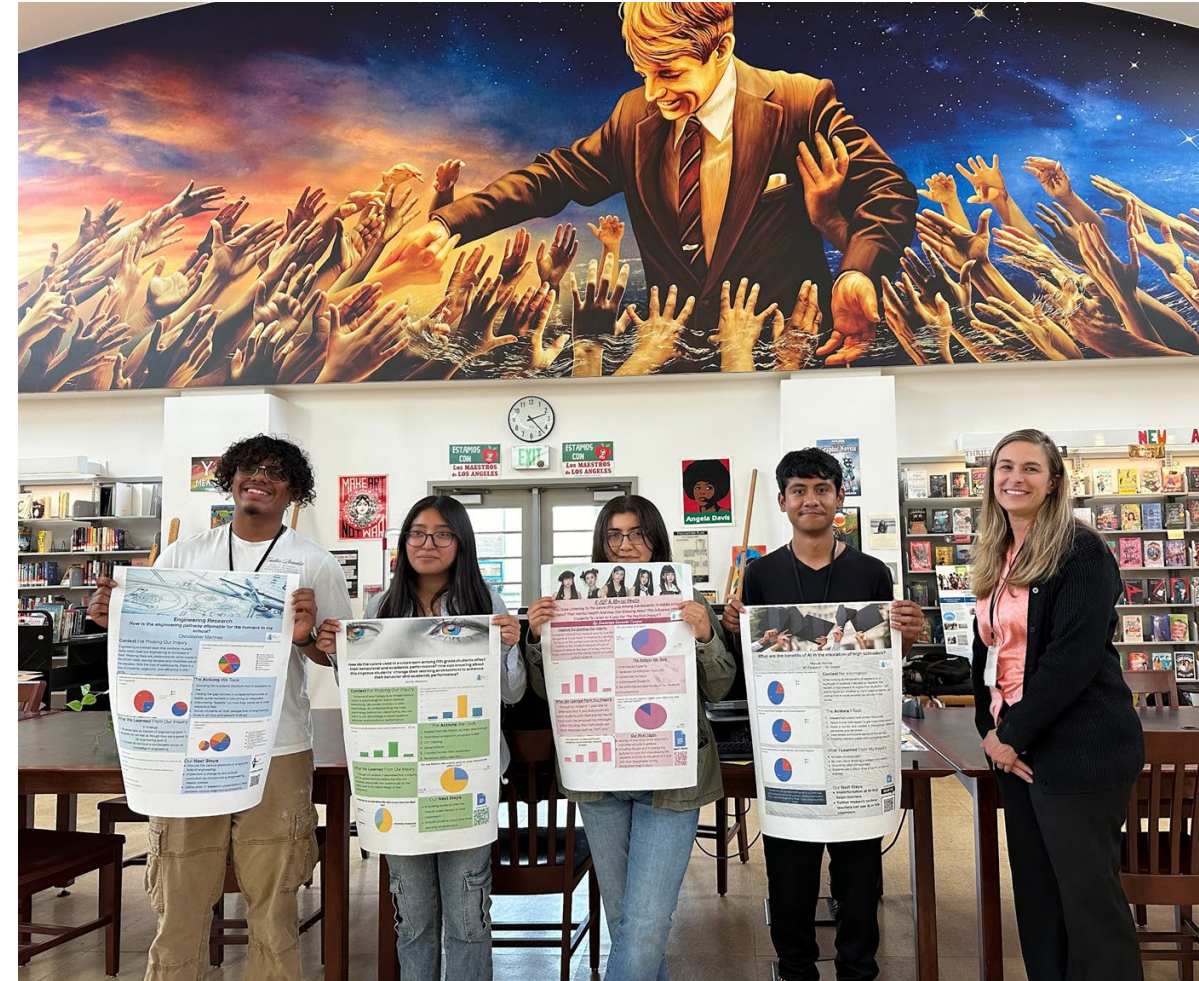
Agenda & Introductions

12:40 | 3:40 **Research Practice Partnerships at the UCLA Community Schools**
Karen Hunter Quartz, Director, UCLA Center for Community Schooling

