

# Organizational Approaches to University-Assisted Community Schools (UACS) Partnerships

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# Agenda

- Introductions
- Review Case Study Approaches to UACS from:
  - Penn Netter Center University-Assisted Community Schools (UACS)
  - SUNY BUCS
  - UCLA Community Schools
- Pair or table share to process
- Reflection
- Action Planning:
  - Identify local needs in partnerships in their context and local universities.
  - Map out possible next steps in leveraging local assets.
  - Inquire about case studies in planning next steps.
- Closing & Commitment: Share a takeaway and a commitment



# Netter Center Strategies



- Academically Based Community Service (ABCS)
- University-Assisted Community Schools (UACS)
- ABCS & UACS as core to a comprehensive Democratic Anchor Institution approach



These strategies are shared across the country and around the world, serving as a model for democratic university-community engagement.

# University-Assisted Community Schools (UACS)

A Community School *is*

- a comprehensive neighborhood center
- an institution that educates students for democratic citizenship and serves as a catalyst for community change.

A Community School *is built on*

- democratic partnerships

A Community School *contributes to*

- improved student learning and outcomes, and
- improved community wellbeing



# University-Assisted Community Schools (UACS)

A University-Assisted Community School *is*



- a community school in which **universities serve as the lead partner** in providing broadly based, sustained support. **Academic partnerships** connect the university's and school's curricula through a focus on helping to solve local community-identified problems.
- UACS and community schools are comprehensive neighborhood centers **built on partnerships** that educate, engage, activate and serve students, their families, and other members of the community. For neighborhood schools to function as community schools, they need additional human resources and support.

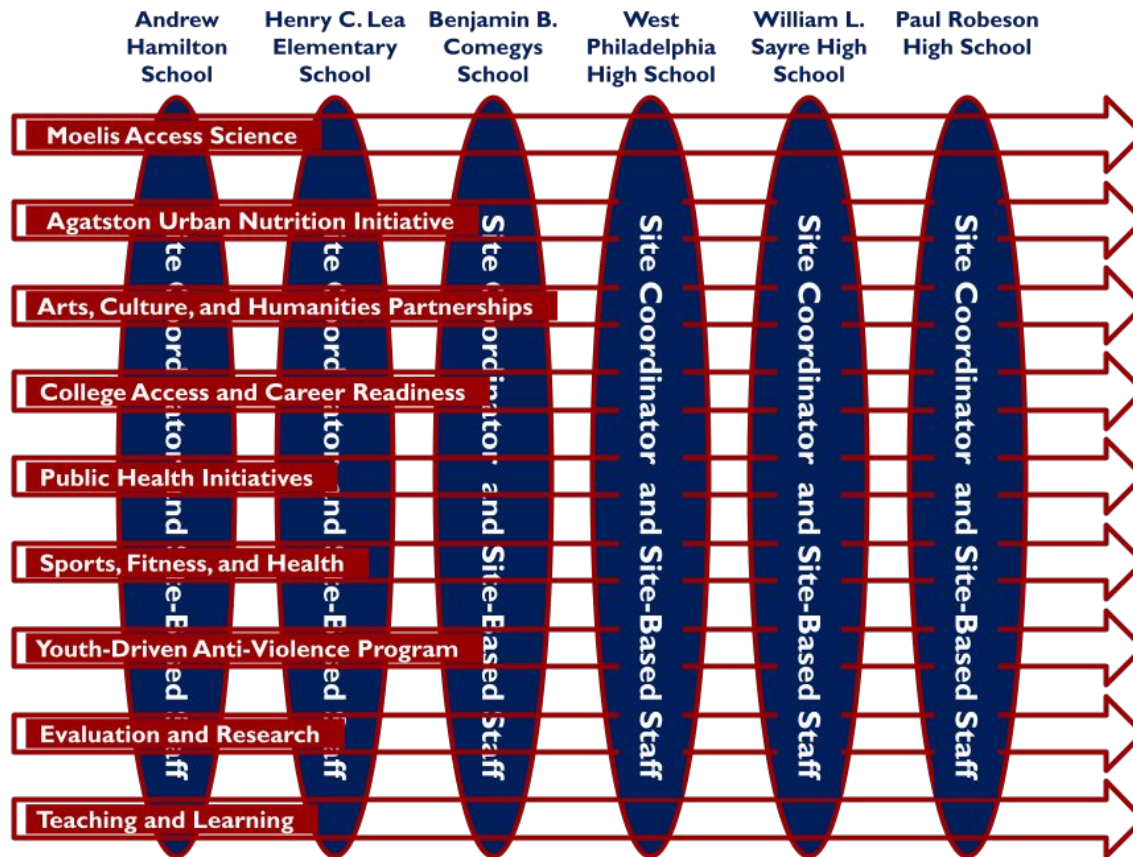
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or visit this link:  
<https://bit.ly/4dett3m>  
to read more about UACS





