



12-2022

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Recommended Citation

McGee, Steven; Dettori, Lucia; Greenberg, Ronald I.; Rasmussen, Andrew M.; Reed, Dale F.; and Yanek, Don. Chicago Alliance For Equity in Computer Science. 2022 NNERPP Yearbook, , : 18, 2022. Retrieved from Loyola eCommons, Computer Science: Faculty Publications and Other Works,

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2022

NNERPP

YEARBOOK

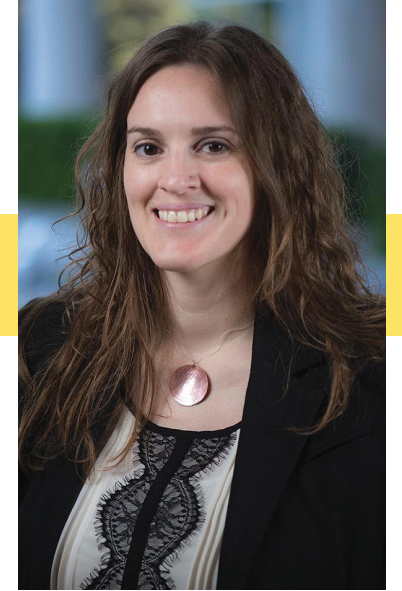


Kraft Hall, Rice University

ABOUT NNERPP

The National Network of Education Research-Practice Partnerships (NNERPP) is a professional learning organization for research-practice partnerships (RPPs) in education. Housed at the Kinder Institute for Urban Research at Rice University, NNERPP was launched in 2016, guided by its mission to develop, support, and connect education RPPs in order to improve the relationship between education research, policy, and practice. NNERPP’s activities are organized around four key objectives aimed at supporting its members and the larger RPP field: (i) develop and share promising partnership strategies; (ii) facilitate cross-partnership collaborations; (iii) synthesize and share RPP-produced knowledge; (iv) advance policies and systems reforms.

WELCOME



Welcome to the NNERPP Yearbook! Similar to the good old high school yearbooks from way-back-when (or maybe fairly recently for some of you!), the purpose of the NNERPP Yearbook is to record and commemorate this past year and highlight members of our community – in our case the NNERPP community.

The NNERPP Yearbook is our new iteration of what started out as the “NNERPP Year in Review” report in 2017, which also functioned to capture the accomplishments of a given calendar year. However, the new yearbook format allows us to be more concise and more focused on what truly matters: Our community and the impact each RPP in the network has been working towards this year in order to improve education.

NNERPP would not be what it is today –or even exist, for that matter– if it wasn’t for our wonderful community: our member RPPs, who are in turn made up of various different organizations, who are in turn made up of people – some of the most passionate and wise people there are in the education space! In this document, we seek to showcase the work of this very special community: The work we have undertaken together, in gatherings, workshops, and publications, and the work each individual partnership has engaged in throughout 2022. Here, we are specifically highlighting stories of impact our partnerships chose to share for this year, getting at the question: *What has changed as a result of the RPP this year (2022)?*

To that end, we begin with an overview of NNERPP and our history, continue with highlights from the NNERPP community in action this year and fun facts about the

NNERPP community, and then dive into each partnership’s story of impact for 2022, showcasing the many ways in which RPPs can catalyze change.

We hope you enjoy learning more about the NNERPP community in this yearbook! If you have comments or questions about the NNERPP Yearbook, please don’t hesitate to [reach out to us](#).

Finally, we would like to share a note of gratitude for our family of funders, whose continuing financial support and thought partnership makes NNERPP possible: The Bill and Melinda Gates Foundation, William T. Grant Foundation, The Annie E. Casey Foundation, and The Wallace Foundation. We are also very grateful to the Kinder Institute for Urban Research and the Houston Education Research Consortium for providing critical operational support for NNERPP.

Happy reading!

PAULA ARCE-TRIGATTI
Director | National Network of Education
Research-Practice Partnerships

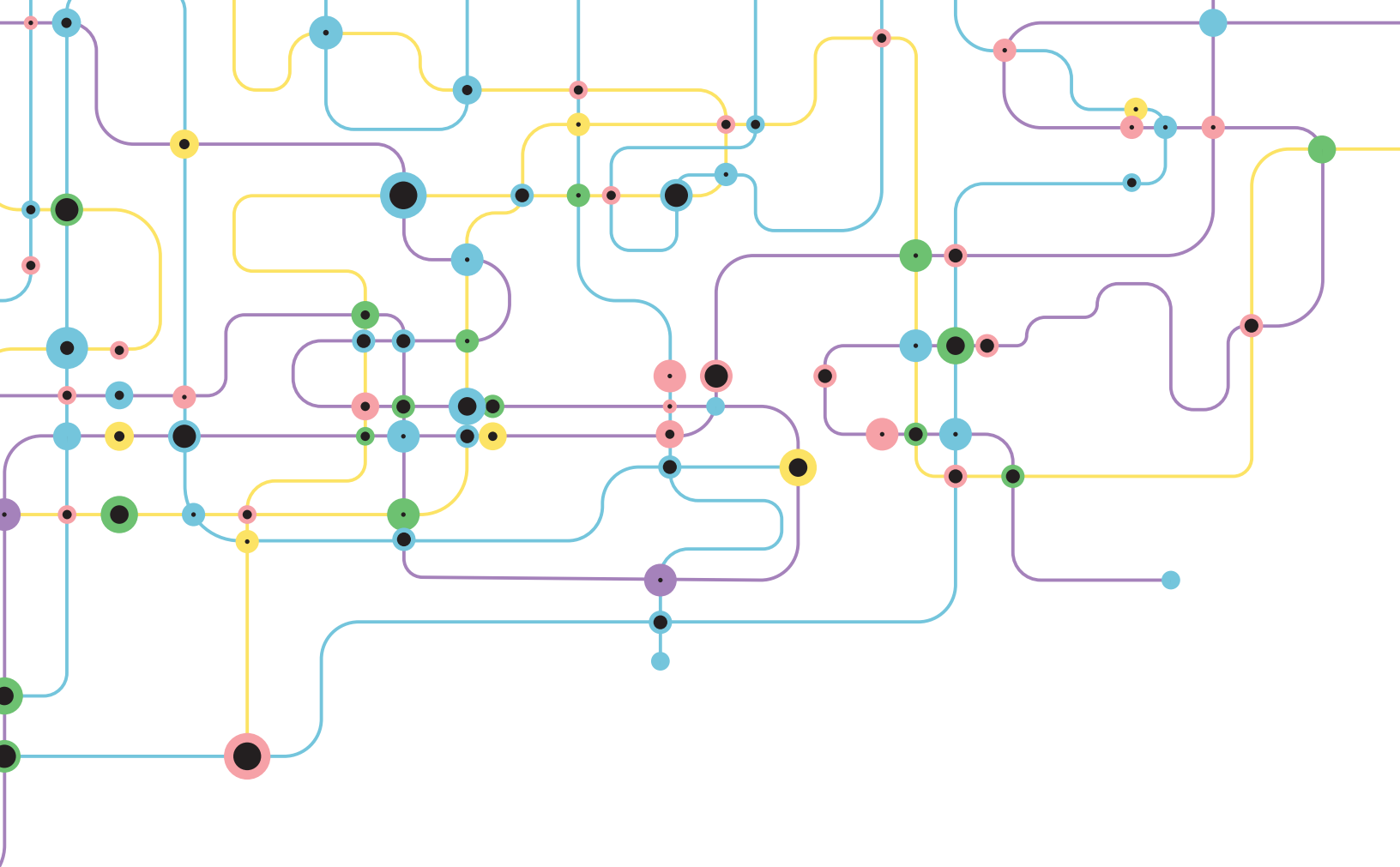


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CREDITS

We'd like to acknowledge the excellent work of Nina Spitzley, NNERPP Marketing Specialist, on this report, and give a special thanks for her indispensable contributions to the team. We'd also like to acknowledge and thank all of our members for their tremendous help in bringing together the details of their work.

Design: O'Neill Design Co.

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Have a question about this yearbook? [Reach out to us here!](#)

OUR MISSION + WORK

As NNERPP has grown and evolved over the last seven years, our mission has evolved as well. We have spent time on a draft for a new mission, which we first revealed at the NNERPP Annual Forum this year. While not final yet, we share this tentative new mission here as well.

NNERPP is a professional learning community that connects its members and the education field with resources and supports to strengthen research-practice partnerships so that they may successfully pursue their goals.

There are several keywords here that mean a lot to us and we hope resonate with our community as well. In particular:

PROFESSIONAL LEARNING COMMUNITY CONNECTIONS MEMBERS THE FIELD SUPPORTS STRENGTHEN RPPS

Be on the lookout for opportunities in the near future to help shape this mission together with us.

We conceptualize our current work across four major areas of effort, which include:

CURATE

We curate knowledge for our members and the RPP field at large

For example: Newsletter, Knowledge Clearinghouse, Year in Reviews, Twitter, NNERPP website

TEACH

We teach about RPPs by offering training and professional development opportunities.

For example: Annual Forum, workshops, monthly webinars, tool development, university course

LEAD

We provide thought leadership to the emerging field of RPPs.

For example: NNERPP Extra, partnership with the National Center for Research in Policy and Practice (NCRPP)

BROKER

We broker connections between partnerships, organizations, people, roles, and ideas in the RPP and education fields.

For example: Subnetworks, matchmaking services, joint conference sessions

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Director

OUR HISTORY

PRE-NNERPP

Numerous singular efforts by leaders from several partnerships to convene regularly in order to share best practices and learn from each other take place



OFFICIAL LAUNCH

JANUARY

NNERPP is launched with 16 founding RPP members at the Kinder Institute for Urban Research at Rice University in response to the need to create a permanent infrastructure for RPP learning and support

FIRST OFFICIAL NNERPP ANNUAL FORUM

NEW ORLEANS, LA

20 RPPs
75 participants



MONTHLY VIRTUAL BROWN BAGS LAUNCHED

Monthly one-hour virtual brown bags provide space for NNERPP members to present past and current research projects, discuss specific partnership challenges, and workshop promising solutions. Additionally, invited external speakers share relevant research

SECOND ANNUAL FORUM

NASHVILLE, TN

23 RPPs
75 participants

BI-WEEKLY NNERPP NEWSLETTERS LAUNCHED

Published every two weeks, the [NNERPP Newsletter](#) shares the research that is being produced by NNERPP members, conference presentations by NNERPP members and friends, relevant literature in the RPP and broader education field, NNERPP announcements and webinars, and new funding and job opportunities



NNERPP ANNUAL REPORTS LAUNCHED

The [NNERPP Annual Report](#) highlights the work of the network and its members for the calendar year, providing a sneak peek into the efforts of RPPs across the nation throughout the years

NNERPP KNOWLEDGE CLEARINGHOUSE LAUNCHED

This [curated collection](#) of the most relevant and up-to-date resources from across the web is for those working in RPPs, teaching about RPPs, and learning about RPPs.

THIRD ANNUAL FORUM

NASHVILLE, TN

30 RPPs
90 participants

FIRST NNERPP-BRANDED PRODUCTS PRODUCED

- 1 • A [guide](#) for state education agencies (SEAs) to assess their potential to successfully engage in a research-practice partnership
- 2 • A [guide](#) for SEA leaders about launching research-practice partnerships



FIRST NNERPP SUBNETWORKS LAUNCHED

[NNERPP Subnetworks](#) are specialized learning communities for members organized by topic or role and provide space for targeted knowledge exchange and collaborative learning

FIRST NNERPP LISTENING TOUR LAUNCHED

This virtual journey to each member's home base helps build deeper connections with each partnership in NNERPP

FOURTH ANNUAL FORUM

FOXBOROUGH, MA

40 RPPs
40 participants

FIRST ISSUE OF NNERPP EXTRA PUBLISHED

NNERPP's quarterly magazine [NNERPP Extra](#) aims to deliver key insights from the intersection of education research, policy, and practice by sharing deep and reflective articles around pressing issues in education tackled by RPPs and high-priority questions that consider how to engage in RPP work more effectively



RPP DEVELOPMENT WORKSHOPS FOR NSF HOSTED

NNERPP-hosted [RPP Development Workshops](#) support RPP teams applying for NSF's Computer Science for All (CSforAll) RPP solicitation

FIFTH ANNUAL FORUM

VIRTUAL

44 RPPs
~400 participants

RPP EFFECTIVENESS MEETING HELD

Co-hosted with the National Center for Research in Policy and Practice (NCRPP), this meeting brings together close to 30 thought leaders in the RPP field to collaboratively explore the development of measures and protocols to assess constructs related to effective partnering



NETWORK-WIDE SURVEY LAUNCHED

The NNERPP community shares input and thoughts on a number of important aspects of NNERPP as an organization and how it meets members' learning goals

SIX ANNUAL FORUM

VIRTUAL

52 RPPs
~400 participants

COURSE ON RPPS CO-TAUGHT

NNERPP helps design and run a new course on RPPs at Rice University, with NNERPP Director Paula Arce-Trigatti co-teaching with Ruth López Turley, Director of the Kinder Institute for Urban Research



AWARDS PROGRAM LAUNCHED

NNERPP's first-ever awards program, "[Student Voice 4 RPPs: Advancing the Democratization of Evidence Through Student Voice in Research-Practice Partnerships](#)," recognizes, honors, and further supports existing RPP efforts that have a strong interest in and/or currently support youth involvement in RPP work

RPP BROKERS HANDBOOK PUBLISHED

The [NNERPP-sourced RPP Brokers Handbook](#) by Laura Wentworth, Carrie Conaway, Samantha Shewchuk, and Paula Arce-Trigatti helps current and aspiring RPP brokers in learning about and honing brokering skills

SEVENTH ANNUAL FORUM

VIRTUAL

59 RPPs
Close to 500 participants

VIRTUAL BROWN BAGS REIMAGINED

The monthly NNERPP Virtual Brown Bags turn into two regularly occurring series: A workshop series that takes on RPP challenges and the design of possible solutions; and the NNERPP member spotlight series, where we get to know different NNERPP members better



RPP BROKERS WORKSHOP PILOTED

In this year-long pilot training program for brokers in RPPs, participants work to improve their skills and knowledge related to brokering in an RPP and learn effective brokering practices

BUILDING THE FIELD FOR COLLABORATIVE EDUCATION RESEARCH EFFORTS LAUNCHED

NNERPP co-leads a multi-organizational effort to build formal training opportunities as a means to broaden participation in collaborative education research

COMMUNITY IN ACTION

ANNUAL FORUM

Close to 500 participants representing 59 RPPs and 82 organizations participated in this year's Annual Forum, where the theme "What Really Matters? An RPP Learning Journey for Now and the Future" invited us to come back to what really matters in our RPP work in light of what is currently happening and what we want to see happen in our classrooms, schools, institutions, communities, and beyond. Over the course of four days, in 24 live sessions, one keynote, a networking session and a number of "sparklers", we pondered together: What really matters now? What really matters for the future?