12:45 | 3:45 **The College RPP**, Ariana Dimagiba, UCLA PhD Student

12:50 | 3:50 **The College and Career Transition Course and Internship**
Jonathan Oyaga, UCLA Research Associate & Julian Jenkins, UCLA
Undergraduate Intern

12:55 | 3:55 **Supporting Students as Researchers**
Beth Trinchero, Lead Teacher, RFK UCLA Community School, & Adriane
Nguyen, English Teacher, Mann UCLA Community School, Los Angeles
Unified School District

Q&A

Our Research-Practice Partnerships

1. Long-term, reviewed and tracked by school-based research committees (school, UCLA, and district members)

2. Three goals:

   a. Inform the school's practice

   b. Ensure public accountability

   c. Generate new knowledge

3. Topics include college-going culture, multilingual education, teacher retention, student agency, immigration, and many other topics

4. We produce annual reports, dissertations, assessments, frameworks, articles, briefs, presentations, and more!

UCLA Community Schools
Research Handbook
—

UCLA Center for Community Schooling

Last updated, 10/28/22

College RPP

2010
College Research-Practice Partnership Founding

2017
High School Internships: Utilizing a Community Cultural Wealth Framework to Support Career Preparation and College-Going Among Low-Income Students of Color

2019
Framing, Supporting, and Tracking College-for-All Reform: A Local Case of Public Scholarship

2020
Creating Persistent Community

2023-2025
College Transitions for First Generation College Students

Using Data to Drive Research and Practice

Data Collection	Data Analysis	Sharing Out

- Postsecondary plans collected by College Counseling Team

- College enrollment records from National Student Clearinghouse (NSC)

- Follow up data collection with school staff for students not reported by NSC

- RPP hosts college retreats to share college outcome data including
  - Immediate Enrollment
  - 1st to 2nd Year Persistence
  - College Completion

UCLA Center for Community Schooling Research Practice Partnership Report 4 RPP-20

Creating Persistent Community

The Challenge of Aligning Supports for First-Generation College-going Students
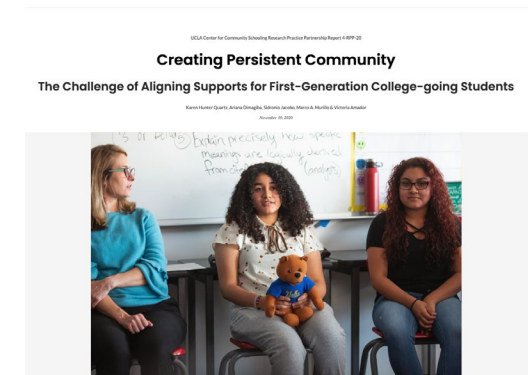
Using Data to Drive Research and Practice

