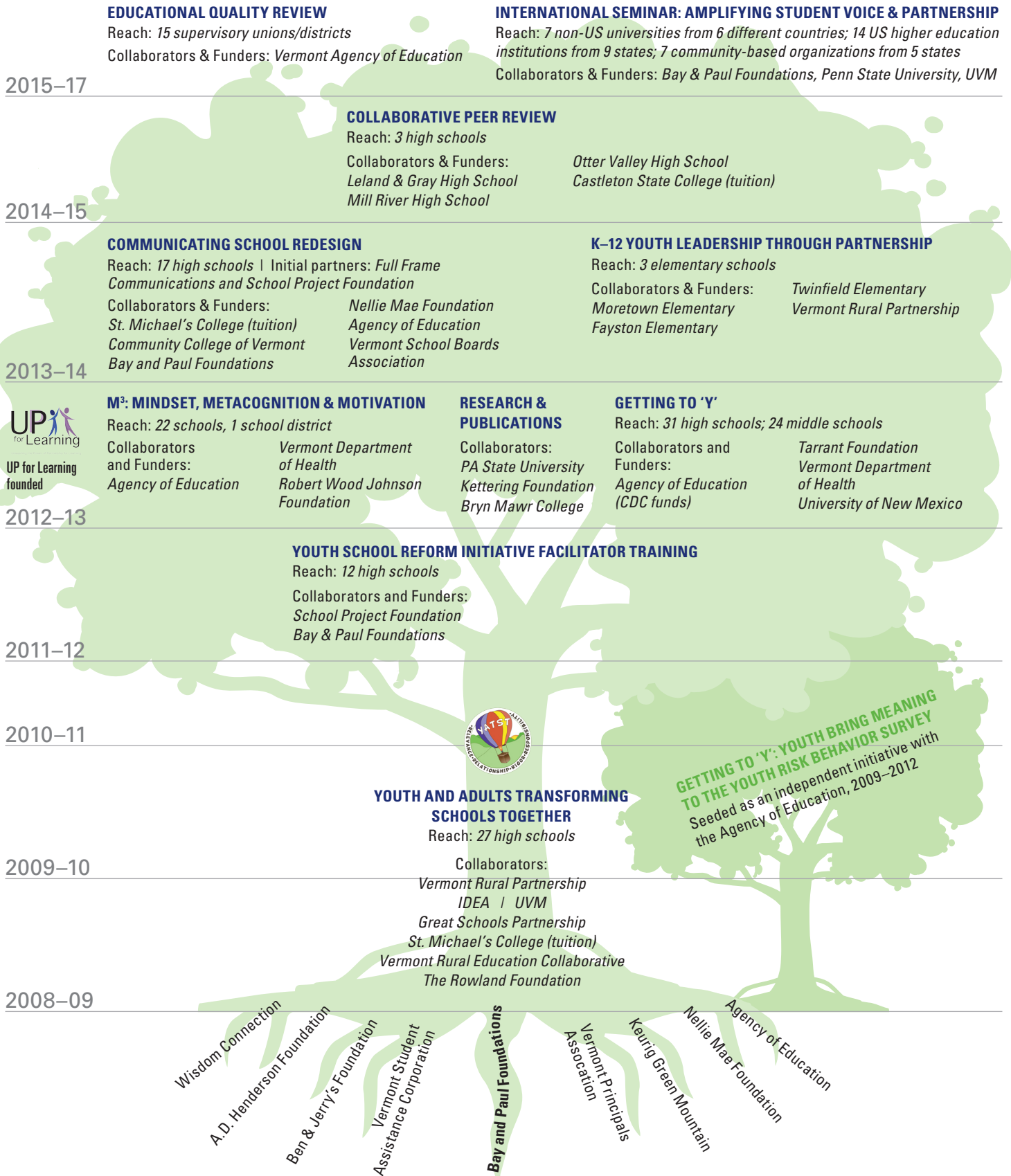


UP for Learning History

Collaboration & Funding

(indicates year program initiated; participation totals are cumulative)



UP for Learning History

Collaboration & Funding



Unleashing the Power of Partnership for Learning

Unleashing the Power of Partnership for Learning

The mission of UP for Learning is to increase student engagement by developing youth-adult partnerships in learning to ensure that each and every student has the skills, self-confidence, and opportunities to assume meaningful roles in shaping their learning and their lives.