# University-Assisted Community Schools (UACS)

- Focus on the school as the core institution for community engagement and mobilization
- School-day, after school, and summer programs, including:
  - Agatston Urban Nutrition Initiative
  - Anti-Violence and Cultures of Peace
  - Arts, Culture, and Humanities
  - College Access, Career Readiness, Youth Workforce Development
  - Community School Student Partnerships
  - Moelis Access Science and Health Sciences Educational Pipeline
  - Penn Reading Initiative
  - Social, Emotional, and Mental Wellness
  - UACS Nights [*adult programming*]
  - UACS Sports, Fitness & Health
  - Young Quakers Community Athletics



# Academically Based Community Service Courses (ABCS)

- Integrate service with research, teaching, and learning
- Are a form of Community-Engaged Scholarship (CES)
- Bring together academic expertise and the expertise of the community via mutually-beneficial, mutually-transformational democratic partnerships
- Use collaborative local problem-solving to improve the quality of life and learning in the community and the quality of learning and scholarship in the university
- Foster structural community improvement (e.g., effective public schools, neighborhood economic development)
- Emphasize student and faculty reflection on the service experience
- Help students become active, creative, contributing citizens of a democratic society



# Penn Student Engagement

Annually, Netter engages:

- 450+ Penn work-study and non-work-study student employees
- 500+ student volunteers
- 1800+ ABCS students

Netter provides for all engaged students:

- Support to obtain clearances to work with minors
- Transportation – van service and public transportation passes
- Workshops, trainings, and professional development opportunities, supervision

## NETTER CENTER PROGRAMS



# ABCS & UACS: Democratic Partnerships

- Place-based: Long-term relationships with schools, teachers, students, **families**
- Integration of expertise, skills, creativity of ALL
- Flexible and responsive programming
- Ongoing and regular meetings with school leadership, students caregivers (and other partners)
- K-16+ collaborative problem solving learning (Peer-assisted learning; Youth Participatory Action Research)
- Community Advisory Board
- Formal (Netter Evaluation Team) and informal (conversations) feedback mechanisms
- Hire staff from West Philadelphia

# UACS Teaching and Learning

- **School Leadership**
  - UACS Director of Teaching & Learning is a part of the academic leadership team
  - Program Directors are connected to key personnel for deep collaboration (STEM, Humanities, Health & PE etc.)
- **Teacher Partners (SDP teachers)**
  - Hired to work in afterschool and summer programs
  - Iterative and ongoing planning, reflection with Penn faculty in ABCS course design
  - Professional learning communities
- **Family Engagement**
  - Ongoing caregiver/family learning and communication
  - Employment pathways to Penn and Penn Medicine jobs
- **Education**
  - Problem-Solving Learning (PSL) Process
  - Reflection integrated into work, listening to partners and pivoting when needed

# UACS Family Engagement

- **UACS Student Enrollment**
  - Outreach and recruitment of students into UACS programs
- **School Leadership**
  - Referral systems for connecting students to programs and services
- **Caregivers, School & Penn Staff & Faculty**
  - Planning and implementation of events and activities for families (sometimes by families)
    - Asthma Workshop Series (UACS Site Coord., Penn Nursing, School Nurse, Caregivers/Parents)
- **UACS Nights (Adult Education Series)**
  - Penn Volunteers in Public Service (VIPS) - health literacy, financial literacy, professional online profile design, Bridges to Wealth,
  - Employment pathways to Penn and Penn Medicine jobs

# School-Based Health Partnerships at WPHS UACS



THE SCHOOL DISTRICT OF  
PHILADELPHIA



## All Penn Schools and Programs

- \*Penn Fam Med & Community Health
- \*Penn Dental



ANTI-VIOLENCE PARTNERSHIP  
of Philadelphia  
*Together we can end the cycle of violence.*

## Student Activities

- Mental Health: AVP SEL, Peer support groups, Individual counseling
- Health education: Nutrition, Teen MHFA
- Career Exposure: Education Pipeline
- Health & Wellness Center