Postsecondary Pathways, Classes of 2014, 2015, 2016 (n=229)
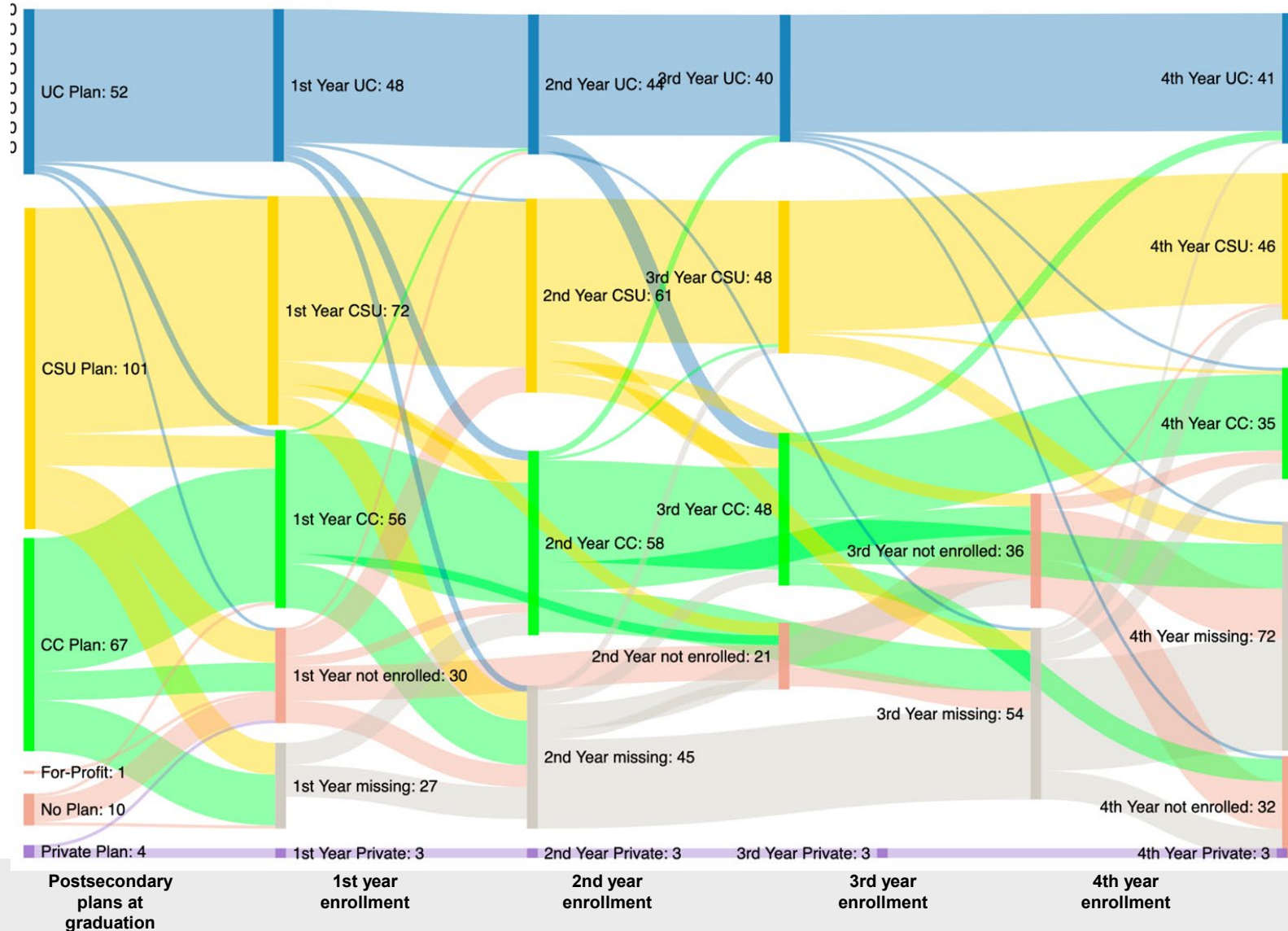
Student trajectories through the California higher education systems are non-linear

There is a declining college persistence rate after the first year

UCLA-CS graduates, like other first generation college students face challenges completing college

Focus on the College Transition

History of the College Transition Course

College class added to the master schedule during remote instruction to support applications and FAFSA

2021-22

2nd cohort of interns teach course, supported by college center TA (former undergraduate intern), school pilots Senior Legacy Projects

2023-24

2020

Released Persistent Community Report and school grappled with low completion data amid the pandemic

2022-23

Recruited 1st cohort of undergraduate interns to develop and teach college transition course, published: Supporting College Persistence: Lessons from a College Transition Class

2024-25

3rd cohort of interns, expanded to Mann UCLA-CS Creating UCLA infrastructure to sustain the internship

Undergraduate Internship

Fall 2024 — Undergraduate student interns begin visiting the school to connect with students and teach college transition course

Unit 1 — Interns identified challenges with student engagement in the course

Winter 2025 — Interns redesign unit 2 of the curriculum to increase engagement and design a case study to measure the impact of the redesign on engagemnt