Planting the seed

A committee of four principals and youth voice advocates convened at the Vermont Principals Association in the winter of 2008 to find a means to elevate student voice in decision making and learning. This group conceptualized the basic Youth and Adults Transforming Schools Together model, and began a pilot year in 2008–09. Helen Beattie, a committee member, assumed the coordination and development of this effort. During the 2009–10 school year, it became clear that the scope and potential of this model, working intensely with a limited number of high schools, was inconsistent with the VPA's mission to serve all K–12 Vermont schools. With the VPA's blessing, YATST established itself as its own independent organization under the wing of the Vermont Rural Education Collaborative (VREC).

YATST began to significantly diversify its programming during the 2012–13 school year, and worked with a communications expert to create an organizational structure and new name that encompassed its broader scope and reach. Unleashing the Power of Partnership for Learning, or UP for Learning, was born.

Due to continued growth, UP for Learning pursued independent 501(c)(3) non-profit organizational status, which was granted in the spring of 2015.

The following describes both collaboration and funding sources which have significantly contributed to the evolving story of UP For Learning over the past seven years.

Signature Program

Youth & Adults Transforming Schools Together (YATST)

Cumulative reach: 27 schools | Current year reach: 10 high schools
YATST was our first program and remains our signature initiative. YATST is a network of youth and adult teams committed to building school communities in which learning is engaging for everyone and students are fully empowered. Teams employ an action research and dialogue-based process to build rigor, relevance, relationships and shared responsibility in their schools. This collaborative process mobilizes all stakeholder groups, building equitable school cultures where all students contribute to shaping their learning environment. Most recently, school visits, called "Learning Journeys" have been added to YATST school opportunities. A new Youth Advisory Council is also evolving. YATST has been supported over the years by all funding sources found in the roots of this visual. The Bay and Paul Foundations have served as the "taproot," providing the earliest and most consistent support. YATST has also been steadily increasing its fee-for-service revenue and collaborations with a wide variety of organizations. The Rowland Foundation fellows have become a major force in YATST development over the years.

Other Core Initiatives

Getting to 'Y': Youth Bring Meaning to the Youth Risk Behavior Survey (GTY)

Cumulative reach: 32 high schools, 25 middle schools

Current year reach: 5 high schools, 11 middle schools

In 2009, Helen Beattie developed this initiative as an independent contractor with the Agency of Education. It was funded by a federal grant that the Agency administered from the Centers for Disease Control. GTY was replicated in 2012 by the University of New Mexico. UP subsequently collaborated with the University to revamp the training materials. In 2012, the AOE lost this funding stream and the initiative was adopted by UP for Learning to ensure its viability. A new relationship was subsequently created with the Vermont Department of Health to subsidize half of the cost per school and help with program development; in concert with this, the Department identified GTY as one of their state-wide priorities. This program serves both middle and high school age groups. UP is currently collaborating with the Brattleboro-based Center for Health and Learning to support their "Umatter" initiative, essentially doubling opportunities to engage youth in shaping the health and wellness of their schools.