## Family Activities

- Resource connection support
- Family workshops
- UACS Nights
- Health & Wellness Center

## Staff Activities

- Stress Less Initiative
- Youth MHFA
- Health & Wellness Center

## Site-based teams:

UACS Site Director  
School Leadership  
STEP Team  
School Nurse

# Binghamton University Community Schools (BUCS)



**BINGHAMTON UNIVERSITY**  
COMMUNITY SCHOOLS

## Community Schools Program

### Academics

### Binghamton University Center for Community Schools

#### Faculty

#### Courses

#### Research & Evaluation

#### Binghamton University Community Schools (BUCS)

Community Schools Advanced  
Certificate

Multidisciplinary Research Affiliates

Technical Assistance

Local Implementation

Undergraduate Course:  
Reimagining Schools

Research Grants & Support

C/W CSTAC

Family Engagement Institute

Reimagining Schools Research Lab

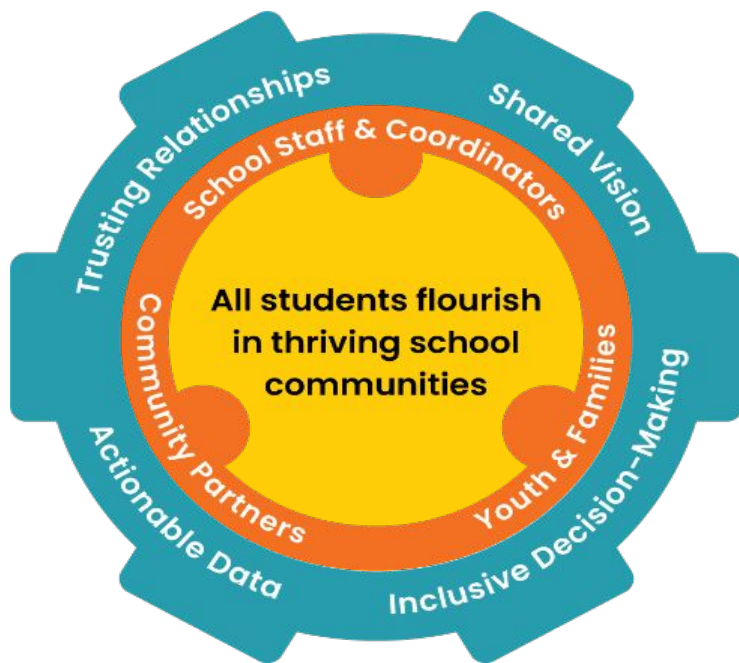
21st Century TARC

Mental Health Grants

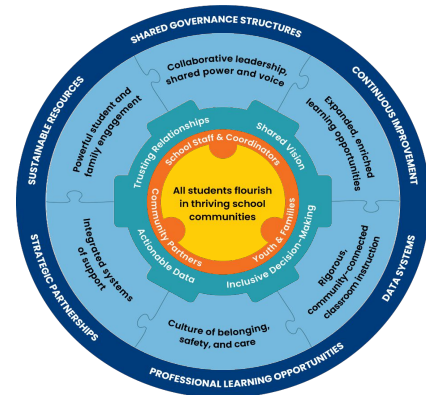
UACS Expansion

## LEGEND

- Why we do this work
- Who drives this work
- Enabling conditions



# Enabling Conditions



- “Engine” of the Community School & sustainable partnerships
- You cannot really do anything without **Trusting Relationships** *Change moves at the speed of TRUST!*
  - Shared Vision
  - Inclusive Decision Making
  - Actionable Data
- Propels the work making all the other work possible