Winter 2025 — Interns present case study proposal to UCLACS Research and Accountability Committee to be reviewed and approved

Present — Interns are currently teaching the redesigned curriculum and collecting survey and interview data to understand impact on engagement

May 2025 — Interns will present findings at UCLA Undergraduate Research Week Symposium and share these findings with the school and future teaching interns.
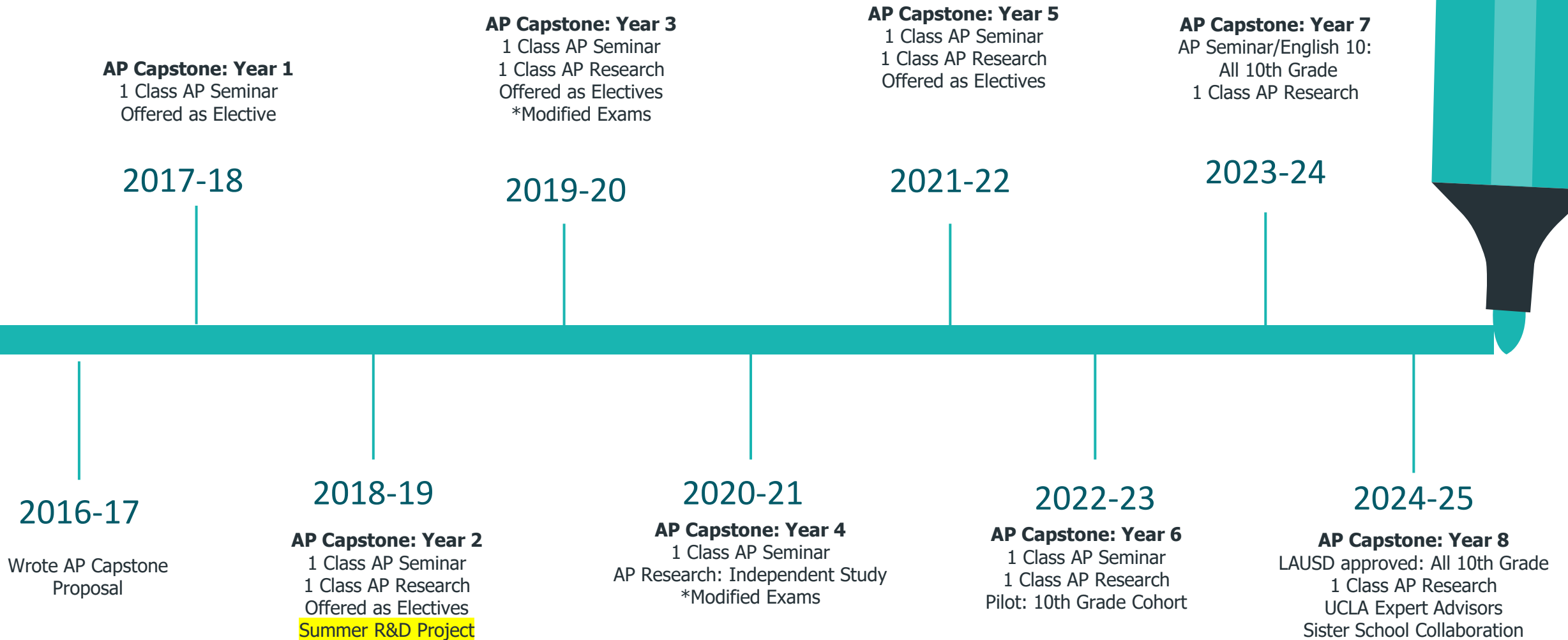
Focus on the Academic Program

History of UCLA-CS AP Capstone Program

AP Capstone: Year 1
1 Class AP Seminar
Offered as Elective

AP Capstone: Year 3
1 Class AP Seminar
1 Class AP Research
Offered as Electives
*Modified Exams