M3: Mindset, Metacognition & Motivation

Cumulative reach: 25 K–12 schools, 1 school district

Current year reach: 4 high schools, 4 middle schools

M3 engages high school youth as teachers, sharing how the brain learns with their peers and faculty. Students are empowered as competent and confident independent learners as they come to believe in their ability to learn and can employ a toolkit of effective brain-based learning strategies. Concurrently, teachers are encouraged to integrate brain-based pedagogy into their classroom practices. UP is working with the Two Rivers Supervisory Union to expand M3 to a district level, K–12 model. New graduate and dual enrollment courses have been developed to support this work. The existing M3 Advisory model has also been significantly revamped, including increased student training as they prepare to lead 10 student advisory sessions and a faculty meeting at their schools. UP is taking a lead statewide role in elevating this foundational work by sponsoring a conference for teachers in the winter of 2017. This work is funded through the general operating budget, fee-for-service revenue, and a Vermont Department of Health contract.

Communicating School Redesign through the Youth-Adult Partnership Lens

Cumulative reach: 18 high schools | Current year reach: 2 high schools

This program, which began in 2013 as a small pilot, has grown to a statewide effort. Over the course of an academic year, youth-adult teams are provided the knowledge, skills, and coaching to implement their own communications campaigns. Their goal is to build public understanding and support for school change through an action research model. CSR faculty also simultaneously develop resources and enhance networking on a state level, to create a common understanding and shared language for change, enhancing local efforts. The new “Our Time” song, and complementary materials, is one example of the powerful and creative tools being disseminated statewide. CSR has received funding from the Nellie Mae Foundation, the Agency of Education and the Bay and Paul Foundations. The Vermont School Boards Association is a key partner in this work.

Education Quality Review: Student Pre-Training for Integrated Field Review Pilot

Reach: 15 supervisory unions/districts

In the fall of 2015, the Agency of Education began field-testing its new accountability process, Education Quality Reviews. A key element of EQR is the Integrated Field Review: a site visit by Agency-trained teams of students, educators, and AOE staff, who collaborate to gather data on school system performance through observations, document reviews, and interviews. The Agency contracted with UP for Learning to provide specialized youth training to prepare students for partnership with adult team members. In the first pilot year, UP conducted two stand-alone sessions with students to complement regional AOE trainings. Following temporary suspension of the pilot for planning to comply with new ESSA rules, the process resumed in fall of 2016. In this second year, student preparation has been integrated with full team orientation for two additional rounds of trainings and site visits.

Collaborative Peer Review: Reflection through Youth-Adult Observation and Dialogue

Reach: 3 high schools

In the spring of 2014, three southern Vermont high schools enlisted the help of UP for Learning to design and implement a peer review process based on youth-adult partnership and incorporating School Reform Initiative protocols as a means for observation and dialogue. The cost of this program expansion has been equally shared by UP for Learning

and the three schools. UP is integrating this powerful means to involve youth in continuous improvement efforts into their YATST program and has included aspects of this model in statewide ESSA and Education Quality Review consultation efforts.

Coaching, Consulting & Collaboration

UP is increasingly asked to share its communications tools and expertise with schools throughout the state. UP is also reaching out beyond state borders, with blog contributions at the New Profit Foundation, participation in an invitation only national Youth Voice think tank sponsored by Griptape, and involvement in a New England Research Collaborative sponsored by Students at the Center (a Nellie Mae Foundation initiative).

International Network Development

Dr. Alison Cook-Sather is a Bryn Mawr professor and extensively published author regarding youth-adult partnership in school redesign. UP for Learning has been invited to Cambridge, England, for the last three years as a U.S. exemplar. She spearheaded convening youth voice researchers and practitioners from around the world on an annual basis from 2011–2015 to share their work. UP for Learning was invited to Cambridge, England, as a U.S. exemplar, and was fortunate to attend three of those five years. This has expanded the reach of the UP for Learning models and seeded opportunities for peer collaboration around the world. UP is involved in the development of a new journal evolving from this group to develop this youth-adult partnership movement nationally. Most recently, when UP learned that Dr. Cook-Sather’s resources for the Cambridge convening were expended, UP initiated a collaboration with Penn State University (Dr. Dana Mitra) and the University of Vermont to bring this networking opportunity to the USA. The International Seminar: Amplifying Student Voice and Partnership was hosted at UVM July 6–8, 2016, bringing together 75 lead researchers, policy makers and practitioners from around the world to further this vision. Due to the success of this effort, UP will spearhead the second annual International Seminar July 5–7, 2017, with the same academic partners.

