

# UP for Learning

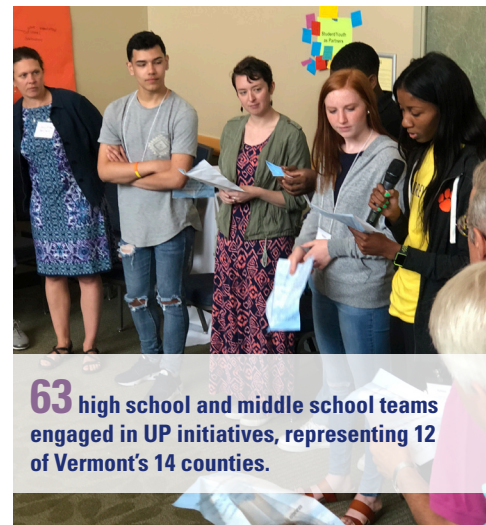
## Unleashing the Power of Youth-Adult Partnership

### 2018-19 ANNUAL REPORT

UP for Learning helps educational institutions across the country **fully engage students in their own learning and in school redesign**. We utilize research-based models that reshape the student-teacher relationship to one of shared ownership and shared responsibility. UP offers strategies, tools, and ongoing coaching to ensure that **learning is engaging for everyone and youth are fully empowered**.



**540** diverse youth leaders participated in year-long initiatives with their adult partners.



**63** high school and middle school teams engaged in UP initiatives, representing 12 of Vermont's 14 counties.



**44%** of middle schools and **95%** of high schools in VT have hosted UP initiatives since 2008.

#### INCOME

Government Grant	10%
Operational Reserve	21%
Public Support and Private Grants	30%
Program Income	39%

#### EXPENSES

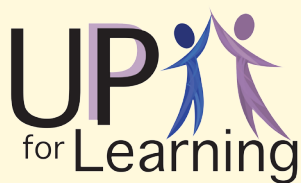
Program Operations	31%
Staffing	69%

## 2018-19 Highlights

### RESTORATIVE PRACTICES AT BURKE TOWN SCHOOL

Eleven school teams participated in the inaugural year of Transforming School Culture Through Restorative Practices. At Burke Town School, restorative practices were implemented at weekly youth-led Town Meetings. Youth-adult teams presented to faculty on the principles of restorative practices. Youth facilitated a workshop on restorative practices/circles at the Beyond Bullying Conference hosted by the VT Association of Middle Level Educators. Early outcomes show a drop in disciplinary referrals, with students in younger grades interested in carrying on the project. Teachers started to use restorative practices in their classrooms, and are working on plans for Year 2.

Partnership creates ownership. Ownership sparks motivation. Motivation drives learning.



Unleashing the Power of Partnership for Learning

**OUR MISSION** is to shift the youth-adult relationship at the heart of education to partnership and to increase youth agency. This ensures that all young people have opportunities, support, knowledge and skills to pursue active roles in their learning, their lives and their community.

**WE ENVISION** a time when all youth will take responsibility for their own learning by collaborating with adults in the educational system to reach their own goals.

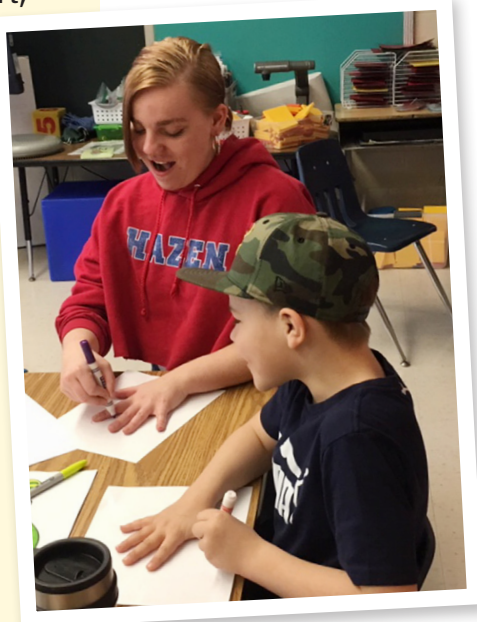
## VALUES & GUIDING PRINCIPLES

- Share Responsibility
- Start from Strengths
- Assume Positive Intentions
- Seek Equity & Justice
- Create Open Dialogue
- Employ Data to Drive Change

# 2018-19 Highlights, Continued

## YOUTH MOVE TO ACTION WITH GETTING TO 'Y' AT OXBOW HIGH SCHOOL, BRADFORD

The Oxbow High School Getting to 'Y': Youth Bring Meaning to the Youth Risk Behavior Survey (GTY) team, one of 23 in 2019, partnered with their student council, food service, and school administrators to create an in-school food shelf to reduce the percentage of students who experience food insecurity. To eliminate any stigma about using the food shelf, it is open to everyone as an 'exchange' where students can take or leave whatever they would like at any time.



## MASTERMIND MENTORS: HAZEN UNION HIGH SCHOOL AND HARDWICK ELEMENTARY SCHOOL

On the morning of April 2, Hardwick's third grade class anxiously awaited the arrival of their Hazen Union Mastermind Mentors. The youth mentors engaged the third graders in an activity where they drew a hand and filled it with positive self-talk messages that could help sustain the third graders through challenging times. Throughout the rest of the school year, UP mentors and their mentees engaged in similar, positive discussions and activities that focused on developing a "Yes I Can" attitude! The year ended with the third graders visiting their mentors at Hazen Union High School.

## STRATEGIC PLANNING WITH YOUTH IN MILTON

Milton's superintendent, Amy Rex, was adamant that the strategic planning process include youth at its core. Over the course of the winter and spring, nine youth, ranging from upper elementary to high school ages, joined forces with an equal number of community members and educators. Students led peer advisory sessions to collect data, administered and analyzed a written survey, and synthesized key findings from multiple sources. The youth-adult team presented a comprehensive report to the School Board to inform their next steps.