We heard from nearly 100 excellent speakers, most from the NNERPP community but also including several outside guests, who took the time to share their knowledge, perspectives, learnings, and questions. These are just some of the things we workshopped and learned about together: **Building data infrastructures for RPPs, supporting policymakers' use of evidence, co-creating measurement tools, meaningfully involving students in RPP work, exploring anti-racist frameworks for partnership work, exploring QuantCrit, sustaining RPPs beyond initial funding streams, supporting mental health in schools, RPP brokers as change agents, and exploring family, community, and practice-side engagement in research.**

NNERPP EXTRA

In addition to NNERPP staff, we were thrilled to have the following wonderful people author or contribute to NNERPP Extra articles this year: **Jasahn Larsosa** from Focus: HOPE; **Shauna**

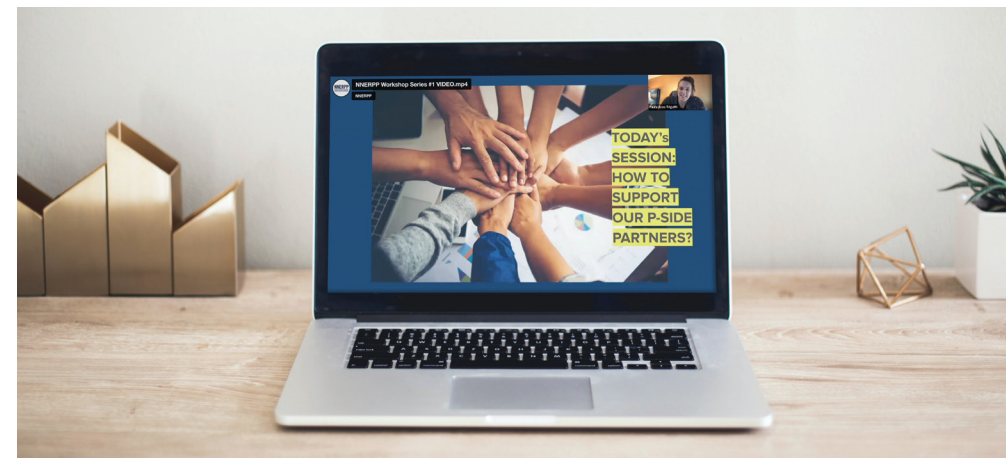
Dunn from the Houston Education Research Consortium; **Callie Womble Edwards** from the Friday Institute for Educational Innovation at North Carolina State University; **Chelsea Farley** from the Research Alliance for New York City Schools; **Jessica Holter** from the Tennessee Education Research Alliance and Nashville PEER; **Meghan McCormick** from MDRC; **Rachel Ruggirello** from the Institute for School Partnership at Washington University in St. Louis; **Stacey Sexton** from RPPforCS; **Sara Slaughter** from ERA New Orleans; **Laura Wentworth** from California Education Partners; **Hilda Borko** from the Stanford-San Francisco Unified School District Partnership; **Sarah Lenhoff** from the Detroit Partnership for Education Equity & Research; **David Naff** from the Metropolitan Educational Research Consortium; **Emily Ozer** from the University of California, Berkeley; **Nicole Patton Terry** from The Village at FCRR; **Maggie Reeves** from the Georgia Policy Labs; **Erica Van Steenis** from the Orange County Educational Advancement Network; **Isela Peña, Rodolfo Rincones,** and **Holly Fields** from the Paso Del Norte Partnership for Education Research; **Beth Vaade and Bri Monahan** from the Madison Education Partnership; and **David Hersh** from Proving Ground.

Together, we examined the following topics: Facilitating racial justice and healing through RPPs; project management in RPPs; how RPPs distinguish among communication, dissemination, and engagement; how early career academic scholars wishing to engage in RPP work can navigate the tension between the two goals of supporting early stage RPP work and also pursuing tenure; how to address barriers to improvement work; how RPPs can design partnership learning opportunities; how districts perceive improvement supports; and brokers in RPPs and how the RPP Brokers Handbook can help foreground this role.

Additionally, we heard about research on: The overrepresentation of African American students in special education services and suspensions in San Francisco, and how to center African American youth as knowledge generators to address stress issues; supporting parental involvement in at-home informal STEM learning in Houston; kindergarten outreach, application, and enrollment in New York City; teacher retention and teacher evaluation in Richmond, VA., as well as the states of Michigan, Tennessee, and Wisconsin; and supporting mental health and wellbeing in schools in El Paso, TX, and Richmond, VA.

MONTHLY WEBINARS

In our Virtual Brown Bags this year, we heard from the **Carolina Youth Coalition Research-Practice Partnership** about small RPP capacity building and sustainability and examined how to best support matchmaking between Rs and Ps to engage in collaborative education research in a brown bag co-hosted by **WestEd** and **NNERPP**. In our newly introduced NNERPP Member Spotlights, participants got to know the **Orange County Educational Advancement Network (OCEAN)** better as they learned about OCEAN's themes and lessons learned from creating a university RPP



initiative, and had a chance to meet the **Institute for School Partnership** and hear about its structure and funding and the associated benefits and challenges. In the likewise newly introduced NNERPP Workshop Series, we examined how to support P-side partners in the current time of crisis; workshopped a new equity framework for RPPs led by the **Metropolitan Educational Research Consortium**; reimaged equitable RPPs by taking an institutional logics and social justice approach, led by co-authors **Kemi Oyewole, Sumit Karn, Jen Classen,** and **Maxwell Yurkofsky**; continued our examination of the "Why am I always being researched?" guidebook; examined the research approval process in RPPs, facilitated by the **Tennessee Education Research Alliance**; and dove into the development of logic models for program implementation and improvement, led by **REL Northeast & Islands.**

BROKERS WORKSHOP

Nine early-career brokers from the NNERPP community participated in a year-long pilot training program for brokers in RPPs, coached by **Paula Arce-Trigatti, Carrie Conaway, David Stevens,** and **Laura Wentworth**. Participants met with their designated RPP broker coach three times for personalized learning sessions, attended two 2-day workshops (one in-person, one virtual), and reviewed and worked on materials examining their RPP brokering and the functioning of the RPP itself, with the goal of experiencing a transformational improvement in their ability to broker in their RPP setting.

CONFERENCES

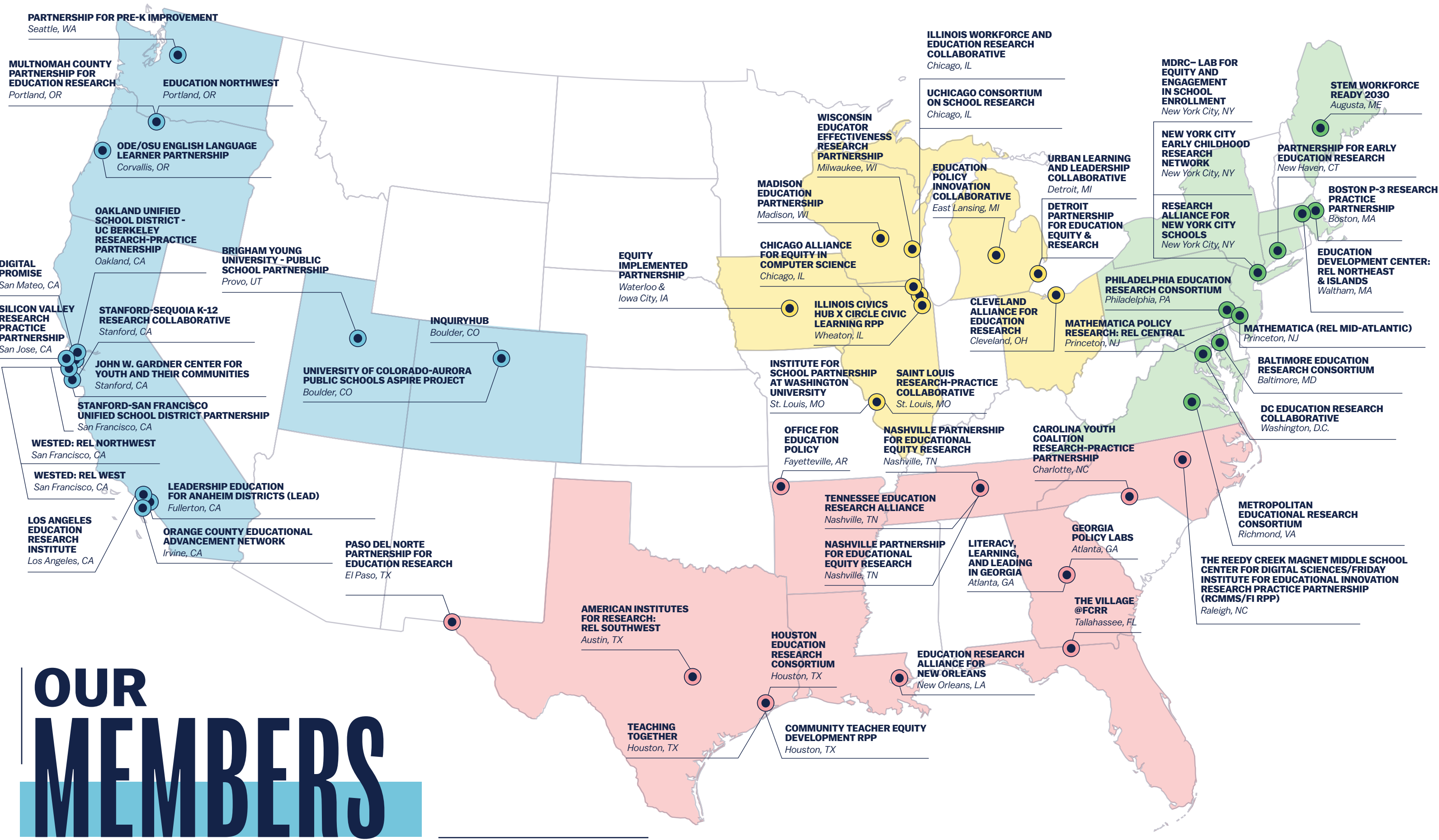
Members and friends of NNERPP presented and met at various conferences this year, including at NNERPP-organized sessions at the **Society for Research on Educational Effectiveness (SREE)** 2022 conference. NNERPP members also presented at the **Association for Education Finance and Policy (AEFP)** conference, the **Association for Public Policy Analysis & Management (APPAM)** conference, the **National College Attainment Network** conference, **National Science Teaching Association (NSTA)**'s **National Conference on Science Education**, the **American Educational Research Association (AERA)**'s Annual Meeting, the **National Organization of Research Development Professionals (NORDP)**'s **Annual Research Development Conference**, the **Carnegie Summit**, and the **National Conference on Student Assessment**, to name a few.



COLLABORATIVE EDUCATION RESEARCH WORKSHOP

In response to a current lack of programs and pathways to support collaborative education research, NNERPP is taking part in a multi-organizational effort launched this year to build formal training opportunities as a means to broaden participation in this type of research. Following three virtual meetings open to anyone and co-hosted by **CU Boulder School of Education** and **Stanford University Graduate School of Education**, NNERPP hosted an in-person workshop in October open to anyone interested in coming together in person to start designing some potential ways forward. A wonderful group of over 20 participants, both from within the NNERPP community and beyond, gathered together in-person, while a parallel virtual version of the meeting also took place.