AP Capstone: Year 5
1 Class AP Seminar
1 Class AP Research
Offered as Electives

AP Capstone: Year 7
AP Seminar/English 10:
All 10th Grade
1 Class AP Research

2017-18

2019-20

2021-22

2023-24

2016-17

2018-19

2020-21

2022-23

2024-25

Wrote AP Capstone
Proposal

AP Capstone: Year 2
1 Class AP Seminar
1 Class AP Research
Offered as Electives
Summer R&D Project

AP Capstone: Year 4
1 Class AP Seminar
AP Research: Independent Study
*Modified Exams

AP Capstone: Year 6
1 Class AP Seminar
1 Class AP Research
Pilot: 10th Grade Cohort

AP Capstone: Year 8
LAUSD approved: All 10th Grade
1 Class AP Research
UCLA Expert Advisors
Sister School Collaboration

2019: Summer Research & Design Project

❖ **Findings:**

➢ Strong Support from Alumni for AP Courses: 54% received college credit for one AP course; 62.2% AP courses prepared them academically; 54.1% AP courses helped them to save money

➢ AP Course Enrollment Did Not Reflect School Demographics: Underrepresentation of Latinx students, students with IEPs, and emergent bilingual students

❖ **Recommendations:**

➢ Asset-based AP program: Expand AP course offerings that support students in exhibiting aspirational, cultural, linguistic, navigational, and social capital (Yosso, 2005)

■ AP Spanish Language, AP Spanish Literature, AP Capstone courses

➢ "AP for all" Model: Expand AP course offerings so ALL high school students take at least one AP Course throughout their high school career

❖ **Progress To Date:**

➢ Improved the number of students taking AP courses: AP Enrollment increased from 40% of high school students in 2019 to 71% of high school students in 2023

➢ Mitigated disparities in demographic representation: 70% of AP students identify as Latinx; 51% of students identify as male; and 40% qualify as emergent bilinguals

➢ Awarded Platinum Honor Roll for the class of 2024: 65% of students passed at least 1 AP class

History of Mann-UCLA-CS YPAR Conference

Early Years
Worked with Roosevelt teacher leads and community groups to develop conference, PhD dissertation captures students' experience
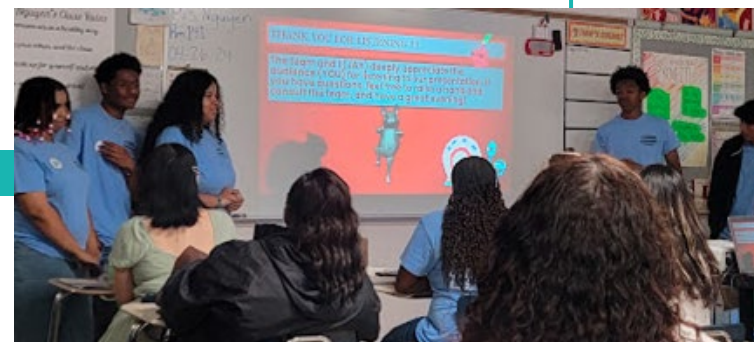
2018-2022

Year 3
Continuing to expand partnerships, and deepen student projects Curriculum Timeline and Resources

2024-25

2016-2017
Roosevelt High School organizes and hosts "Eastside Stories", setting the stage, passing the baton

2023-2024
Year 1/2- Freedom Dreams Conference
Expanded partnerships to include UC Irvine History Project
UCLA-CS students presented

2025-26
Looking Ahead
Integrate YPAR conference and AP Seminar as 10th Grade English
Continue sister school collaboration

2025 Sister School RPP: AP Capstone meets YPAR

- Collaboration to study and improve each school's work to develop opportunities for community-based student research

- Two learning exchanges so far!

- Field trip to UCLA in May for students to share research projects and meet with UCLA mentors

- Next year: Joining a research-practice-policy partnership (RP3) consortium that connects innovative community school redesign efforts with research and policy partners (RFP open to UACS partners in California, due May 1st)

THANK YOU!

PLEASE FILL OUT THE POST-WEBINAR FEEDBACK FORM!