**Local Impact**

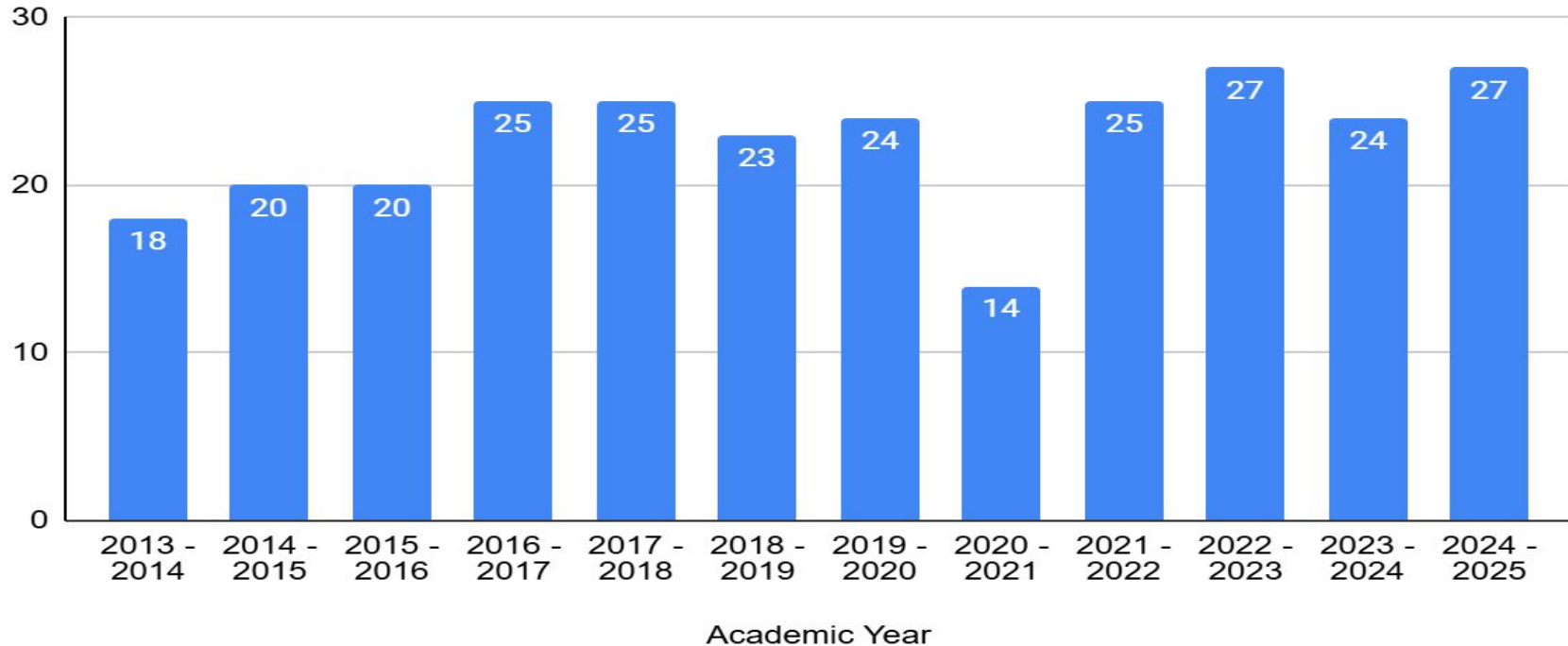
**Leveraging Social Work Internships**

**Mental Health Service Professional  
Demonstration Grants**

**Funder: US Department of Education**

# Strengthening What We Already Do

## Social Work Student Placements



# Leveraging Social Work Degree Requirements

## Bachelor & Master Level Students

- 01 Credit bearing field placement
- 02 510 hours from August - May
- 03 Three day Prep Academy
- 04 Professional Development two times a month