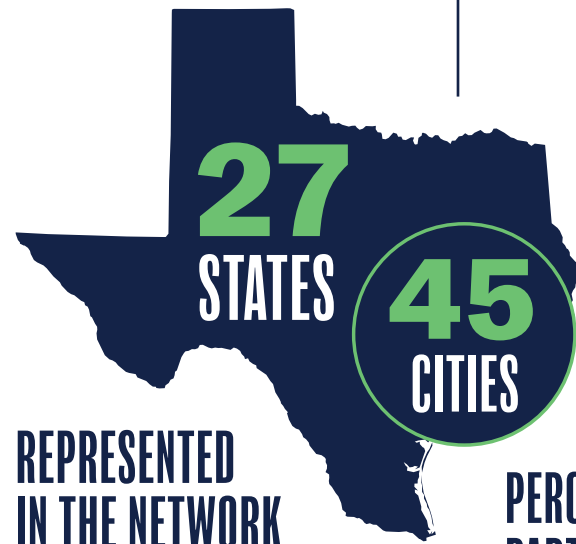


OUR MEMBERS

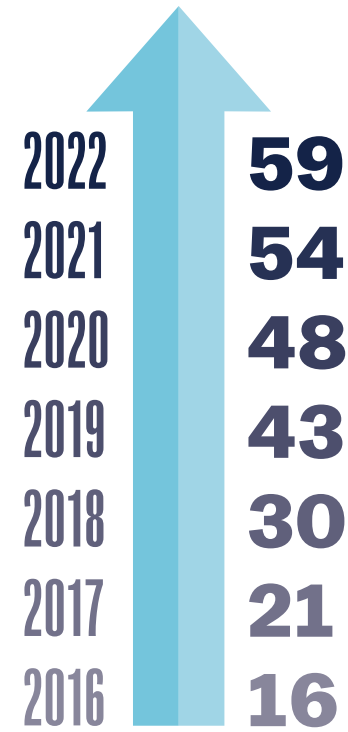
COMMUNITY AT A GLANCE



NEW MEMBERS THIS YEAR

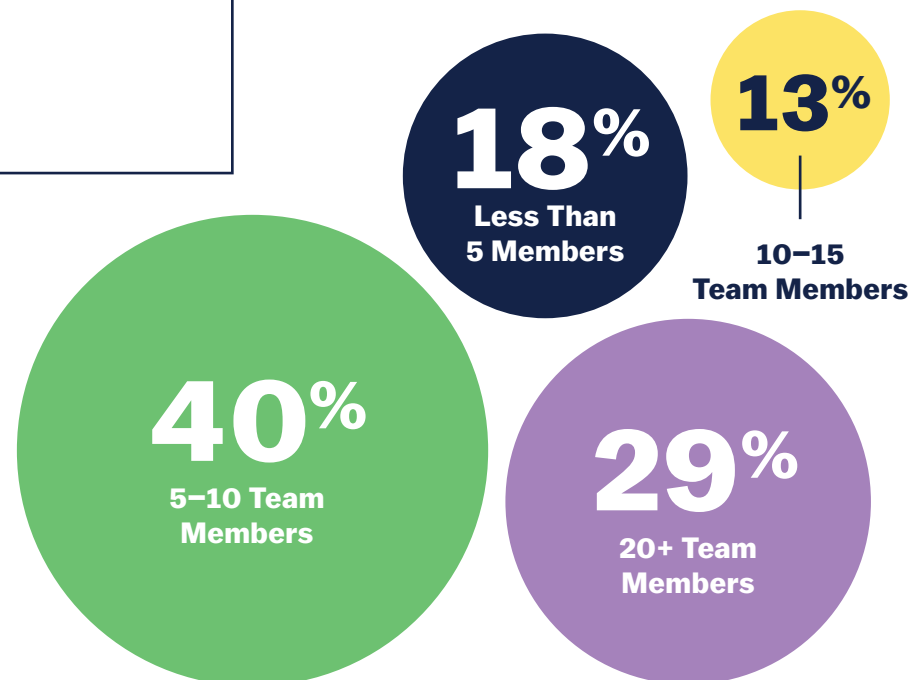


REPRESENTED IN THE NETWORK TODAY



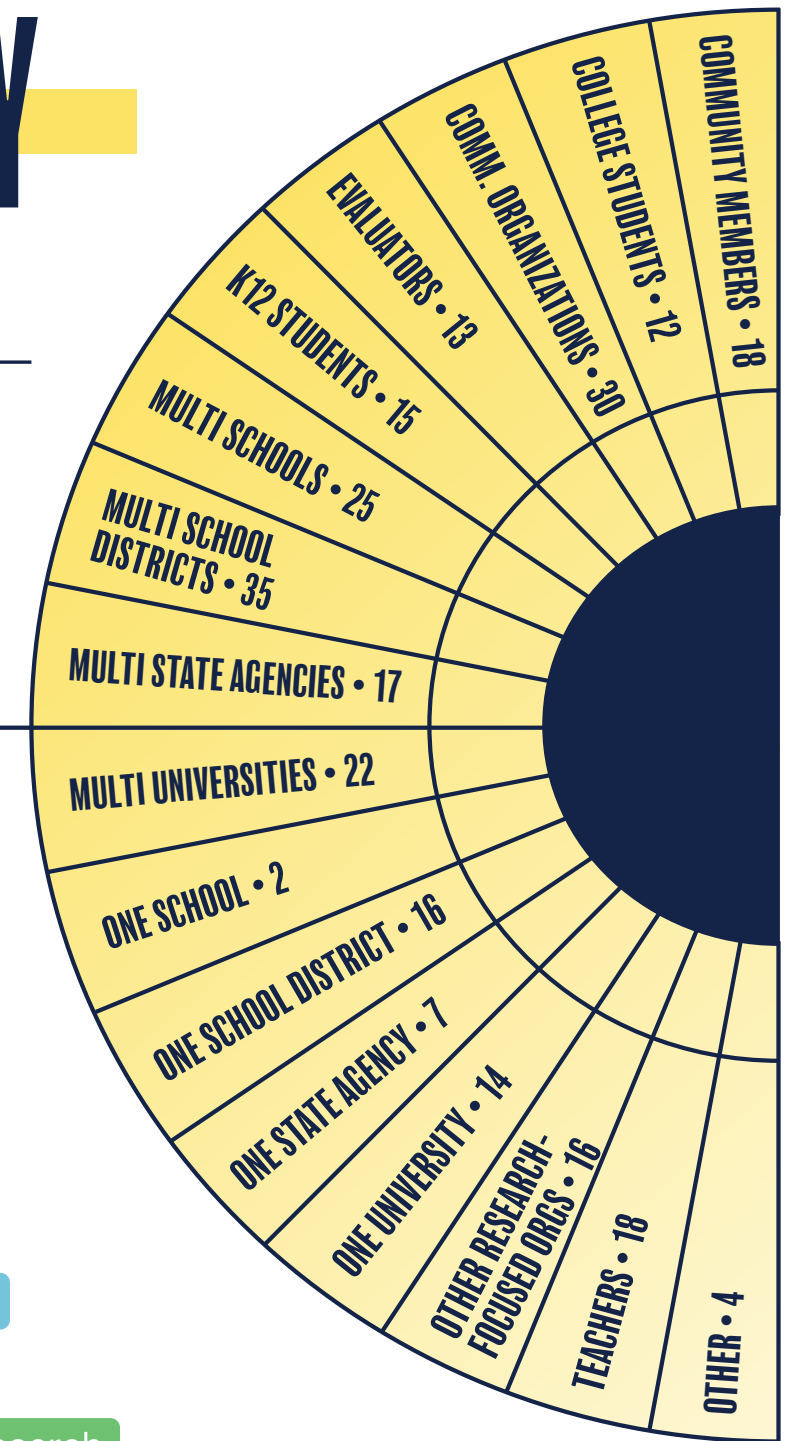
MEMBERS OVER THE YEARS

PERCENTAGES OF CORE PARTNERSHIP TEAM SIZES



COMMUNITY AT A GLANCE

NUMBER OF RPPS IN OUR COMMUNITY THAT PARTNER WITH THESE GROUPS & ORGANIZATIONS

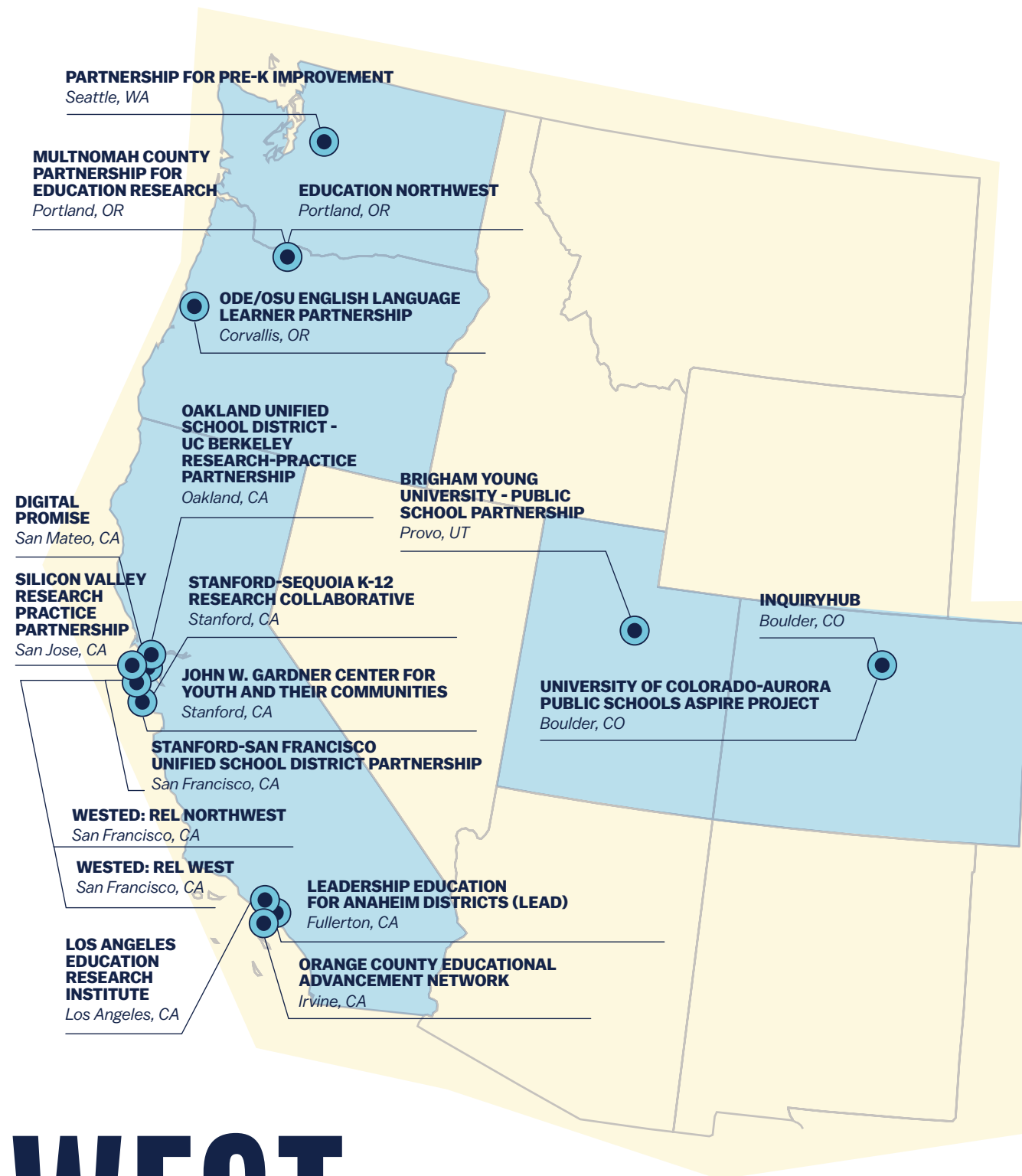


NUMBERS OF RPPS IN THE COMMUNITY THAT HAVE EXPERTISE IN THESE AREAS



BRIGHAM YOUNG UNIVERSITY - PUBLIC SCHOOL PARTNERSHIP

PROVO, UT



WEST REGION

FOUNDED

1984

JOINED NNERPP

2020

MISSION

Working to improve school personnel preparation and professional development.

PARTNERS

- [Brigham Young University David O. McKay School of Education](#)
Brigham Young University arts and sciences colleges and departments that participate in preparing secondary teachers
- [Alpine School District](#)
- [Jordan School District](#)
- [Nebo School District](#)
- [Provo City School District](#)
- [Wasatch County School District](#)



education.byu.edu/deans/psp.html

It has been a great year for Research-Practice Partnerships (RPP) projects in the BYU-Public School Partnership (BYU-PSP). In 2021, the McKay School of Education provided grant funding for RPPs and four projects were funded. In 2022, three new projects were funded. The new projects include Promoting High-Quality Supervision and Career Satisfaction Through the School Psychology Supervisor Leadership Program that involves all five partnership school districts; another, Integrating Students' Instructional and Behavioral Needs During Literacy Instruction, in Provo City School District, and one in Alpine School District, Incorporating Principles of Research into Practice in a Middle School Reading Engagement Course. The BYU-PSP includes all the arts and sciences colleges at the university who prepare educators. The project focusing on reading engagement was awarded to faculty in English Education and there is interest from other colleges to apply for funding in 2023.

There was great synergy at our first RPP Summit in the fall of 2021 so we decided to do a Spring Showcase to allow teams to report on progress and network. This was well supported by both school district and university leaders. The three teams working on proposals for funding attended and all were funded.

We recently held another successful RPP Summit with objectives to: 1) learn ways to create and maintain strong research-practice partnerships, 2) showcase current projects in the BYU-PSP, 3) inspire ideas for potential projects, and 4) build positive,



trusting relationships with others in the Partnership. Over 96% of the 40 participants surveyed – including superintendents – agreed that objectives were met and many listed significant positive impact on their work and collaborations.

One of the best outcomes of the Summit was when the principal investigator for the reading engagement RPP was approached by district-level people from multiple districts asking about meeting to collaborate around issues surrounding literacy in secondary schools. The hope was to meet to discuss a possible path forward in designing a partnership-wide approach to secondary literacy. The possibility of a secondary literacy endorsement for teachers approved by the state and offered through the Partnership's Center for the Improvement of Teacher Education and Schooling (CITES), in addition to the other endorsements offered was discussed. As noted by one participant, "The desire to improve student outcomes remains at the forefront of all RPP initiatives. It's inspiring to be part of a collective group of professionals trying to achieve this." RPPs have a bright future within the BYU-PSP.

KEY AREAS OF WORK

- Arts Integration
- Curriculum and instruction
- Postsecondary
- Poverty, equity, or achievement gaps
- School leadership or governance
- STEM
- Teacher pipeline

DIGITAL PROMISE

WASHINGTON DC AND REDWOOD CITY, CA

FOUNDED

2012

JOINED NNERPP

2019

MISSION

Digital Promise shapes the future of learning and advances equitable education systems by bringing together solutions across research, practice, and technology.

PARTNERS

Digital Promise is a global nonprofit working to expand opportunity for every learner. We work with educators, researchers, technology leaders, and communities to design, investigate, and scale innovations that support learners, especially those who've been historically and systematically excluded.

 digitalpromise.org

 [@DigitalPromise](https://twitter.com/DigitalPromise)

 [linkedin.com/company/digital-promise/](https://www.linkedin.com/company/digital-promise/)

 [youtube.com/digitalpromise](https://www.youtube.com/digitalpromise)

Digital Promise has engaged with seven RPPs in 2022 to address pressing problems of practice through equity-centered co-design with district leaders, educators, students, parents, and community members. Our projects have advanced or developed solutions by: helping broad-access higher education institutions redesign gateway courses and leverage digital learning systems to improve outcomes for students who are low-income, Black, Indigenous, or other People of Color; applying and studying a “kinship-based” approach to Computer Sciences/Computational Thinking (CT) by situating introductory computing initiatives in the maker-oriented, problem-solving Appalachian heritage; partnering with eight schools districts from eight different states (from geographies as varied as Alaska to Mississippi) to develop and refine K-12 computing pathways that attract and retain a broader and more diverse range of children in computer science; bringing together public preschool teachers, families from historically excluded communities, media and curriculum designers, and early childhood researchers to co-design a preschool STEM program that connects home and school learning and builds on children's and families' funds of knowledge; and

investigating which computational thinking (CT) skills and practices resonate with young children's interests and abilities, and could be promoted to support learning broadly.

Moving into 2023, four RPPs that we want to highlight are the following:

Equity and Digital Learning Research-Practice Partnership

As part of the Every Learner Everywhere Network, funded by the Bill & Melinda Gates Foundation, Digital Promise is helping broad-access higher education institutions redesign gateway courses and leverage digital learning systems to improve outcomes for students who are low-income, Black, Indigenous, or other People of Color.

Drawing on Kinship: Rurally Sustaining CT Pathways

This National Science Foundation-funded research-practice partnership is applying and studying a “kinship-based” approach to Computer Sciences/Computational Thinking (CT) by situating introductory computing initiatives in the maker-oriented, problem-solving Appalachian heritage. We're also collaborating with teachers in two Eastern Kentucky districts to create, implement, and refine CT lessons for their classrooms.

Districts Helping Districts: Scaling Inclusive CT Pathways

Districts Helping Districts is a National Science Foundation-funded research-practice partnership project in which Digital Promise will partner with eight schools districts from eight different states (from geographies as varied as Alaska to Mississippi) to develop and refine K-12 computing pathways that attract and retain a broader and more diverse range of children in computer science.

Integrating Science with Mathematics and Engineering: Linking Home and School Learning for All Young Learners

This National Science Foundation-funded early learning project brings together public preschool teachers, families from historically excluded communities, media and curriculum designers, and early childhood researchers to co-design a preschool STEM program that connects home and school learning and builds on children's and families' funds of knowledge.

KEY AREAS OF WORK

- Computer Science
- Early childhood
- Postsecondary
- Poverty, equity, or achievement gaps
- STEM
- Student mobility

EDUCATION NORTHWEST

PORTLAND, OR

FOUNDED

1966

JOINED NNERPP

2016

MISSION

Using evidence to help partners solve educational challenges and improve learning.

PARTNERS

States, School Districts, University Systems, Community Organizations, Philanthropy

 educationnorthwest.org

 [@educationnw](https://twitter.com/educationnw)

 [linkedin.com/company/education-northwest/](https://www.linkedin.com/company/education-northwest/)

Education Northwest is engaged in a new research-practice partnership: *What Keeps Noyce Scholars Going? Understanding Noyce Scholar Career Trajectories (UNSCT)* is a Noyce Track 4 RPP between Pacific University, University of Oregon, University of Portland, and Education Northwest. UNSCT will study the effectiveness and retention of 100 Oregon Noyce scholar alumni entering STEM teaching between 2011 and 2022. UNSCT will build on recent NSF Noyce-funded research efforts to carry out a 5-year narrative inquiry research project to broaden and deepen our understanding of the complex factors influencing Noyce Scholar effectiveness and retention in high needs schools. Methods include a survey of approximately 100 Noyce scholar alumni, in-depth interviews with approximately 40 of these scholars, and engagement of a smaller subset of scholars in year-long narrative inquiry groups. By centering its work on the voices, experiences, and stories of effective Noyce scholars teaching in the field, UNSCT will provide authentic, richly layered, culturally responsive insight into “What Keeps Noyce Scholars Going” as teachers in high-needs schools.

KEY AREAS OF WORK

- English Learners and/or Dual Language Learners
- Program evaluation
- School climate and/or culture
- STEM
- Teacher pipeline



INQUIRYHUB

BOULDER, CO

FOUNDED
2007


JOINED NNERPP
2020

MISSION

Design, test, and implement tools and strategies for supporting teachers in developing ambitious and responsive instruction that can help all students achieve at high levels in mathematics and science.

PARTNERS

- [Denver Public Schools](#)
- [University of Colorado Boulder](#)
- [Northwestern University](#)
- [Project VOYCE](#)

 colorado.edu/program/inquiryhub/

 [@inquiry_hub](https://twitter.com/inquiry_hub)

KEY AREAS OF WORK

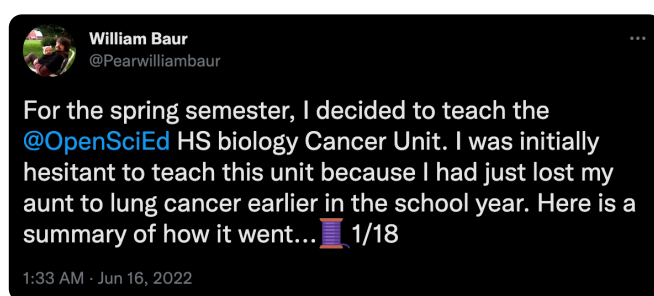
- Anti-racism
- Curriculum and instruction
- Poverty, equity, or achievement gaps
- STEM



A major initiative of our RPP at present is focused on the redesign and testing of open access materials co-designed by teachers and researchers in science. CU Boulder is the lead institution in the [OpenSciEd High School Developers Consortium](#), which is developing courses in biology, chemistry, and physics aligned to the Next Generation Science Standards. As part of this effort, we are building from prior work of the RPP to develop full courses in biology, chemistry, and physics, with Earth science integrated as part of each course. Denver Public Schools is an important partner in the effort, serving not only as a pilot district but also contributing co-designers to the revision of units in biology and chemistry and creation of new units in physics. NNERPP Steering Committee

member Douglas Watkins is leading the development of units on natural selection and evolution. Joining the CU-DPS partnership for this effort are Northwestern University, BSCS Science Learning, and the Charles Dana Center of the University of Texas Austin.

The OpenSciEd effort is an example of how the processes and products of a local partnership can spread across the country. OpenSciEd materials are being field tested in 10 states with close to 20,000 students. The partnership's own [approach to co-design](#) has informed the design and revision of units, drawing



on input from teams of teachers and science education researchers. In addition, measures used to study the implementation of RPP-designed materials have been adapted for use within 300 classrooms that are part of the field test data collection. Units from the courses will be publicly available starting in February 2023, and all three courses will be complete and freely available in mid-2024.

LEADERSHIP EDUCATION FOR ANAHEIM DISTRICTS (LEAD)

FULLERTON, CA

FOUNDED
2018

JOINED NNERPP
2018

MISSION

Building an institutionalized succession of leaders in Anaheim Districts with the skills to transform educational systems for all students and, in particular, ensure the success of multilingual learner students.

