

UCLA Center for Community Schooling

Karen Hunter Quartz, Director, UCLA Center for Community Schooling

Dr. Karen Hunter Quartz directs the UCLA Center for Community Schooling and is a faculty member in the UCLA School of Education & Information Studies. She received her B.A. from Huron College, her M.A. in Philosophy from the University of Western Ontario, and her Ph.D. in Education from UCLA. Her scholarship examines community school development, teacher autonomy and retention, and educational reform. Professor Quartz led the design team in 2007 to create the UCLA Community School and served in 2017 on the design team for a second site, the Mann UCLA Community School. She currently oversees a portfolio of research-practice partnerships at both schools designed to advance democracy, inquiry, and change. She is also the editor of Community Schooling, co-leads the California Community Schools Partnership Program State Transformational Assistance Center, and serves on the Strategy Council of the Partnership for the Future of Learning. Professor Quartz's awards include the AERA Outstanding Book Award and the UCLA Chancellor's Award for Community-Engaged Scholars. Her most recent book is *Preparing and Sustaining Social Justice Educators*.

Dr. Beth Trinchero, English Teacher, RFK UCLA Community School (LAUSD)

Dr. Beth Trinchero is a high school English teacher and founding Lead Teacher of the RFK UCLA Community School. She is also a founding member of the RFK UCLA Community School Research and Accountability Team and her research interests include advancing college-going culture, increasing access to Advanced Placement courses, and fostering high school student research opportunities. Dr. Trinchero holds an Ed.D. in Leadership for Social Justice from Loyola Marymount University and National Board Certification in English Language Arts.

Julian Jenkins, Undergraduate Teaching Intern and Student Researcher

I am a current undergraduate student majoring in Education and Social Transformation at UCLA and a teaching intern at RFK UCLA Community School where I co-teach a college transition course to high school seniors with aims to equip them with the knowledge, skills, and identity to thrive in college and complete their degree. I am also working with a team at the UCLA Center for Community Schooling to redesign the course curriculum and research its impact on student engagement to improve students' experiences with the course.

Jonathan Oyaga, Research Associate, UCLA Center for Community Schooling

Jonathan Oyaga graduated from UCLA in 2023 with a B.A. in Education and Social Transformation and a minor in Central American Studies. He is a first-generation transfer student from Pasadena, CA and the son of Guatemalan and Colombian immigrants. He has worked in public education spaces for 5 years and is an active member of the California Teachers Association. He also serves on the Board of Directors of the National Education Association, representing aspiring educators. As a research associate with the UCLA Center for Community Schooling, he supports the Research Practice Partnership at the UCLA Community School. His primary focus has

been developing a College and Careers Transition course to support first-generation students of color at the school.

Adriane Nguyen, English Department Chair and Teacher, Mann UCLA Community School (LAUSD)

Adriane Nguyen has been a teacher at Horace Mann since the beginning of the UCLA partnership eight years ago and came directly from UCLA's Teacher Education Program along with many of her fellow colleagues. She is an English teacher at Mann and the director of the annual YPAR Conference. Her devotion for youth participatory action research comes from the collective dreams of her and her colleagues to create students who are critically engaged with their community through a researcher's perspective.

Catamount Community Schools Collaborative

Bernice Garnett, Sc.D., Associate Professor, College of Education & Social Services, University of Vermont

bernice.garnett@uvm.edu

Bernice Garnett, MPH ScD: Dr. Bernice Garnett is the Adam and Abigail Burack Green and Gold Associate Professor in the Department of Education and Executive Director of the Catamount Community Schools Collaborative at the University of Vermont (UVM). Dr. Garnett is an interdisciplinary public health prevention scientist interested in youth educational and health disparities, food security, community schools, school climate, restorative justice, and mixed methods community-based participatory research. Dr. Garnett has a wealth of experience in conducting community-based participatory research projects focused on addressing issues of health and educational equity.

Peter N. Knox, Ph.D., Research Assistant Professor, College of Education & Social Services, University of Vermont

peter.knox@uvm.edu

Peter Knox, MPA PhD is a Research Assistant Professor in the Department of Education and Associate Director of Research and Evaluation with the Catamount Community Schools Collaborative (CCSC) at the University of Vermont (UVM). His areas of research include community schools, school climate and culture, family-school-community partnerships, and the role/impact of community-based organization involvement in schools and education systems. Dr. Knox undertakes his scholarship through a lens of equity/social justice in educational settings and has a strong interest in and experience working in partnership with rural and under-resourced communities. He is passionate about community-based participatory research, inclusive of parents and caregivers, that centers on policy implementation and program evaluation using quantitative, qualitative, and mixed-methods data collection and analysis.

Johannes Haensch, Expanded Learning Opportunities Program Manager, Vermont Agency of Education

johannes.haensch@vermont.gov

Johannes Haensh is the Program Manager for Expanded Learning Opportunities at the Vermont Agency of Education, responsible for supporting Vermont schools in offering high-quality educational experiences to their students outside the traditional time and space of a standard school day. As part of this work, he has been an enthusiastic participant in the standing up of new Community Schools in the state and in the evaluation of that rollout process.

Jess DeCarolis, Consultant, Public Education Consulting Services

decarolisj@gmail.com

Jess DeCarolis, M.A., M.Ed. is an Education Consultant and Policy Advisor with a combined experience of 13 years in state and municipal government and 20+ years in education, most recently as Division Director at the VT Agency of Education for nearly eight years. In this role, Jess managed teams responsible for the implementation of proficiency-based and personalized learning, local assessments, content standards and coordinated curriculum, flexible pathways, adult and career technical education, afterschool programs, education technology, literacy and Community Schools initiatives, and Academic Recovery as part of Vermont's Education Recovery Plan. Jess has been a leader in different regional and state efforts, acting as co-chair of the New England Secondary School Task Force to Diversify the Educator Workforce (where she was awarded the NESSC Regional Champion award) and serving on the Governing Board for the Regional Educational Laboratories Northeast & Islands.

Shelly Lanou, Principal, Newport Town School

Shelly.lanou@ncsuvt.org

Ms. Lanou has served as an early childhood educator, classroom teacher, special educator, and instructional specialist for two decades before entering educational leadership as a principal. She is a dynamic and creative leader who has worked in the North Country Supervisory Union since 2003. Ms. Lanou has been a main driving force in leading her team to embody community schools' ethos and support active family and community engagement.

Samantha Stevens, Community Schools Coordinator , North Country Supervisory Union, Newport Vermont

Samantha Stevens, M.Ed., serves as the Community Schools Coordinator for the North Country Supervisory Union (NCSU) in the Northeast Kingdom of Vermont. In this role, she addresses students' basic needs and helps to create supportive learning environments that foster academic success.