**Current: 9,004 students**

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**Broome County**

- Chenango Forks
- Harpursville
- Maine-Endwell
- Whitney Point
- Windsor

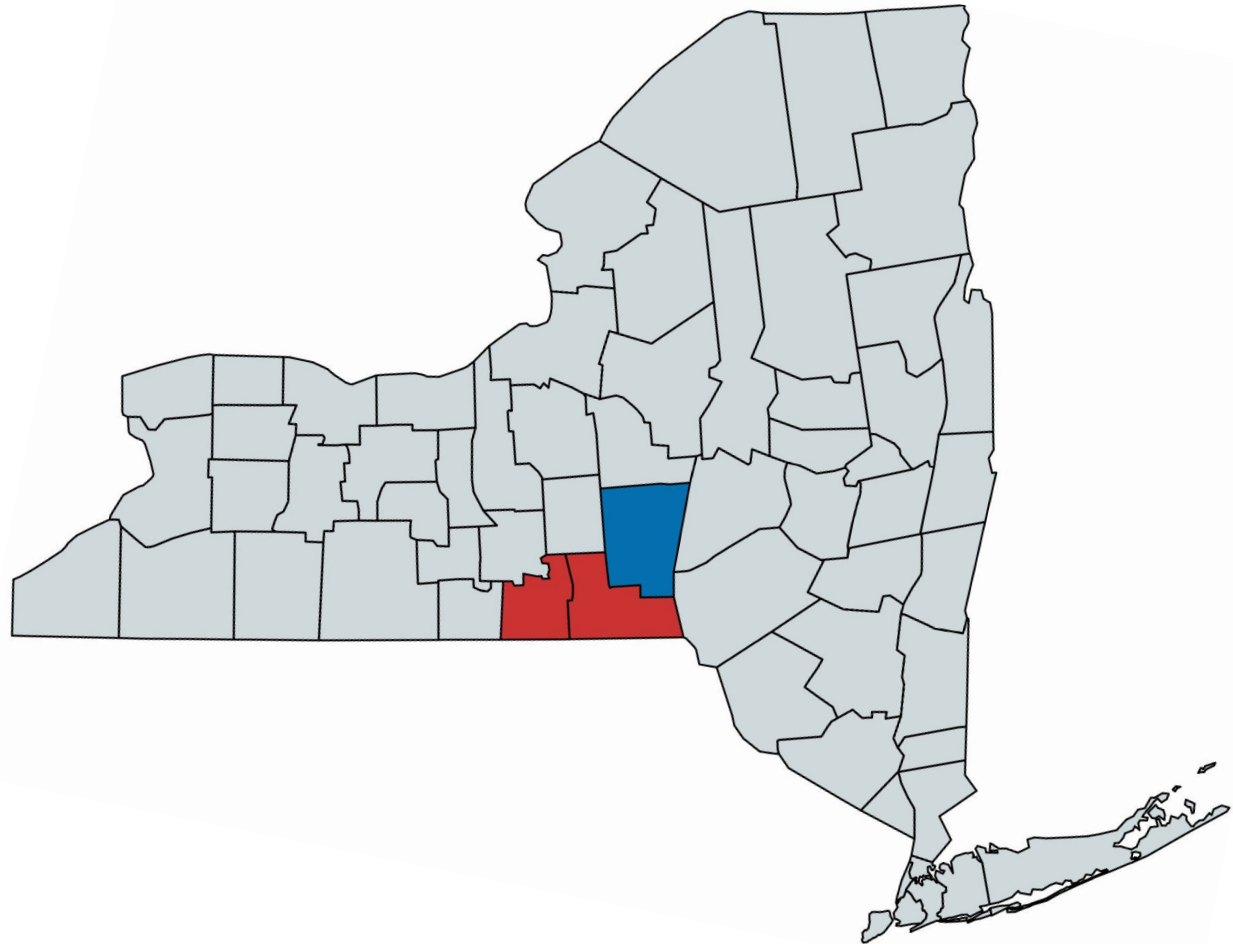
**Tioga County**

- Owego-Apalachin

**Expansion: 2,310 Students**

**Chenango County**

- Norwich
- Oxford



# Connecting UACS to Social Work Competencies

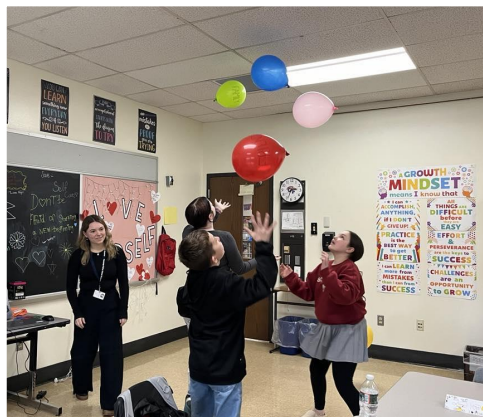
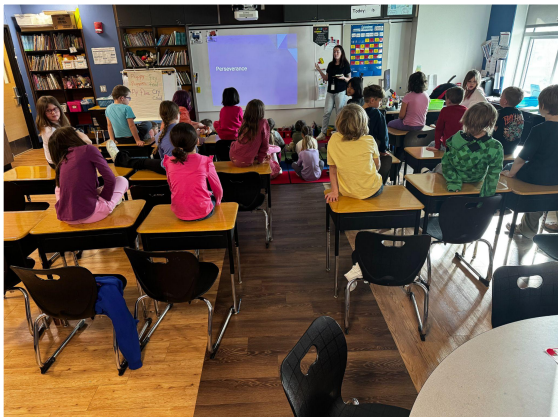
- Hire full-time staff to serve on site in partner schools
- Provide training to site supervisors and social work interns:
  - University-Assisted Community Schools
  - Social Work Competencies and best practices in intern supervision
  - MTSS
  - SEL
  - Trauma
  - Family engagement
  - ASIST Suicide Prevention
  - Solution-Focused Brief Therapy
  - Grief
- Complete resource mapping and gap analysis to determine best use of social work interns
- Work with school teams to map through a UACS approach
- Provide data and evaluation