PARTNERS

- [Anaheim Union High School District](#)
- [Anaheim Elementary School District \(2021-Present\)](#)
- [California State University Fullerton](#)
- [California Collaborative for Educational Excellence](#) (Founding partner, 2018-2019)
- Stuart Foundation



Our partnership with Anaheim Elementary School District (AESD) has been successful in engaging leadership preparation candidates in interrogations of school-based policies and practices to improve teaching and learning. In one instance, candidates conducted investigations of shared problems of practice where there was a disproportionate impact on multilingual students. In May 2022, candidates presented their work to senior administrators and board members, who served as critical friends in this process.

In these presentations, candidates showcased their use of improvement science methodology to conduct system investigations, pilot change strategies, and improve learning for multilingual students. The presentations were well received and used to shift instruction and assessment practices district-wide. In December 2022, candidates will once again share their work only this time they will highlight their work in conducting individual critical policy analysis with administrators, district leaders, and board members.

Meanwhile, our partnership with Anaheim Union High School District (AUHSD) was recognized at the state level. LEAD Director Jennifer Goldstein was awarded Professor of Education of the Year for 2022 by the Association of California School Administrators, in large part for her work spearheading and implementing Leadership Education for Anaheim Districts (LEAD). The AUHSD team also presented at the AERA conference in April, where we were the only paper in a session devoted to district partnerships to have actual district representation (both AUHSD Superintendent Michael Matsuda and Chief Academic Officer Manuel Colón co-presented with Jennifer). In addition, Maritza Lozano—who heads up the AESD cohort—co-presented with AUHSD graduate Claudia Ruiz on growing Latina leaders.

KEY AREAS OF WORK

- Anti-racism
- English Learners and/or Dual Language Learners
- Leadership preparation and development
- Poverty, equity, or achievement gaps
- School leadership or governance



LOS ANGELES EDUCATION RESEARCH INSTITUTE

LOS ANGELES, CA

FOUNDED

2011

JOINED NNERPP

2016

MISSION

LAERI's mission is to improve Los Angeles students' educational experiences and success by bringing researchers and practitioners together to collaborate on important educational challenges.

PARTNERS

- [Los Angeles Unified School District](#)

laeri.luskin.ucla.edu/

[@LAEdResearch](https://twitter.com/LAEdResearch)

KEY AREAS OF WORK

- Curriculum and instruction
- Postsecondary
- Poverty, equity, or achievement gaps
- Program evaluation
- School climate and/or culture



Over the last several years, the Los Angeles Education Research Institute (LAERI) has collaborated with L.A. Unified on several projects related to middle school students' math skills and course-taking. This suite of projects includes work on disparities in students' math skills at the end of elementary school, access to advanced math courses in middle school, and the impact of taking an accelerated middle school math course on students' middle and high school outcomes and college enrollment.

Collectively, these projects have helped the district develop a deeper understanding of secondary math course-taking and have led to several changes in district policies and practices:

"LAERI's middle school math research has caused us to re-evaluate some of our math placement policies. We have revised our high school placement policy for consistency for students who complete Algebra I in middle school or ninth grade. LAERI's analyses highlighted that rising seventh graders who attended an elementary school in sixth grade were less likely to take accelerated seventh-grade math than peers with the same skills that attended a middle school. This was due, in part, to differences in the math placement policy for students who attended elementary versus middle schools in sixth grade. Thus, we are revising our placement policy so that all students follow the same eligibility requirements. Our collaboration with LAERI has provided a re-emphasis of family awareness for middle and high school pathways." – L.A. Unified District Leader

In the coming year, LAERI plans to continue collaborating with district leaders to better understand math course-taking as well as college readiness in the early grades, college access and success, and the impact of different instructional practices and curricula.



MULTNOMAH COUNTY PARTNERSHIP FOR EDUCATION RESEARCH

PORTLAND, OR

KEY AREAS OF WORK

- Curriculum and instruction
- District-Driven Research Topics
- Program evaluation

FOUNDED

2013

JOINED NNERPP

2016

MISSION

Using results-driven data to increase learning and equity.

sites.up.edu/edresearch

PARTNERS

- [Centennial School District](#)
- [David Douglas School District](#)
- [Gresham-Barlow School District](#)
- [Northwest Evaluation Association](#)
- [Parkrose School District](#)
- [Portland Public Schools](#)
- [Reynolds School District](#)
- [School of Education at the University of Portland](#)



In 2022, we undertook our first long-term, systematic investigation of the impacts of the Multnomah County Partnership for Education Research on one of our key stakeholders - practitioner-scholars. Each summer, cohorts of students pursuing an EdD in educational leadership support the six local Multnomah County school districts in conducting district-driven research as part of one of their courses. This specific partnership-devoted course provides hands-on, authentic learning experiences in which students answer school districts' research questions while applying the research skills learned in prior academic courses. To investigate whether there were sustained effects from participating in our RPP, this year we undertook a case study of 67 practitioner-scholars from eight different previous doctoral cohorts. The participants were fairly evenly balanced across the cohorts, with 30% (n = 20) participating in the RPP five to seven years prior to the study; 37% participating in the RPP two to four years prior; and 31% participating in the RPP one or two years prior. At the time of completing their district research projects, the majority of these practitioner-scholars were highly experienced education professionals (i.e., the mean was 17 years of experience in education). They held teaching or administrator positions of varying levels (i.e.,

elementary, middle or high school, or university), and varying positions: (a) classroom teacher, (b) instructional coach, (c) counselor, (d) assistant principal, (e) principal, (f) deputy superintendent, or (g) directors of offices in higher education or the central office). Some of the doctoral participants worked in districts involved in the RPP. The findings of this investigation largely validated the importance of involving doctoral students systematically and explicitly within RPPs. Results showed positive impacts of participating in the RPP in terms of building capacity, serving the local community, and enhancing researcher identity. Of these leaders, 98% described using research in their current professional role to address problems of practice, while 95% described engaging in collaborative inquiry in their current professional role. One practitioner-scholar summed it up well, stating: "This was as much of a "boots on the ground" experience as a classroom research project could get!" We are currently working on an article documenting these findings and encourage other RPPs to achieve sustained effects by strategically building the capacity of educational leaders through the work of the RPP in their own contexts, in line with Henrick et al.'s (2016) framework of RPP effectiveness (i.e., there is capacity building of participating members).

OAKLAND UNIFIED SCHOOL DISTRICT- UC BERKELEY RESEARCH-PRACTICE PARTNERSHIP

OAKLAND, CA



FOUNDED

2018

JOINED NNERPP

2019

MISSION

OUSD and UC Berkeley will cultivate a collaborative and reciprocal relationship seeking to learn together and to generate, transform, and use knowledge together, so that equity of opportunity and learning will exist among and for OUSD students, teachers and leaders.

PARTNERS

- [Oakland Unified School District](#)
- [University of California Berkeley](#) under the leadership of the [Berkeley School of Education](#)

KEY AREAS OF WORK

- Early childhood
- Non-cognitive or behavioral outcomes
- School choice
- Teacher pipeline

Teacher recruitment and retention is one of the priorities of the partnership. This year, three teams working on topics related to this area shared the process and the findings of their collaboration. The first one explored educators' well-being after returning to in-person instruction for the school year. The study surveyed teachers from other districts as well as OUSD to contextualize the findings. The second collaboration followed pairs of new teachers and their induction mentors throughout the year to trace how the new teachers make sense of equity as they proceed through their first year. The researcher observed and interviewed the teachers and mentors, leading to more than 300 hours of data. The third team was curious about the experiences of educators without credentials on their way to receiving them. Supporting this pipeline is an important mechanism for recruiting new teachers into the district. The team recruited 13 teachers to interview and learn about their experiences.

The teacher social-emotional well-being project team presented at a large public webinar---the first of its kind for the partnership--in May. The collaborators shared not only the findings about how educators' strong SEL competencies help them endure stressors but also the years-long process through which they fostered their relationship. The audience was captivated by the stories---they

were excited about the partnership and many sought to engage further with it. The other two collaborations made sense of the findings in smaller settings. For both the induction mentoring and the uncredentialed teachers projects, the researchers shared themes and noticings emerging from their rich and extensive qualitative data. For the district-side partners, the findings both corroborated what they previously suspected and brought up novel issues hitherto unexplored. For example, in the uncredentialed teachers project, the interviews revealed that some highly educated immigrants entered the teaching profession through this channel because they could not make use of the professional degrees/licenses from their home countries in the U.S.

These projects contributed to the immediate learning of the participants in the sessions. In the medium-term, OUSD teams will incorporate the lessons into the planning process for reinforcing support for teacher well-being, for clarifying the pathway for uncredentialed teachers, and for strengthening the equity-oriented induction mentoring. Most importantly, the partnership is working on building the infrastructures to combine the knowledge and the experience across projects into larger and more systemic insights and implications.

ODE/OSU ENGLISH LANGUAGE LEARNER PARTNERSHIP

CORVALLIS, OR

FOUNDED

2014

JOINED NNERPP

2018

MISSION

Using research to improve education for English Language Learners in Oregon.

PARTNERS

- [Oregon Department of Education](#)
- [Oregon State University](#)

 blogs.oregonstate.edu/odeosuellpartnership

ODE/OSU partnership has historically put an emphasis on building relationships. This includes looking for ways for meaningful participation and input of a broad range of collaborators and stakeholders. We put our approach to test this year, as we embarked on the creation of the Multilingual/English Learner Resource Bank (ML/EL Resource Bank). The resource bank will be a comprehensive, curated online repository in the form of research-practice briefs that will include resources for ML/EL programs and services. The research-practice briefs will be created by researchers on a selected list of topics and subtopics, using a template brief we developed to serve as a guide and a blueprint.

We created multiple engagement opportunities for stakeholders and thought partners to participate in the



KEY AREAS OF WORK

- Curriculum and instruction
- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps



process of resource bank development. Our stakeholders included teachers, staff, administrators, researchers, community advisory group members, as well as our colleagues from the agency. The engagement included surveys, group and individual meetings, and other forms of interaction and communication, resulting in close to hundred contributions to develop a list of topics and subtopics for the resource bank, as well as to create a template brief. We are now moving to the next phase of the project, which is working with researchers to develop the research-practice briefs. Reflecting on this process, we can say that we fulfilled our goal of having a broad participation of the research and practice community, which informed the structure and content of the ML/EL Resource Bank, while ensuring meeting the needs of intended users.



ORANGE COUNTY EDUCATIONAL ADVANCEMENT NETWORK

ORANGE COUNTY, CA

FOUNDED
2018

JOINED NNERPP
2020

MISSION

Creating initiatives and partnerships with the UCI School of Education that positively impact local partners, with a focus on Orange County, CA but also across other regions.

PARTNERS

[University of California Irvine](https://www.uci.edu)

Several schools, districts, and cities across Orange County and across the United States.

 ocean.education.uci.edu/

 [@uciocean](https://twitter.com/uciocean)

Since 2018, OCEAN has helped support doctoral students and faculty to create nearly 50 partnership projects with the local community. The initiative has also provided graduate student funding for more than 30 doctoral students in this time span, and provided them training in community-engaged research methods. We have also worked with our partners and faculty to raise nearly \$14 million in external grant funding to support various community-based research projects, from diverse funders including the National Science Foundation, Institute of Education Sciences, Spencer Foundation, William T. Grant Foundation, and the Gates Foundation. As we enter future years, OCEAN is experimenting with ways to sustain infrastructural support to continue to train researchers in community engaged work, sustain relationships with partners, and continue to build capacity in our local communities while furthering education research.

KEY AREAS OF WORK

- Anti-racism
- Curriculum and instruction
- Early childhood
- School climate and/or culture
- STEM

SILICON VALLEY RESEARCH PRACTICE PARTNERSHIP

SAN JOSE, CA

KEY AREAS OF WORK

- Computer Science
- Curriculum and instruction
- Poverty, equity, or achievement gaps
- Program evaluation
- STEM

FOUNDED
2019

JOINED NNERPP
2021

MISSION

The RPP's current research focus is on computational thinking and positive identity in computer science for Latinx female students.

PARTNERS

- [Santa Clara County Office of Education](#)
- [San Jose State University](#)
- [Krause Center for Innovation](#)
- [WestEd](#)

San Jose area school districts

- [Berryessa Union School District](#)
- [Franklin McKinley School District](#)
- [Milpitas Unified School District](#)
- [Orchard School District](#)

Our RPP has had to reinvent itself each year because of teacher turnover and the pandemic. We have been able to secure another school district, and we have finally found all of the teachers we need to be successful! It's through our existing partnership with the additional district that helped us find teachers to participate in our project.

Our RPP has been focused on intentional professional development sessions grounded in Culturally Responsive Pedagogy (CRP). Explicit connections between CRP, Mathematics, and Computational Thinking (CT) skills were made through our plan to actualize project goals. This led to the creation of student assessments that will help

us gauge students' acquisition of CT skills through re-designed lessons by participating teachers.

It has been a fantastic team of educators involved in this journey.



STANFORD-SAN FRANCISCO UNIFIED SCHOOL DISTRICT PARTNERSHIP

SAN FRANCISCO, CA

FOUNDED

2009

JOINED NNERPP

2016

VISION

Stanford University and San Francisco Unified School District work together to design research that informs policies, practices, and scholarship to maximize the potential for each and every student in San Francisco and beyond.

PARTNERS

- [California Education Partners](#) (partnership manager)
- [San Francisco Unified School District](#)
- [Stanford University's Graduate School of Education](#)

caedpartners.org/rpp/stanford-sfusd-partnership/

[@StanfordSFUSD](#)

KEY AREAS OF WORK

- Curriculum and instruction
- Early childhood
- Poverty, equity, or achievement gaps
- School choice
- School leadership or governance



San Francisco Unified School District (SFUSD) formed an initiative in 2013 called the African American Achievement and Leadership Initiative (AAALI), and in 2015 an administrative team was formed to help the initiative work across the San Francisco community and school systems to achieve its goals. One of the goals of AAALI has been to recruit and retain African American educators and leaders, including Black teachers. SFUSD's AAALI leaders partnered with Stanford University Graduate School of Education doctoral candidate Jessica Stovall and her undergraduate research assistant Tara Sullivan to examine conditions in SFUSD that challenge and support Black teacher retention. The connection between AAALI and Stovall happened thanks to Stovall and SFUSD's parallel work with the Black Teacher Project and the support of the RPP Director of the Stanford-SFUSD Partnership, Laura Wentworth, who works at California Education Partners.

SFUSD's Supervisor of Research, Norma Ming, and Wentworth organized a discussion of research findings and recommendations from the study in fall 2022. In attendance were several stakeholders in the district, and the presentation stressed the importance of having affinity spaces for Black teachers to support well-being and learning and the importance of having teacher training programs that purposely supported Black teachers, like SFUSD's Pathway to Teaching Program. Since the discussion of findings, there has been a renewed effort by the AAALI team to focus on connecting educators to affinity spaces, elevating the voices and experiences of Black educators and intentionally partnering with community based partners and SFUSD's Human Rights Department to recruit and retain high quality educators. Also, Stovall has written and has publications in *Phi Delta Kappan*, a practitioner journal, and the peer reviewed journal *The Journal of Negro Education* so that the knowledge can spread to other school districts and the larger field of education research.

STANFORD-SEQUOIA K-12 RESEARCH COLLABORATIVE

STANFORD, CA

FOUNDED

2017

JOINED NNERPP

2019

MISSION

The educators, practitioners, and researchers of the Stanford-Sequoia K-12 Research Collaborative work reciprocally to conduct research that informs innovative and sustainable practices and leads to equitable educational experiences and outcomes for students, as well as increased capacity for further improvement and advancements in the member school districts and the broader educational field.

caedpartners.org/rpp/stanford-sequoia-k-12-research-collaborative/ [@StanfordSequoia](#)

PARTNERS

- [Stanford University Graduate School of Education](#)
- [Sequoia Union High School District](#)
- [Belmont Redwood Shores School District](#)
- [San Carlos School District](#)
- [Las Lomas School District](#)
- [Menlo Park City School District](#)
- [Woodside School District](#)
- [Portola Valley School District](#)
- [Redwood City School District](#)
- [Ravenswood School District](#)

During the 2022 calendar year, the Stanford-Sequoia K-12 Research Collaborative continued to support a range of research projects. Over the last five years, there have been several projects examining multilingual learner (MLL) academic trajectories. Research on this topic brought to light issues related to math placement among MLLs, which motivated one of the partner districts to make some pilot changes with regard to math placement to build more equitable and flexible course pathways.