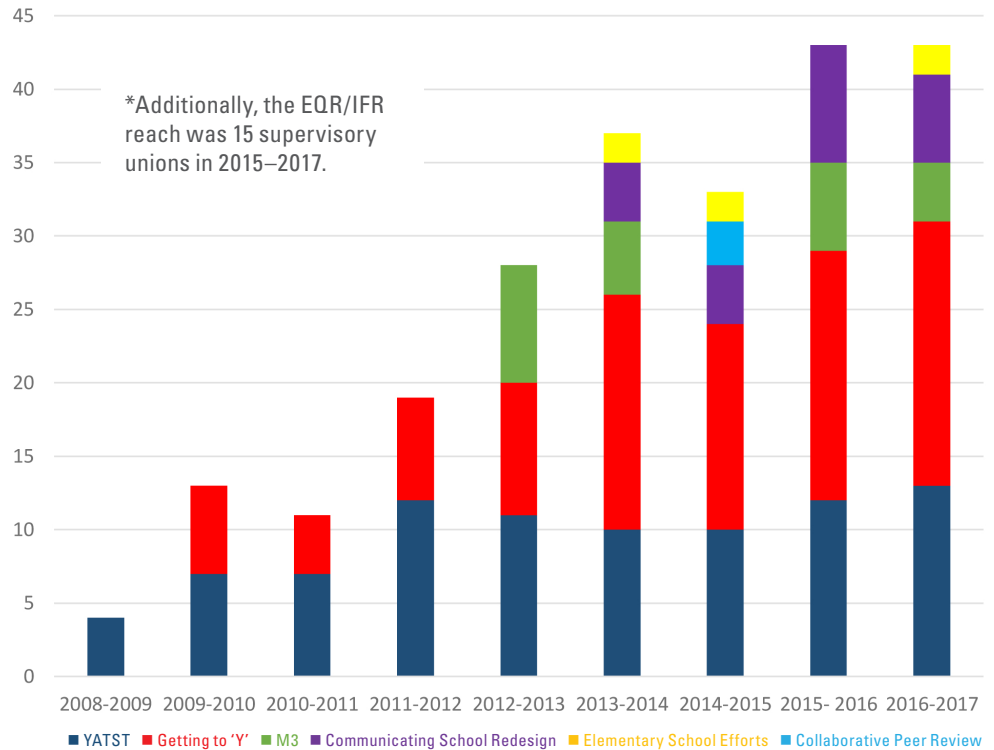
Research & Publications

A commitment to research and publication to advance movement toward the youth-adult partnership paradigm began in 2012, with a publication in the *Management in Education* journal. YATST and UP for Learning have been developing a deepening relationship with the Pennsylvania State University Department of Educational Leadership and Policy, with the Vermont programs serving increasingly as a learning laboratory. A paper on the YATST model was presented at the 2013 annual conference of the American Educational Research Association. The Kettering Foundation, an advocate for democratic schools, published two interviews with Helen Beattie in 2014 to showcase the efforts of UP for Learning (*The Boston Review*, February 2014, *The Good Society*, July 2014). UP for Learning faculty submitted an article on the value of shared youth-adult responsibility to *Educational Leadership* that was published in the June 2015 digital edition (with a circulation of 200,000). Dr. Catharine Biddle, University of Maine professor, has conducted a number of UP evaluations and is an ardent supporter of our model. She has two papers in the publication review process and plans for a third submission. Finally, UP has employed UVM resources to optimize the mental models data that the 17 CSR schools have been collecting over the past three years. This information will be shared with policymakers and educational leaders throughout the state to help inform and direct redesign efforts.

UP for Learning History

Participation Data

Number of schools participating in an UP for Learning initiative, by program



Number of students reached, by program