## **In-Service seminars for Interns and Supervisors**

**BINGHAMTON UNIVERSITY**  
COMMUNITY SCHOOLS

# SEL Groups & Lessons



# Attendance Initiatives





# Drop-In Centers



**BINGHAMTON UNIVERSITY**  
COMMUNITY SCHOOLS

# Food Centers at Forks and Harpursville





# Thank you



**Luann Kida, Executive Director**

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**(607)768-3229**

# UCLA-CS Partnership Priorities

## Teaching School



A shared commitment to making practice public, mentoring and modeling excellent teaching for the next generation of educators and informing the efforts of school transformation.

## Research-Practice Partnerships



Research-practice partnerships that tackle collective problems in order to inform practice, ensure accountability, and share the wealth of our community knowledge.

## Student Enrichment & Services



Opportunities for students within and beyond the classroom that develop their identity, knowledge and passions and prepare them to be college and community-ready.

We are



UCLA COMMUNITY SCHOOL

Where we grow together

- Public School in Koreatown | Pico-Union
- UTK-12 Span School on shared campus
- Community School
- University-assisted Community School
- LAUSD Pilot School
- Teacher-Powered School



# Understanding Our Context

## Abolitionist Teaching

Self-definition, resistance,  
freedom, action, & joy.

(Love, B.)

## Language and Culture

## Translanguaging

Dynamic & agentic,  
honors identity,  
unbounded and agentic,  
dynamic actions of bilinguals  
as they use their entire  
linguistic/multimodal  
repertoire. (Garcia, O)

**UCLA CS  
Core  
Beliefs**

## Healing-Centered Pedagogy

Healing & organizing,  
inward & outward;  
building hope is a  
political activity

(Ginwright, S.)

## Community

## Social Justice & Civic Participation

## Praxis

Reflection & action,  
improvement  
science, research  
practice partnerships,  
teacher-led R&D,  
youth participatory  
action-research,  
Freirian-dialogical  
(Freire, P)

# UCLA Community School Collaborative Leadership Structure

- **Members:** Lead Teachers, Administrators, Instructional Support Teachers
  - Curriculum, Instruction, Assessment | Plan-Do-Study-Act Cycles
  - Professional Development and Collaboration

## Instructional Leadership Team

## Community Resource Team

- **Parent | Community Center:** Community Representative, IT Support Technician, School Climate Advocate, Support Staff
  - Parent Workshops
  - Resources for families
- **College Center:** College Counselor, Dual Enrollment Counselor, Fulfillment Fund

- **Members:** Chairs (Teachers), Administrators, Support Staff
  - Calendar, Events
  - Multi-Tiered System of Support
  - Positive School Culture and Parent Engagement

## School Community Leadership Team sCLT



## UCLA Partnership Team

- **Members:** Director of Center for CS, Administrators, Partnership Lead
  - Professional Learning
  - Research Practice Partnerships
  - Community School
  - Enrichment Programming

## Support Staff

- **Members:** Office Staff, Psychiatric Social Worker, Psychologist, Academic Counselor, College Counselor, Coordinator, Instructional Coach, School Climate
  - Multi-Tiered System of Support
  - Special Education, SSPT
  - Parent Engagement and Support

## Councils | Committees

- **Governing School Council:** Teachers, Parents, Students, Partners, Principal (Budget, Research, Principal Eval, EWA, UCLA Partnership)
  - **ELAC:** Parents, Principal, Coordinator
- **Staffing and Hiring:** Matrix, Interview
- As needed

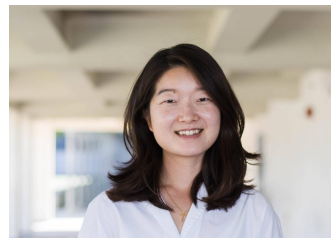
# Introducing UCLA Community School Lead Teachers