The pilot change entails rethinking high school math placement to ensure students from all achievement levels enroll in and have access to 9th grade Algebra I coursework or above. As such, students who previously would have been placed in a remedial or additional support course for Algebra I are now enrolling directly in Algebra I, and are no longer required to have a double block of math, freeing up their schedule to meet more A-G approved courses. Through a randomization process designed to measure the impact of this pilot policy change, some students in the district were placed in the former course pathways while other students were placed directly in Algebra I.

In addition to changes in course pathways for math placement, the district is also providing support with regard to assessments, professional development, and curriculum and instruction to educators engaged in the pilot.

In a co-presentation with district partners, researchers revealed preliminary results suggesting that removing students from the remedial math pathways improved access to college-ready math trajectories and improved overall engagement. The research is a compelling proof-point for removing remedial track, especially when paired with support for teachers.

As the district continues to digest these findings, they are interested in potentially exploring further policy changes for ninth graders. They are also interested in exploring longer term student outcomes and digging into pathway changes for other course pathways, such as data science.

KEY AREAS OF WORK

- Curriculum and instruction
- Early childhood
- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps
- STEM



UNIVERSITY OF COLORADO- AURORA PUBLIC SCHOOLS ASPIRE PROJECT

BOULDER, CO

FOUNDED

2014

JOINED NNERPP

2019

MISSION

The Aspire RPP seeks to improve STEM education for all students through the development of a comprehensive approach to science assessment that also supports teacher professional learning.

PARTNERS

- [University of Colorado Boulder School of Education](https://www.colorado.edu/boulder-school-of-education)
- [Aurora Public Schools](https://www.auroraschools.org)
- [Center for Assessment, Design, Research and Evaluation \(CADRE\)](https://www.cadre.org)

colorado.edu/cadre

Our partnership in 2022 was focused on continuing to create sensemaking spaces for high school science teachers wanting to learn more about Next Generation Science Standards [NGSS]-aligned classroom assessment, as well as looking forward to 'what's next' in our partnership. Following an asynchronous learning experience in 2020-21 where science teachers connected via Flipgrid to share what was working and challenges they encountered during online and hybrid teaching, University of Colorado (CU) STEM Education researchers met with Aurora Public Schools (APS) science curriculum coordinators to identify areas to continue to support secondary science teachers in formative assessment, building on findings from a one-year study of teachers' formative assessment practices in 2018-19 focused on energy.

CU researchers designed a multiple-session professional learning experience for a small group of high school teachers that began with working from an example of a teacher drawing out and working with student ideas and experiences as part of a formative assessment activity. We supported teachers in using this example to broaden the ways they

were thinking about formative assessment of the Next Generation Science Standards. We then supported teachers in 'unpacking' performance expectations for their classes and making enactment plans where they thought in advance about the level of grouping they would use for a task, talk strategies to draw out student thinking, and norms and routines they planned to enact with the formative assessment task. These sessions –which the research team facilitated online in the evenings– ultimately led to school-based, in-person follow up professional learning at one high school at the beginning of the 2022-23 academic year. This collaboration also created opportunities for two visiting researchers –one from Turkey, and the other from the Czech Republic– to participate in co-design of professional learning as part of our RPP.

Looking ahead, we are growing our 8-year partnership into Earth and Space science with the support of a new [NSF grant](#) to Erin Furtak. The project will support co-design of learning experiences for high school science students related to space weather over the next three years.

KEY AREAS OF WORK

- Classroom Assessment
- Curriculum and instruction
- STEM

WESTED: REL NORTHWEST

SAN FRANCISCO, CA

FOUNDED

1966

JOINED NNERPP

2022

MISSION

Regional Educational Lab (REL) Northwest, funded by the Institute of Education Sciences, partners with educators and policymakers in Alaska, Idaho, Montana, Oregon, and Washington to develop evidence that can inform consequential decisions about policy, programs, and practice.

BASED IN

Alaska, Idaho, Montana, Oregon, and Washington

PARTNERS

The Regional Educational Laboratory (REL) Northwest is led by WestEd, a nonpartisan research, development, and service agency. REL Northwest partners with state and local education agencies, school boards, institutes of higher education, and student, family, and community organizations in Alaska, Idaho, Montana, Oregon, and Washington to address their high-leverage needs using knowledge of the evidence, while taking into consideration local education contexts.

ies.ed.gov/ncee/rel/region/northwest/wested.org

[@relnw](https://twitter.com/relnw)

KEY AREAS OF WORK

- Anti-racism
- Early childhood
- Non-cognitive or behavioral outcomes
- Poverty, equity, or achievement gaps
- Teacher pipeline

As of November 2022, REL Northwest launched six partnerships in five states in 2022 – with more on the way – on a variety of priorities identified by needs sensing with partners in the region. REL Northwest wants to provide research and support where it's needed the most, especially regarding equity issues that were magnified during the pandemic.

Based on continuing conversations with educators and partner organizations in the Northwest, the following priorities have emerged:

- Literacy
- Rural educator retention/recruitment
- Trauma-engaged educational practices
- Kindergarten readiness
- Racial equity
- High school graduation
- Blended learning

REL Northwest's first 2022 partnership launched in Alaska, where nearly two-thirds of students have experienced traumatic events, leading to increased

risk of poor educational, social, health, and economic outcomes. In 2021, Alaska's Department of Education and Early Development (AK DEED) created and distributed *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska* and an accompanying toolkit. REL Northwest is partnering with AK DEED to 1) assess implementation of framework recommendations, 2) use data to enhance implementation, and 3) create resources that facilitate adoption of evidence-based practices.

Another REL Northwest partnership is with The Rural Alliance, a Washington state rural education leadership collaborative supporting birth through postsecondary outcomes. Rural students in Washington have less access to advanced coursework than their urban counterparts. REL Northwest is collaborating with The Rural Alliance to provide training to approximately 40 leaders in small, rural districts as they assess the provision of effective, equitable, and contextually adapted blended (online/in-person) learning opportunities to better prepare rural students for postsecondary success.

A final partnership example is in Oregon, where REL Northwest is working with Portland Public Schools (PPS) to monitor and evaluate implementation of the district's 2022-26 High School Success Plan that aims to improve graduation and completion rates for all students. PPS is working to close the gap in graduation and completion rates between white students and students from historically underserved communities.

REL Northwest continues to identify high-leverage educational needs by meeting with potential partners to inform additional work during the next four years. REL Northwest balances opportunities to support initiatives and improvement efforts that already have momentum with opportunities to focus on overlooked and marginalized students and communities. Our goal with our partnerships is not just to spread the knowledge gained, but to create resources that make knowledge actionable by educators, administrators, and policymakers.



WESTED: REL WEST

SAN FRANCISCO, CA

FOUNDED

1966

JOINED NNERPP

2022

BASED IN

Arizona, California, Nevada,
and Utah

MISSION

The Regional Educational Laboratory (REL) West helps bridge education research and practice. REL West partners with educators and state and local leaders in Arizona, California, Nevada, and Utah to build their capacity to make evidence-informed changes that improve student outcomes. REL West is funded by the Institute for Educational Sciences, the research and evaluation arm of the U.S. Department of Education.

PARTNERS

The Regional Educational Laboratory (REL) Northwest is led by WestEd, a nonpartisan research, development, and service agency. REL Northwest partners with state and local education agencies, school boards, institutes of higher education, and student, family, and community organizations in Alaska, Idaho, Montana, Oregon, and Washington to address their high-leverage needs using knowledge of the evidence, while taking into consideration local education contexts.

 ies.ed.gov/ncee/rel/region/west

 [@REL_West](https://twitter.com/REL_West)

KEY AREAS OF WORK

- Anti-racism
- Curriculum and instruction
- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps
- Program evaluation

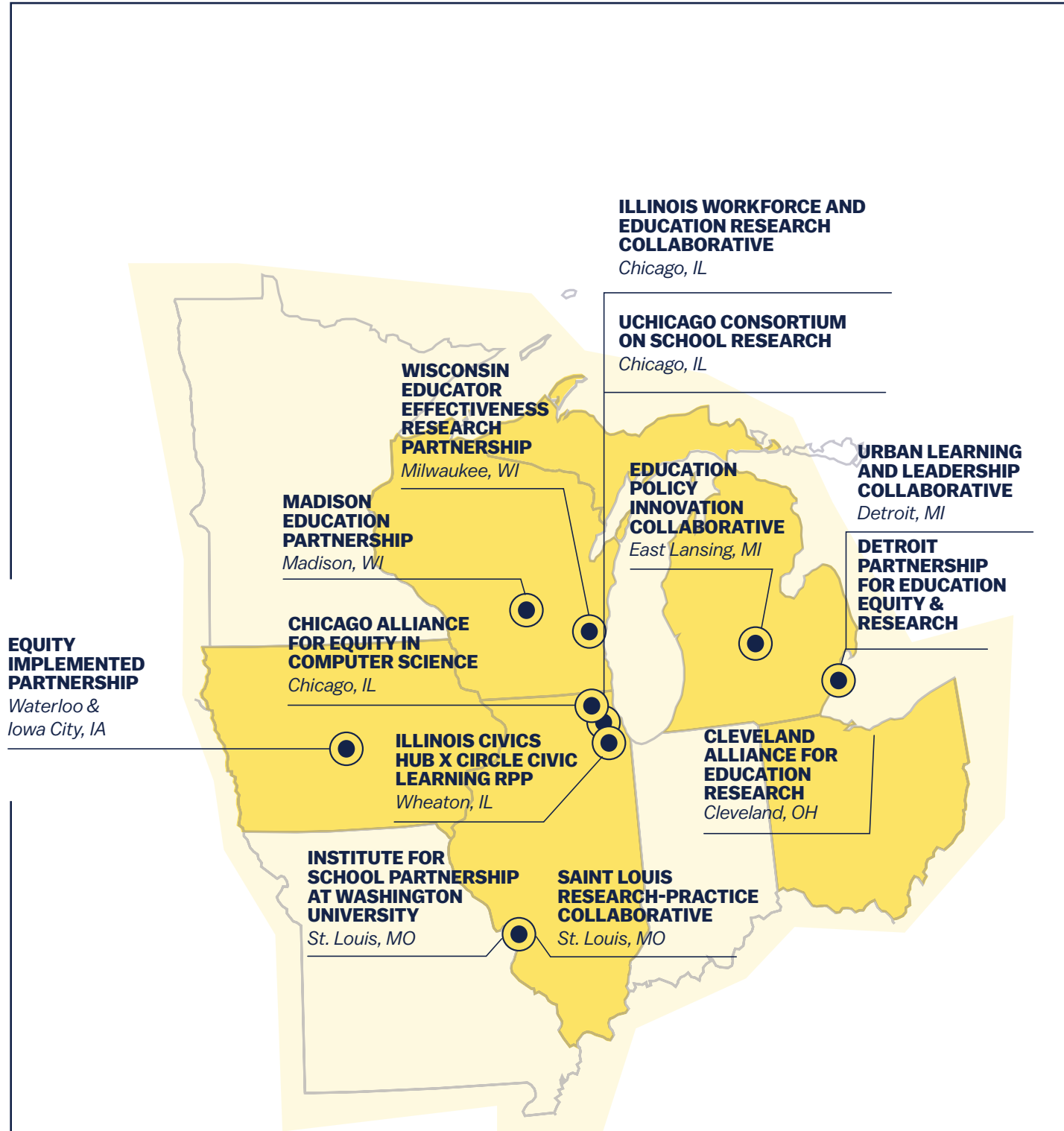
Since being awarded the REL West Contract in January 2022, staff has been focused on needs sensing with districts throughout Arizona, California, Nevada, and Utah to identify high-leverage needs. That work has led to the creation of several partnerships:

- For example, REL West is partnering with a school district in California to identify, test, and implement evidence-based strategies to reduce discipline disparities for Black students.
- In addition, REL West is partnering with a school district in Nevada to strengthen the use of evidence-based tiered interventions in a multi-tiered systems of support framework to reduce chronic absence.
- A third partnership in northern California is focused on increasing the number of adults with some college who reengage in order to return to college and complete a degree.



WEST REGION





MIDWEST REGION

CHICAGO ALLIANCE FOR EQUITY IN COMPUTER SCIENCE

CHICAGO, IL

FOUNDED

2012

JOINED NNERPP

2019

MISSION

CAFÉCS is committed to ensuring that **all** students in Chicago participate in engaging, relevant, and rigorous computing experiences by addressing problems of practice through research and development that increases opportunities for **all** students to pursue computing pathways and prepares **all** students for the future of work.

PARTNERS

- [Chicago Public Schools \(CPS\)](#)
- [The Learning Partnership](#)
- [DePaul University](#)
- [Loyola University](#)
- [University of Illinois at Chicago \(UIC\)](#)

cafecs.org

[@cs4allcps](#)
[@jointhepartners](#)

KEY AREAS OF WORK

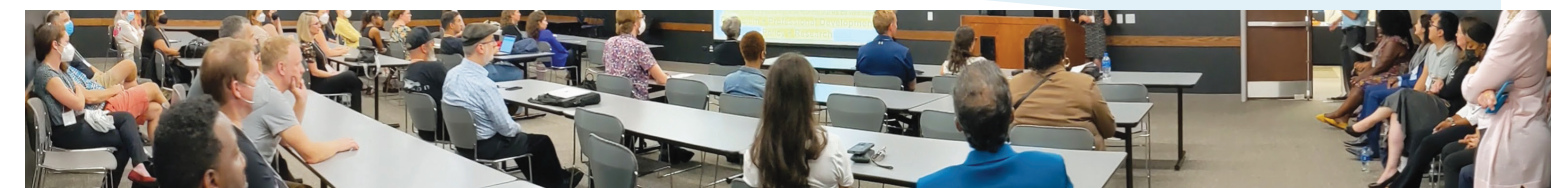
- Computer Science
- Curriculum and instruction
- English Learners and/or Dual Language Learners
- Postsecondary
- Poverty, equity, or achievement gaps



Each year, about 14,000 Chicago Public Schools (CPS) students graduate with one year of high school computer science (CS) in fulfillment of the district's CS graduation requirement. This accomplishment was the culmination of a decade of work by the Chicago Alliance for Equity in Computer Science (CAFÉCS), which includes CPS teachers and administrators, university CS faculty, and educational researchers. CAFÉCS research indicates that CPS significantly increased the capacity of schools to offer the Exploring Computer Science (ECS) introductory course, resulting in a rapid, equitable increase in students' participation in CS. Making CS mandatory did not negatively impact performance in ECS. Students after the graduation requirement were also equally likely to be inspired to take additional CS coursework, thus doubling the number of students pursuing CS pathways. A large number of these students are now attending the City Colleges of Chicago with increased interest in CS. Recently, CAFÉCS launched a collaboration with Wright College (one of the City Colleges) and Mentor Collective to support students as they transition from CPS to the city colleges. A pilot group of 17 Wright College students are receiving peer mentoring from students at UIC and DePaul.

The rapid expansion of CS in CPS has relied on teachers from disciplines other than CS. CAFÉCS research shows that teachers from other disciplines who successfully complete the ECS professional development are able to support equivalent student outcomes to teachers who are endorsed in CS. However, it is challenging for them to teach more advanced courses thus leading to inequitable access to intermediate and advanced CS courses across the district. CAFÉCS supported the design and implementation of a 2-week summer institute for 29 CPS teachers to deepen their understanding of core CS concepts and develop their capacity to engage students in a culturally relevant way. Through the Exploring Connections project, teachers have access to several tools that support teachers in adapting CS lessons to the needs and interests of their students. At the start of the year, students complete an identity survey about their interests, values, and hopes for the future. Students receive a bookmark with their responses to use as a reference for their project coursework. Teachers use the results of the survey to adapt lessons to meet the needs of their students.

Having laid a strong foundation for equitable CS in high school, CAFÉCS is now primarily focusing on strengthening the pathways from high school to college and supporting students in their journey to becoming CS professionals.



DETROIT PARTNERSHIP FOR EDUCATION EQUITY & RESEARCH

DETROIT, MI



FOUNDED

2017

JOINED NNERPP

2019

MISSION

The Detroit Partnership for Education Equity & Research is dedicated to community-centered, equity-focused research to support improvement in the Detroit education ecosystem.

PARTNERS

- [Wayne State University](#)
- [Detroit Public Schools Community District](#)
- [Every School Day Counts Detroit](#)

 [DetroitPEER.org](#)

 [@DetroitPEER](#)

KEY AREAS OF WORK

- Non-cognitive or behavioral outcomes
- Poverty, equity, or achievement gaps
- School choice
- School climate and/or culture
- Student mobility

In 2022, the former Detroit Education Research Partnership was institutionalized as a center at the Wayne State University College of Education, and we changed our name to the Detroit Partnership for Education Equity & Research (Detroit PEER). We now have sustainable internal funding and a strong foundation on which to expand our work, particularly with longitudinal and interdisciplinary projects. We also have partnered with affiliate researchers whose projects help us reach beyond the schoolhouse doors to issues that impact youth and families in housing policy, transportation policy, and community development.

One project that we're particularly proud of was a representative survey of Detroit students' parents/caregivers in January 2022. This survey, which includes both traditional public

school students and charter school students, can be linked back to student attendance and achievement measures. We are excited about the potential of these data for research that will uncover the mechanisms through which poverty shapes student attendance and enrollment, in a city in which administrative measures of student socioeconomic circumstances tend to paint almost all Detroit students with a broad brush. These survey data were used in our first report under the Detroit PEER name, where we examined [how families' experiences during the pandemic related to their opinions on COVID mitigation measures](#). We look forward to conducting many important studies using these data in the future, as we work more closely with our partners to develop research-informed, community-centered, equity-focused policy solutions for Detroit schools.



EDUCATION POLICY INNOVATION COLLABORATIVE

EAST LANSING, MI

FOUNDED

2017

JOINED NNERPP

2019

MISSION

Providing an objective, timely research base for decision-makers at the state and district levels of policy and practice in Michigan.

PARTNERS

- [Michigan State University](#)
- [University of Michigan](#)
- [Michigan Department of Education](#)
- [Center for Educational Performance and Information](#)
- Local school district leaders

 [epicedpolicy.org/](#)

 [@EPICedpolicy](#)

KEY AREAS OF WORK

- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps
- Program evaluation
- Student mobility
- Teacher pipeline

As state and district leaders in Michigan have turned to pandemic recovery, EPIC has continued to deliver rigorous, quick turnaround research with consequence to make the most informed choices possible. Our partners at the Michigan Department of Education (MDE), the Center for Educational Performance and Information (CEPI) and the University of Michigan have worked with EPIC for more than a year to compile the 2020-21 and 2021-22 benchmark assessment data districts provided under the "Return to Learn" legislation. Most recently, we released a [report](#) in our series aimed at understanding student learning and progress toward educational goals during the COVID-19 pandemic using this data.

We find that students made progress over the course of both the 2020-21 and 2021-22 school years, but did not make sufficient growth in 2021-22 to "make up" for interrupted learning that occurred earlier in the pandemic. Specifically, Michigan students were more likely to demonstrate achievement growth and more likely to make a full year's achievement growth in 2021-22 than in 2020-21. Further, the percentages of students who did not demonstrate any achievement growth shrunk from nearly a quarter in 2020-21 to fifteen percent in 2021-22. While this is a substantial reduction, it is

still a greater proportion of students than the eleven percent who failed to demonstrate any achievement growth in a typical year prior to the pandemic. In the end, fewer Michigan students scored above pre-pandemic national averages in 2021-22 than in 2020-21.

In addition, students whose districts provided more in-person instruction during the 2020-21 school year fared better – both in 2020-21 and in 2021-22. Each additional month that a district offered in-person instruction in 2020-21 was associated with an increase in average spring 2021 achievement of about 3% to 6% of a typical year's learning. These impacts persisted into the 2021-22 school year, even as most students returned to in-person learning. In the 2021-22 school year, average achievement still increased by between 2% and 7% of a year's learning for every month a district offered in-person instruction the year before.

Economically disadvantaged students, students with disabilities, Black students, and Latino students improved at faster rates than their peers. As a result, the disparities in growth outcomes across race/ethnicity subgroups shrunk considerably by spring 2022. However, these groups of students still were less likely to achieve a typical year's growth in math or reading achievement in both 2020-21 and 2021-22.



ILLINOIS CIVICS HUB X CIRCLE CIVIC LEARNING RPP

WHEATON, IL

FOUNDED

2010

JOINED NNERPP

2022

PARTNERS

- [Illinois Civics Hub](#)
- [Center for Information and Research on Civic Learning & Engagement](#) (CIRCLE) at Tufts University

MISSION

The Illinois Civics Hub x CIRCLE Civic Learning RPP is working to improve the quality and equity of standards and mandate implementation of civics classes in schools and districts across Illinois.

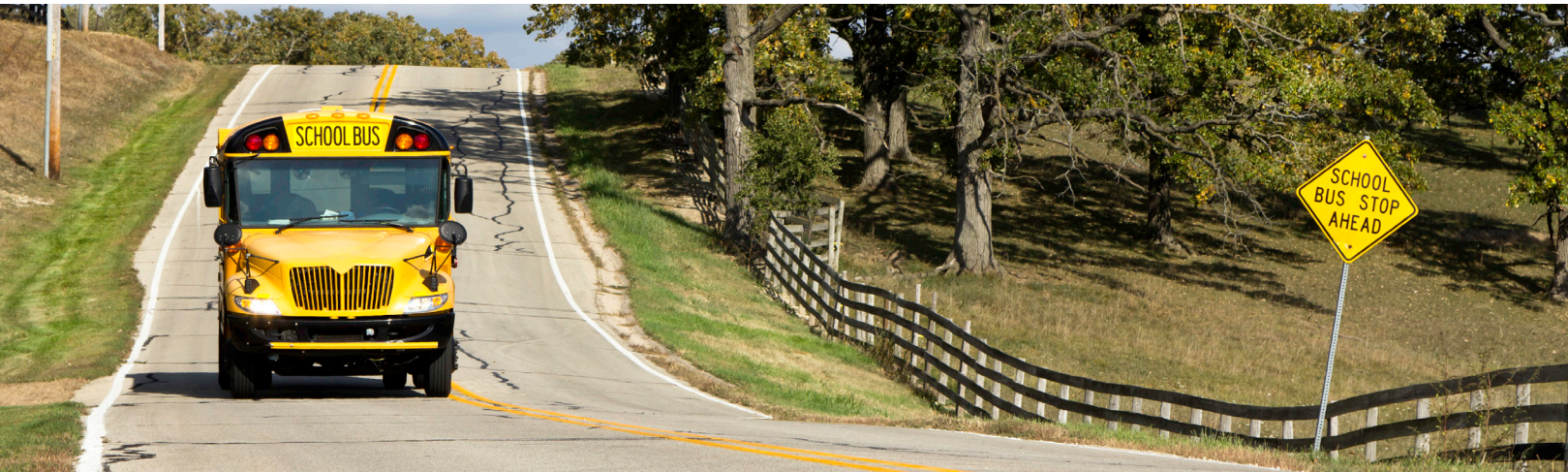
- circle.tufts.edu/illinoiscivics.org/
- [@IL_CivicsHub](#) [@civicyouth](#)

KEY AREAS OF WORK

- Civic Education
- Curriculum and instruction
- Program evaluation
- School climate and/or culture
- School leadership or governance

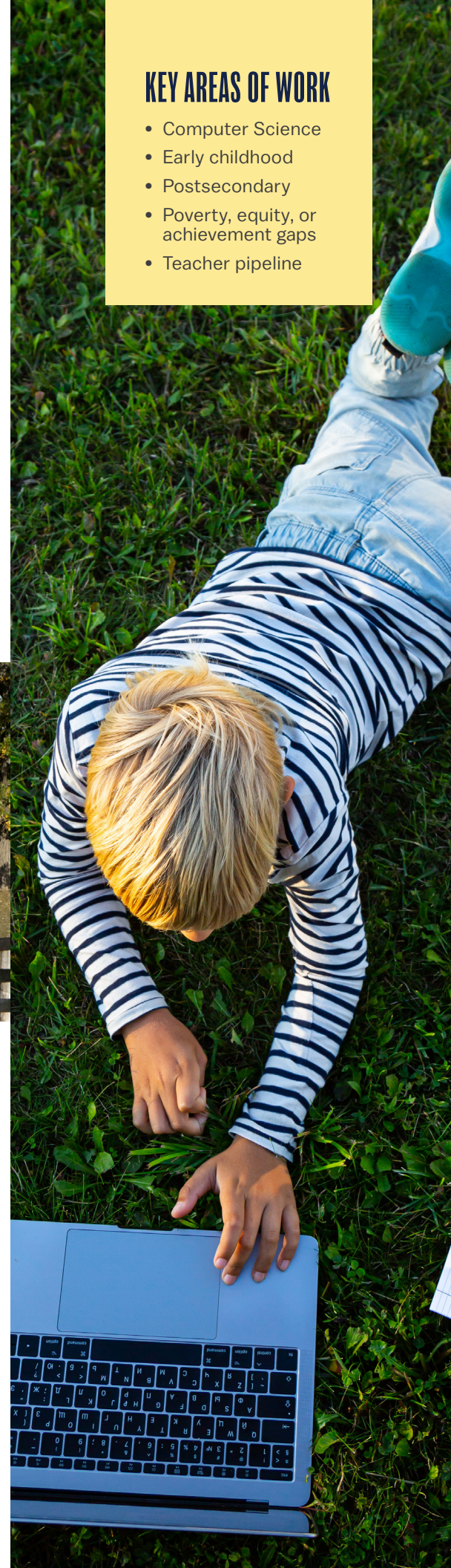
KEY AREAS OF WORK

- Computer Science
- Early childhood
- Postsecondary
- Poverty, equity, or achievement gaps
- Teacher pipeline



Since 2022, we've found essential insights into the effects of the Illinois civic education legislative mandates in middle school classrooms across the state. This spring, we begin our second phase of data collection to include more schools in both urban and rural areas. The classrooms surveyed have provided meaningful insights into the quality of civic education in Illinois and highlighted areas that stakeholders can work to improve. Additionally, we've had productive meetings with the Illinois State Board of Education (ISBE) regarding the work of Illinois Civics Hub. We are working toward ISBE recognition of the Guardians of Democracy Microdententials program. The accreditation of this free and asynchronous course will help provide high-quality civics instruction to students, and increase access to high-quality civics training and resources for teachers across disciplines and grade bands.

Since the summer of this year, we've expanded our partnership to include a research partner from Illinois State University's Stevenson Center Program. The partner will assist in the research and analysis of our Middle School study and support the design and implementation of Illinois Civics Hub programs. We've also begun redesigning the Illinois Democracy School Program, which has over 80 schools in its network, to create a model that aligns with the Educating for American Democracy Framework. We are working toward creating a model that can be adopted district-wide so that more schools can participate in the program. This new model will expand the program's current reach to communities and families of the participating schools, working toward advancing youth civic knowledge and efficacy in the state of Illinois.



ILLINOIS WORKFORCE AND EDUCATION RESEARCH COLLABORATIVE

CHICAGO, IL

FOUNDED

2020

JOINED NNERPP

2021

MISSION

Work with community partners across the state to research and co-construct solutions to the most pressing issues in the cradle-to-career, education-to-workforce pipeline.

PARTNERS

- [University of Illinois](#)
- Illinois state agencies, school districts, early childhood programs, colleges, workforce development initiatives, and other educational and community partners

• dpi.uillinois.edu/applied-research/iwerc/

• [@IWERC_research](#)

Illinois Workforce and Education Research Collaborative (IWERC) was honored to work with the Illinois State Board of Education (ISBE) this year on an important, timely study of the relationship between learning modality (i.e., remote vs. in-person) and student outcomes during the 2020-2021 school year. This work has been impactful in several ways. First, the work produced some novel findings—while remote instruction was detrimental for younger students, particularly in math, it was apparently not detrimental at the high school level. We presented this work to ISBE's Board and programmatic staff to help them plan learning renewal efforts and target them to appropriate audiences. Second, it established a strong partnership between IWERC and ISBE that has sparked collaborative work on many projects. We are digging in together on projects related to educator workforce, learning renewal, and more. Third, it provided us with deep knowledge of state data systems, variables, and context that is invaluable as we complete future analyses.

INSTITUTE FOR SCHOOL PARTNERSHIP AT WASHINGTON UNIVERSITY

ST. LOUIS, MO

FOUNDED

1991, RPPs first initiated in 2005

JOINED NNERPP

2020

MISSION


Through meaningful collaboration with schools and districts, we advance equitable quality education.

PARTNERS

- [Washington University in St. Louis](#)
- [University City School District](#)
- [St. Louis Public Schools](#)
- [Ritenour School District](#)
- [Mehlville School District](#)
- [Maplewood Richmond Heights School District](#)
- Additional regional K-12 school districts

 schoolpartnership.wustl.edu

 [@wustlisp](https://twitter.com/wustlisp)

 [linkedin.com/company/institute-for-school-partnership-at-washington-university-in-st-louis/](https://www.linkedin.com/company/institute-for-school-partnership-at-washington-university-in-st-louis/)

 [youtube.com/channel/UC-CsJmFkB3dYmglvkb0Fdjg](https://www.youtube.com/channel/UC-CsJmFkB3dYmglvkb0Fdjg)

 [facebook.com/wustlisp](https://www.facebook.com/wustlisp)

 [@wustlisp](https://www.instagram.com/wustlisp)



KEY AREAS OF WORK

- Curriculum and instruction
- Program evaluation
- Poverty, equity, or achievement gaps
- School leadership or governance
- STEM

BUILDING A GROWTH MINDSET COMMUNITY

When a school district sets sights on something as bold as improved math outcomes for all students, it's essential to consider who's invited to the effort.

Students are naturally at the top of the guest list, leaving teachers and administrators tasked with a tall order: creating learning spaces and teaching practices that welcome all students to engage in high-level ways with a subject that hasn't always been welcoming: math.

Three St. Louis-area school districts are tackling that complex challenge together as a Networked Improvement Community (NIC) called STEM DI NIC (STEM DI NIC), with the Institute for School Partnership at Washington University in St. Louis (ISP) serving as the hub.

Math teachers, coaches, and administrators from Ritenour, Mehlville, and Maplewood Richmond Heights school districts have convened regularly throughout the 3-year partnership for shared learning and problem-solving that is paying off in big ways. These STEM DI NIC members provided valuable feedback: the cross-district collaboration is proving just as valuable as the hard work they are doing within their own districts to foster a growth mindset.

Mandy Harvell, a longtime math educator and administrator from the Ritenour School Districts, says the NIC provides a formalized way for educators to compare notes, share hits and misses, and support one another as professionals.

"Even though we come from districts very different in size, resources available, and students served, there are some very clear commonalities. We've built a community," Harvell says.

ISP's researchers and education specialists provide not only the support districts need to implement research-based practices, but also a commitment to listening and providing evidence to reflect on and guide decision-making. "We elevate teacher voices in district decisions and recognize the practical challenges educators face," says ISP Research Director Abbey Loehr.

"Creating a shared vision of what success looks like and looking at data from common measures of success has led to some impactful outcomes," she continues. Teacher leaders in the NIC have developed more productive beliefs about mathematics, are courageously implementing ambitious, equitable teaching practices, and their students are showing significantly more growth than their colleagues' students. Administrators are learning alongside teachers and supporting the adoption of high-quality curriculum materials and prioritizing teacher collaboration time. This year, the NIC is focused on continuing to create buy-in within their districts and spreading and scaling these practices.



MADISON EDUCATION PARTNERSHIP

MADISON, WI

FOUNDED

2016

JOINED NNERPP

2017

MISSION

Engaging in and supporting high-quality, problem-based research, contributing to policy discussions based on MEP-generated research, and regularly disseminating findings to the research community, school district, and the public in order to improve the experiences and individual outcomes for all Madison Metropolitan School District (MMSD) students.