Gloria Gallardo  
*Den 1 TK-1st*



Teresa Haro  
*Den 2 2nd-3rd*



Rachael Lee  
*Den 3 4th-5th*



Anvar Camacho  
*Special Education Lead Teacher*



Anna Cross  
*Science Lead Teacher*



Claire Keating  
*Social Studies Lead Teacher*



Beth Trincherro  
*Humanidades Lead Teacher*



Robert Ly  
*Math Lead Teacher*



# UCLA Partnership

- 100 Bruins each year
- Student teachers, lawyers, researchers, interns, guest lecturers, tutors and more
- Professional learning
- Enrichment programs
- Integrated Services
- Shared Governance
- Research-practice partnerships

# UCLA Immigrant Family Legal Clinic (IFLC)

- Uniquely housed on the community schools campus (15 mi distance)
- Opened in 2019
- Fourteen UCLA law students participated in the clinic in 23-24
- Social worker recently hired
- 4 undergraduate interns helped with translation and interpretation



# Know Your Rights Workshops



# UCLA Learning Exchanges



*I feel like I can go to  
college now*

10th Grade Student

# UCLA's Center for the Art of Performance



"I was actually born in Syria - I came here when I was really young, probably two years old, and seeing that Amal is actually Syrian and that's she's in this world kind of like me - I'm not a refugee but she's (Amal) describing what other Syrian kids and other Syrian people are going through"

- Tala Sultan, 10th Grader in an ABC 7 interview

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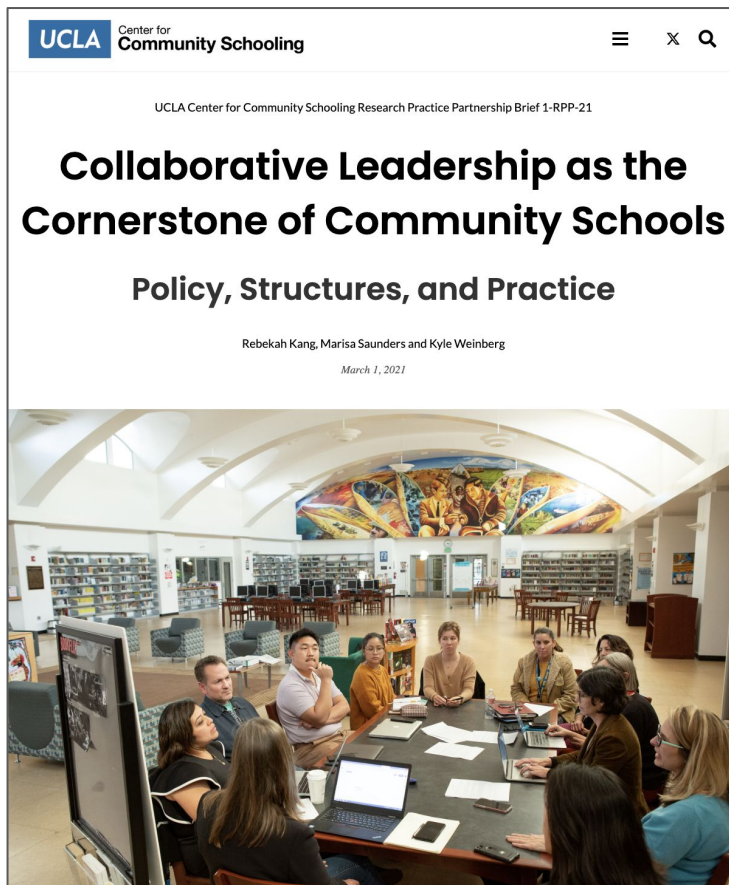
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- ❖ Establishing and revisiting policy
- ❖ Establishing an ecosystem of governance structures
- ❖ Establishing collaborative practices

Questions? Wendy Salcedo-Fierro [wfierro@g.ucla.edu](mailto:wfierro@g.ucla.edu)



# Reflection Questions

- What are existing campus-community engagement initiatives at your institution that could collaborate with each other more, in order to integrate and aggregate this work in particular places and spaces?
- What resources, education, and reflection opportunities are (or could be) provided to support your students' reciprocal engagement with the local community?
- How might your institution / your students engage more democratically with community partners to foster co-creation, co-ownership, and mutual transformation?
- What other university resources or academic departments could be pulled in / cultivated to support and bolster this work?

# Action Planning

- Identify local needs in partnerships in your context and with local colleges, universities.
- Map out possible next steps in leveraging local assets.
  - Who? Individuals? Departments?
- Inquire about case studies in planning next steps.