PARTNERS

- [Madison Metropolitan School District](#)
- [University of Wisconsin-Madison's Wisconsin Center for Education Research](#)

 mep.wceruw.org

 [@MEP_WCER](https://twitter.com/MEP_WCER)

KEY AREAS OF WORK

- Early childhood
- Program evaluation
- School mental health
- Poverty, equity, or achievement gaps
- School climate and/or culture

The Madison Education Partnership (MEP) is evaluating the Madison Metropolitan School District's (MMSD) implementation of full-day four-year-old kindergarten programs (FD4K). This is MEP's first evaluation contract, made possible because of the deep relationship University of Wisconsin-Madison (UW) and MMSD partners have built over the past several years. Through MEP, UW graduate students and researchers are evaluating this exciting

initiative aimed at reducing gaps in foundational skills for student success in five-year-old kindergarten and beyond. Our initial work established baseline measures of early literacy, numeracy, executive function, and social-emotional skills for 186 FD4K and 300 traditional half-day 4K students spread across 45 classes in 19 schools. Ongoing work combines this data with the district's administrative data to assess how attending FD4K affects learning relative

to half-day programs. Related ongoing work incorporates qualitative methods that uncover how instruction, time use, and culturally responsive practices differ among full-day and half-day environments. As active collaborators in the research, district leaders gain early access to insights from the research team on challenges to the program's implementation and assessment.



NORTHWESTERN EVANSTON EDUCATION RESEARCH ALLIANCE

EVANSTON, IL

FOUNDED
2017


JOINED NNERPP
2018

MISSION


Equity and excellence in education in Evanston.

PARTNERS

- [Northwestern University](#)
- [Illinois Public School District #202 \(Evanston Township High School\)](#)
- [Illinois Public School District #65 \(Evanston-Skokie K-8\)](#)

 neera.northwestern.edu/

 [@sesp_nu](https://twitter.com/sesp_nu)

 [linkedin.com/company/northwestern-university-school-of-education-and-social-policy](https://www.linkedin.com/company/northwestern-university-school-of-education-and-social-policy)

 [facebook.com/sespnu](https://www.facebook.com/sespnu)



KEY AREAS OF WORK

Poverty, equity, or achievement gaps

This year, through a Northwestern Evanston Education Research Alliance (NEERA) collaboration, the Evanston-Skokie K-8 School District's boundaries were redrawn to allow students to attend school—and build community—closer to their homes. As members of the district's Student Assignment Committee, charged with updating district boundaries for the first time in decades, Northwestern researchers Karen Smilowitz (Civil Engineering) and Nichole Pinkard (Learning Sciences) developed a set of attendance boundary scenarios using data shared by the district. They employed an innovative stream-based approach that efficiently modeled enrollment at neighborhood and magnet schools and specialty programs. They then presented the implications of each scenario for busing and school-level demographics, trying to work toward a scenario that best reflected the priorities surfaced in discussions with educators, administrators, families, and community members. Drs. Smilowitz and Pinkard helped the district community see that with the longstanding district boundaries, Black and Brown students had longer

commutes to school than their White peers. New boundaries were adopted by the school board that will enable more students of color to attend schools with their neighbors and ideally access services closer to home.

NEERA also expanded its impact in cultivating the next generation of community-engaged education research scholars throughout 2022. Through a doctoral fellowship program and several master's research courses, Northwestern students were connected with education practitioners for rigorous, relevant inquiry. These collaborations span grades P-12 and address issues like achievement, attendance, culture and climate, curriculum and instruction, relationship-building, and resource allocation. The collaboration between Northwestern's master's program in Educational Studies and Evanston Township High School was redesigned to better serve the needs of the school. Master's student researchers will now be embedded with a team of educators at the district so that they can co-create relevant research questions and collaborate more seamlessly with practitioners.

SAINT LOUIS RESEARCH-PRACTICE COLLABORATIVE

ST. LOUIS, MO

FOUNDED
2021

JOINED NNERPP
2022

MISSION

Our mission is to conduct rigorous research for educators to inform policies and practices that foster systemic improvements that lead to educational, social, and emotional growth for students in STL schools. We do this by creating collaborations between researchers and practitioners and conducting rigorous research for practice.

PARTNERS

- [Saint Louis Public Schools, KIPP St. Louis](#)
- [Confluence Academies](#)
- [Saint Louis University](#)
- [University of Missouri - St. Louis](#)
- [Washington University in St. Louis](#)
- [STEMSTL](#)
- [SKIP Designed](#)

KEY AREAS OF WORK

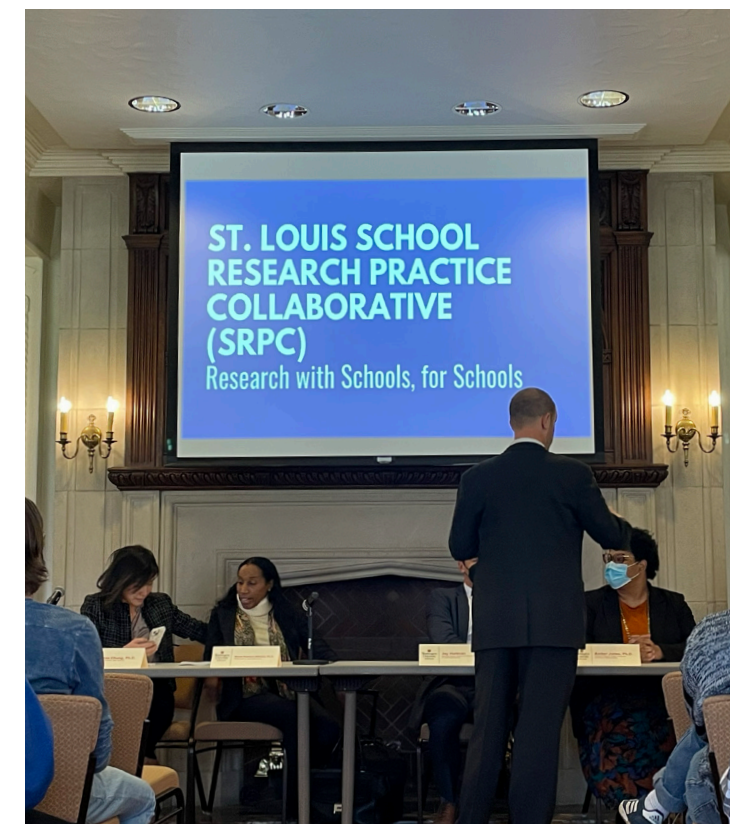
- Poverty, equity, or achievement gaps
- Student mobility

 stlrpc.org



The Saint Louis Research-Practice Collaborative (SRPC) launched our inaugural research project on student mobility in September 2021. From launch until December, practitioners and researchers worked together to design a mixed methods research study, from creating surveys and interview questions to grounding quantitative portions of the work in insights about what information would be actionable on the ground. Throughout 2021, SRPC has been working through IRB processes, data requests, MOUs, and more. Now that we have logistics out of the way, we are ready and excited to dig into the data and start interviews!

In addition to launching our inaugural research project last year, for much of this year, the SRPC Data Committee has been parsing through current local and state data systems to understand how to support data infrastructure and help create faster, more responsive cycles of research for practice. The Knowledge Engagement Committee has been hard at work throughout 2022 creating relationships, building trust, and bringing awareness for the need to address student mobility to ensure the research team has clear pathways for engagement once the study is complete.



UCHICAGO CONSORTIUM ON SCHOOL RESEARCH

CHICAGO, IL

FOUNDED

1990

JOINED NNERPP

2016

MISSION

Conducting research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools and expanding communication among researchers, policymakers, and practitioners while supporting the search for solutions to the problems of school reform.

PARTNERS

- [University of Chicago](#)
- [Chicago Public Schools](#)

consortium.uchicago.edu

[@UChiConsortium](https://twitter.com/UChiConsortium)

[linkedin.com/company/consortium-on-chicago-schools/](https://www.linkedin.com/company/consortium-on-chicago-schools/)

[youtube.com/user/CcsrVideo](https://www.youtube.com/user/CcsrVideo)

KEY AREAS OF WORK

- Curriculum and instruction
- English Learners and/or Dual Language Learners
- Non-cognitive or behavioral outcomes
- Postsecondary
- School climate and/or culture



Chicago Public Schools leadership has made student voice an essential part of achieving their instructional core vision, and decided to adopt the Consortium-developed Cultivate system this year to support this goal districtwide in grades 5-12. Cultivate consists of a student survey plus associated tools, and is based on Consortium research and frameworks. The survey provides information on students' mindsets and strategies—how they see themselves as learners in particular classes—along with their perceptions about classroom conditions that research has shown influence student mindsets and strategies. It differs from the annual surveys of school climate and organization (5Essentials surveys), on which the partnership also collaborates, in its specific focus on classroom environments and mid-year feedback. District leaders and Consortium staff have been working together to develop implementation supports and guidance for using Cultivate. In the long-term, Consortium researchers hope to do research to support continuous improvement of the tool and its implementation in schools.

Another district priority this year has been the rollout of a comprehensive, standards-aligned, culturally relevant, digital curriculum for grades PreK-12 in five content areas, called Skyline. Because of the enormous scope of Skyline, district

leaders asked their partners across multiple RPPs together to identify ways researchers could provide formative and summative assessments of Skyline, and then asked the partners to take on pieces of the large research plan. CPS convened monthly meetings of researchers who took on studies to share information across research partners and CPS staff implementing Skyline. This has been a new way of working that allows for information-sharing across researchers from different institutions working with the same district leaders. Consortium researchers participated in the sessions to identify potential strands of research, and took up several different studies to support implementation. One study was an initial field scan to understand how Skyline was being enacted in its first year; this research was presented to the Skyline team who now plan to use the resulting research memo to support conversations with senior leaders and network chiefs around changes in the second year of implementation. Consortium researchers and district staff also worked closely to develop a proposal for an IES competition around pandemic recovery in grades K-2, which was awarded in July, and has led to relationships with different CPS departments as part of the partnership.

URBAN LEARNING AND LEADERSHIP COLLABORATIVE

DETROIT, MI

FOUNDED

2020

JOINED NNERPP

2021

MISSION

ULLC's Dismantling the School-to-Prison Pipeline (DSTOPP) initiative is dedicated to building and supporting a collaborative network of community members, high-school-aged youth, and faculty members from various universities who advance justice through community-driven, action research.

[UM Create Center- DSToPP](#)
[@umichcreate](#)

PARTNERS

- Coordinating Research Partners
- [University of Michigan School of Education CREATE Center](#)
 - [Focus:HOPE](#)
 - [Wayne State University School of Social Work](#)

Action Research Partners

- [Detroit Area Middle School and High Schools](#)
- [Eastern Michigan University College of Education](#)
- [Michigan State University School of Social Work](#)
- [The Cave of Adullam - The Union](#)
- [Wayne State University School of Social Work](#)

KEY AREAS OF WORK

- Anti-racism
- Poverty, equity, or achievement gaps
- Student mobility



The DSTOPP initiative is dedicated to contributing to Detroiters' efforts to counter carceral and educational injustices. DSToPP members also strive to increase the capacity-building and knowledge-sharing that generates equitable, empowering, and solution-oriented community-university research partnerships. The DSToPP coordinating team not only facilitates our RPP network and events, but we also study the successes and challenges of striving to disrupt traditional, hierarchical, colorblind research to implement collaborative and racially conscious research that has a progressive impact. We have aimed to have this critical collaborative approach benefit DSToPP collectively while also enhancing the professional growth and critical social capital of all RPP participants. We have begun to see evidence of such gains through recent partnership developments.

In 2022, a key area of change that has occurred is the extended partnerships that have emerged out of the DSToPP RPP work involving both new and sustained relationships. For instance, through meeting each other via DSToPP, one of our action research teams is becoming part of a separate collaboration with Focus:Hope, a coordinating partner of our RPP. This team will participate in Focus:Hope's social justice youth program, Generation of Promise, which promotes youth leadership. Through ULLC contacts—and given the well regard of our RPP—our co-PI from Focus:Hope also recently partnered with another University of Michigan (U-M) faculty member (outside of the DSToPP RPP) to secure a prestigious RPP grant from the William T. Grant Foundation to

improve outcomes for youth in workforce development programs through mental health-informed program designs and support.

Building on the energy of DSTOPP, the Wayne State University (WSU) School of Social Work is making community-engaged research a focus of its strategic plan. WSU-linked DSToPP researchers are also leveraging their action research insight to facilitate anti-racist professional development and various restorative practices amongst their faculty colleagues and through additional research partnerships.

Beyond DSToPP, our RPP principal investigator from U-M is developing programming related to youth-engaged research at the Community-based Research for Equity, Activism, and Transformative Education (CREATE) Center she directs, and co-sponsoring a school-based action research endeavor related to Detroit policing that builds upon DSToPP learnings. This will provide an additional opportunity for RPP members to connect.

So, in all, change for us has meant expanded and varied collaborations in ways that allow our two and half years of RPP work to inspire and fuel continued learning and additional strides for educational justice and for young people of color.





WISCONSIN EDUCATOR EFFECTIVENESS RESEARCH PARTNERSHIP

MILWAUKEE, WI

FOUNDED
2018

 uwm.edu/sreed/weerp

JOINED NNERPP
2018

MISSION

Improving educator effectiveness in Wisconsin, including teacher and principal evaluation and preparation, school leadership and governance, and program evaluation.

PARTNERS

[Wisconsin Department of Public Instruction](#)

[Office of Socially Responsible Evaluation in Education](#)
at the University of Wisconsin-Milwaukee

[Wisconsin Evaluation Collaborative](#)
at the University of Wisconsin-Madison

KEY AREAS OF WORK

- Anti-racism
- Poverty, equity, or achievement gaps
- Program evaluation
- School climate and/or culture
- School leadership or governance

Our RPP has been impacted by leadership change at our practice partner organization, the Wisconsin Department of Public Instruction (DPI). Our practice partner director has left DPI and another partner director has not yet been identified. Meanwhile, we have made progress supporting practitioners across the state in their internal evaluation and capacity building efforts about school leadership, teacher retention, and inclusive practices. We have developed a dashboard —[wedsr.org](#)— that provides each district and school with valid and reliable data about their professional climate and culture. The dashboard also provides schools and districts with information about the inclusive and antiracist practices they engage in. School and district data can be filtered to focus on teacher subgroups, such as Black or male teachers.

MIDWEST REGION



CAROLINA YOUTH COALITION RESEARCH-PRACTICE PARTNERSHIP

CHARLOTTE, NC

FOUNDED

2019

JOINED NNERPP

2021

MISSION

Advancing educational outcomes for CYC's high-achieving, under-resourced students and other Mecklenburg County students.

PARTNERS

- [Carolina Youth Coalition \(CYC\)](#)
- [University of North Carolina at Charlotte \(UNC Charlotte\)](#)

[carolinayouth.org](https://www.carolinayouth.org)

[@CarolinaYouthCo](https://twitter.com/CarolinaYouthCo)

[linkedin.com/company/carolina-youth-coalition/](https://www.linkedin.com/company/carolina-youth-coalition/)

KEY AREAS OF WORK

- Non-cognitive or behavioral outcomes
- Postsecondary
- Program evaluation



In 2022, Carolina Youth Coalition's RPP was awarded the 2023 ABC Board's Community Health & Wellness Grant to explore alcohol use and risk perceptions of Charlotte Mecklenburg high school seniors and first-year college students. The project titled "Turn down for what?: Exploring Attitudes and Risk Perceptions of Underage Alcohol Use among Under-Resourced Students in Mecklenburg County" will use San Diego's State University e-CHECKUP TO GO, an interactive web program that allows students to enter information about their drinking patterns and receive immediate, personalized feedback about their use of alcohol. This project will also use the Brief Self-Control Survey to assess students' capacity to refrain from or reflect on behavior and student perseverance. The need to address substance use among Charlotte students came from a previous 2 year study that found substance use and socialization among college students acted as barriers toward maximizing their academic success and adaptation. CYC RPP intends to reduce the rate of underage drinking and inform and equip students with the skills and knowledge to navigate alcohol use. Additionally, CYC RPP seeks to learn about the risk perceptions of students and their understanding of underage drinking to inform needed programming in high school and prepare students with the tools to cope with the socialization they will experience in college. The project will run from July 2022-July 2023.

In September 2022, CYC RPP presented at the National College Attainment Network Conference in Atlanta on the role RPPs play in educational equity. In a roundtable format, attendees learned about the benefits, feasibility, and guidelines of the partnership between a college-access non-profit organization and research institution in advancing student outcomes. CYC's RPP presentation title was "Stronger Together: The Power of Research-Practice Partnerships for Transformational Student Success".



THE REEDY CREEK MAGNET MIDDLE SCHOOL CENTER FOR DIGITAL SCIENCES/FRIDAY INSTITUTE FOR EDUCATIONAL INNOVATION RESEARCH PRACTICE PARTNERSHIP (RCMMS/FI RPP)
Raleigh, NC

OFFICE FOR EDUCATION POLICY
Fayetteville, AR

NASHVILLE PARTNERSHIP FOR EDUCATIONAL EQUITY RESEARCH
Nashville, TN

CAROLINA YOUTH COALITION RESEARCH-PRACTICE PARTNERSHIP
Charlotte, NC

TENNESSEE EDUCATION RESEARCH ALLIANCE
Nashville, TN

NASHVILLE PARTNERSHIP FOR EDUCATIONAL EQUITY RESEARCH
Nashville, TN

LITERACY, LEARNING, AND LEADING IN GEORGIA
Atlanta, GA

GEORGIA POLICY LABS
Atlanta, GA

THE VILLAGE @FCRR
Tallahassee, FL

PASO DEL NORTE PARTNERSHIP FOR EDUCATION RESEARCH
El Paso, TX

AMERICAN INSTITUTES FOR RESEARCH: REL SOUTHWEST
Austin, TX

HOUSTON EDUCATION RESEARCH CONSORTIUM
Houston, TX

EDUCATION RESEARCH ALLIANCE FOR NEW ORLEANS
New Orleans, LA

TEACHING TOGETHER
Houston, TX

COMMUNITY TEACHER EQUITY DEVELOPMENT RPP
Houston, TX

SOUTH REGION

EDUCATION RESEARCH ALLIANCE FOR NEW ORLEANS

NEW ORLEANS, LA

FOUNDED

2014

JOINED NNERPP


2016

MISSION

ERA-New Orleans is a research center that collaborates with local education stakeholders to produce objective, rigorous, and useful research to inform the community's understanding of how to improve students' experiences in schools and beyond.

PARTNERS

- [Louisiana Association of Educators](#)
- [Louisiana Association of Public Charter Schools](#)
- [Louisiana Department of Education](#)
- [Louisiana Federation of Teachers](#)
- [Louisiana Recovery School District](#)
- [New Schools for New Orleans](#)
- [NOLA Public Schools](#)
- [Orleans Public Education Network](#)
- [Urban League of Greater New Orleans](#)

 educationresearchalliancenola.org

 [@ERA_NOLA](https://twitter.com/ERA_NOLA)

KEY AREAS OF WORK

- School choice
- School leadership or governance



This year, our research was used to support continuation of current policies in the face of proposed legislation that would increase the local school board's authority over its charter schools. Specifically, our study on the impact of charter schools in New Orleans cited by Orleans Parish School Board member Olin Parker in a [presentation](#) to the Louisiana State Senate responding to the proposed bill. Ultimately, the bill did not pass, and the school board retained its limited oversight role over charter schools in the district.

We also released two more studies in partnership with our Advisory Board and the local school district: [How Does Student Mobility Affect New Orleans Students?](#) and [How Do New Orleans' Educators Salaries Differ by Role and Across Racial Groups?](#) The study on student mobility was used by school district partners to consider whether changes to the enrollment system were needed due to the frequency and magnitude of students switching schools. Our advisory board partners used the findings around pay differences to further guide their work on equity within the public school system, specifically in addressing racial salary gaps at local schools for administrators, counselors, and teachers.

GEORGIA POLICY LABS

ATLANTA, GA

FOUNDED

2017

JOINED NNERPP

2020

 gpl.gsu.edu

 [@GAPolicyLabs](https://twitter.com/GAPolicyLabs)

 [Georgia Policy Labs — Andrew Young School of Policy Studies](#)

 youtube.com/channel/UC70B0ZfsGRlwmgmVc9xgolw

KEY AREAS OF WORK

- Early childhood
- Postsecondary
- Poverty, equity, or achievement gaps
- Program evaluation
- Teacher pipeline

PARTNERS

[Metro Atlanta Policy Lab for Education \(MAPLE\)](#)

- [Atlanta Public Schools](#)
- [Clayton County Public Schools](#)
- [DeKalb County School District](#)
- [Fulton County Schools](#)
- [Gwinnett County Public Schools](#)

[Career & Technical Education Policy Exchange \(CTEx\)](#)

- [Massachusetts Department of Elementary and Secondary Education](#)
- [Metro Atlanta Policy Lab for Education Partners](#)
- [Michigan Department of Education](#)
- [Montana Office of Public Instruction](#)
- [Tennessee Department of Education](#)
- [Washington Office of Superintendent of Public Instruction](#)

[Child & Family Policy Lab](#)

- [Achieve Atlanta](#)
- [Bright from the Start: Georgia Department of Early Care and Learning](#)
- [Technical College System of Georgia](#)
- [University System of Georgia](#)

The Georgia Policy Labs (GPL) RPP continued to have impact in 2022. The groundbreaking research we released in 2021 measuring the impact of the pandemic on student learning outcomes continued with an updated report that evaluates the pandemic's impact through fall 2021. We're also looking forward to releasing another [updated report](#) soon assessing results through spring 2022.

This year also marked an exciting first-time opportunity for GPL: partnering with a non-profit organization. We are excited to have added Achieve Atlanta to our RPP, which works with students from Atlanta Public Schools to access, afford, and succeed in college. Our research portfolio with Achieve Atlanta will include examining the impact of its scholarship on student debt and other postsecondary financial outcomes.

We also released the third iteration of our innovative [cross-state report](#) that examines trends in career and technical education (CTE) across our consortium of states. This report examines the impact of the COVID-19 pandemic on CTE, particularly changes in CTE concentration just before and just after the pandemic began in Massachusetts, Michigan, Montana, Tennessee, and Washington.

Our summer professional development series also continues to be a success. This summer, we had the opportunity to partner with the Microsoft team in Atlanta to offer four workshops on its Power BI software. Over 140 total people attended these workshops, bringing our total number of people trained since 2019 to more than 660.



HOUSTON EDUCATION RESEARCH CONSORTIUM

HOUSTON, TX

FOUNDED

2011

JOINED NNERPP

2016

MISSION

HERC aims to improve the connection between education research and decision making for the purpose of equalizing outcomes by race, ethnicity, economic status, and other factors associated with inequitable educational opportunities.

PARTNERS

- [Rice University](#)
- [Aldine Independent School District \(ISD\)](#)
- [Alief ISD](#)
- [Cypress-Fairbanks ISD](#)
- [Friendswood ISD](#)
- [Houston ISD](#)
- [Katy ISD](#)
- [Klein ISD](#)
- [Pasadena ISD](#)
- [Sheldon ISD](#)
- [Spring ISD](#)
- [Spring Branch ISD](#)

kinder.rice.edu/herc

[@RiceKinderInst](https://twitter.com/RiceKinderInst)

[linkedin.com/company/kinderinstitute](https://www.linkedin.com/company/kinderinstitute)
[forurbanresearch/](https://forurbanresearch.com/)

[youtube.com/c/RiceKinderInstitute](https://www.youtube.com/c/RiceKinderInstitute)

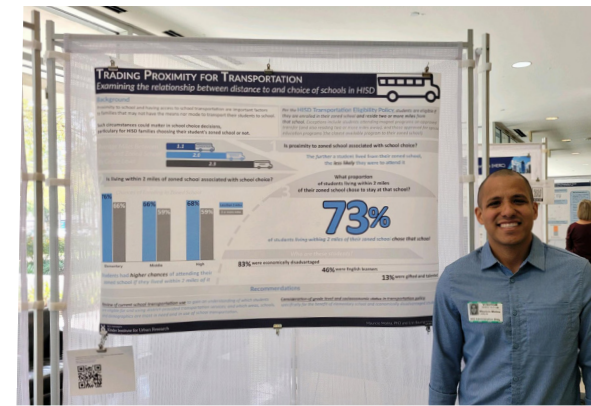
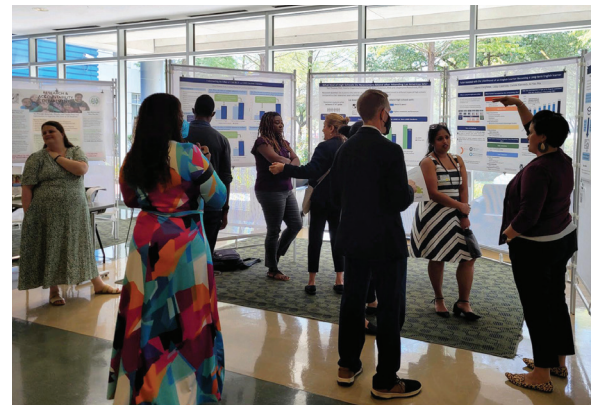
[@rice_kinder/](https://www.instagram.com/rice_kinder/)

A few highlights of 2022!

- In 2022, one of our school district partners asked the Houston Education Research Consortium (HERC) to be active participants in their district's strategic planning process, as they wanted to ensure HERC research guided their decision making and planning.
- In 2011, HERC began as a partnership with one school district (Houston ISD). This year, we celebrated the 5 year anniversary of partnership with 10 additional districts in the Houston region!
- In September of 2022, HERC and Houston Independent School District (HISD) hosted the first annual Research Poster Gallery Walk at HISD's Central Office Building. Posters highlighting a variety of HERC's and Houston ISD's own internal research projects were displayed for a week in the reception area of the central office. The event culminated in a poster session where researchers were present to answer questions about their work.
- HERC has been working with the Student Support Services Department at HISD since 2019 to help identify key out-of-school, wraparound needs of students and families in the district. This on-going work has already led to a variety of changes at the district, including: 1) Increased resource rooms to address lack of school supplies and food insecurity, 2) Increases in the size and scope of the Houston Food Bank's Backpack Buddy program to further address food insecurity, and 3) The district offered one-time emergency financial relief through the Powell Foundation and the HISD Foundation.

KEY AREAS OF WORK

- Early childhood
- English Learners and/or Dual Language Learners
- Postsecondary
- Poverty, equity, or achievement gaps
- School choice



LITERACY, LEARNING, AND LEADING IN GEORGIA

ATLANTA, GA

FOUNDED

2013

JOINED NNERPP

2017

[urbanchildstudy.education.gsu.edu](https://www.urbanchildstudy.education.gsu.edu)

[@GSU_UCSC](https://twitter.com/GSU_UCSC)

MISSION

We promote the overall development and school success of children and youth in urban contexts through innovative, translational research that informs policy and practice.

PARTNERS

Literacy, Learning, and Leading in Georgia is one of several partnerships between the university, education agencies, and community organizations based at the Urban Child Study Center (UCSC), an interdisciplinary research center in the [College of Education & Human Development at Georgia State University](#).

KEY AREAS OF WORK

- Anti-racism Curriculum and instruction
- Early childhood
- Poverty, equity, or achievement gaps

The L4GA (Literacy for Learning, Living, and Leading) RPP has continued its work to understand a 39-county wide literacy initiative that ranges from PreK to 11th grade. Over the past year, analyses undertaken by researchers from Georgia State University and implementation experts from the Georgia Department of Education have continued to focus on the literacy achievement and trajectories of students in target districts in the wake of COVID-19 and to try and understand promising practices that are supporting students in addressing academic learning opportunity loss. Drawing on a conceptual model from the Variations in Implementation of Quality Interventions (VIQI), our RPP has sought to understand macro and micro features of implementation and quality related to student level outcomes. Using a variety of quantitative and qualitative data sources, we engaged in a number of studies to understand the various organizational,

leadership, and quality drivers that are contributing to PreK-11th grade student literacy achievement. We have spent considerable time exploring local education agencies' (LEA's) professional development approaches and offerings in order to understand structural, interactional, and instructional quality features. Because LEAs are allowed to choose the professional learning and instructional supports they provide, we have engaged in building out additional guidance documents and professional learning opportunities to support LEA partner decision making. We have also worked to link LEA, school, and student level data sources in order to more closely examine which LEAs are performing better than expected on literacy assessments by attending to demographic and previous performance metrics. We plan to work closely with LEAs who are showing particular success to better understand innovations across the PreK to 11th grade continuum.



NASHVILLE PARTNERSHIP FOR EDUCATIONAL EQUITY RESEARCH

NASHVILLE, TN

FOUNDED

2021

JOINED NNERPP

2021

MISSION

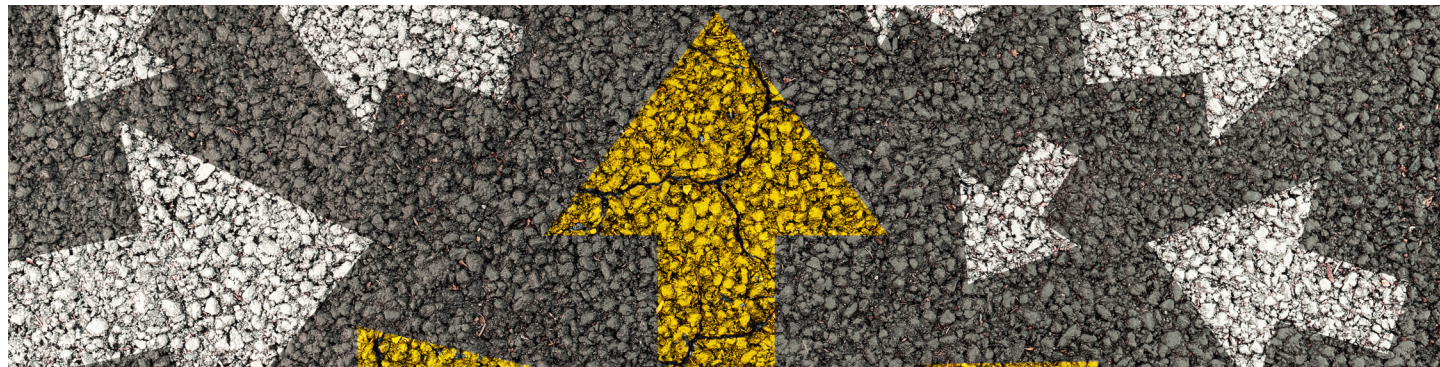
We bring researchers and educators together as partners to understand and disrupt educational inequities so that every student thrives.

PARTNERS

- [Metro Nashville Public Schools](#)
- [Vanderbilt University](#)

KEY AREAS OF WORK

- Curriculum and instruction
- Poverty, equity, or achievement gaps



Co-Constructing a Research Agenda on Disrupting Inequities in the Pathway to College and Career

In late spring of 2021, while planning conversations for the larger partnership between Metro Nashville Public Schools (MNPS) and Vanderbilt University's Peabody College (Peabody) were underway but prior to Nashville PEER's official launch, a working group on College and Career Readiness (CCR) was formed to pilot the research-practice partnership structures and processes for Nashville PEER. The group, which included MNPS Support Hub staff and Peabody researchers, met regularly for a six-month period, and early in 2022 articulated four primary research questions regarding high school student participation and outcomes in early postsecondary opportunities (EPSOs). The EPSOs research agenda is grounded in MNPS's focus on increasing equity in academic opportunities and outcomes, and is motivated by data indicating significant disparities in EPSOs participation and outcomes tied to race and socioeconomic status.

With the facilitation support of one of the PEER co-directors, the group also established norms and routines for open dialog and equitable participation as they co-constructed

research questions and planned for research. This year, a small evaluation team conducted a formative evaluation of this process for PEER's pilot working group using the framework developed by Vanderbilt's Erin Henrick et al. (2017) and adapted into an assessment tool by the Regional Education Lab Southwest (Scholz et al. 2021). Additionally, a small research team led by the other co-director analyzed meeting transcripts to track the co-construction of research questions as they emerged, were taken up by different members of the group, and evolved. The formative evaluation data suggest that the norms, routines, and tools for facilitating the group's work were effective in promoting trust, participants' sense of agency in conducting research, and understanding of the problem space; the analysis of meeting transcripts underscored this finding. The result has been a truly collaborative research agenda on reducing inequities in EPSO access and outcomes that will serve as a model for future PEER working groups. This pilot working group has since been adopted by the Steering Committee as a formal part of PEER's research agenda—though it will continue to serve as an important space for ongoing learning and growth.

OFFICE FOR EDUCATION POLICY

FAYETTEVILLE, AR

FOUNDED

2003

JOINED NNERPP

2019

MISSION

Supporting state lawmakers, educators, administrators, and other leaders in thoughtful, research-based decision-making concerning PreK-20 education in the State of Arkansas.

PARTNERS

- [Arkansas State Board of Education](#)
- [Arkansas Legislature](#)
- Several Arkansas school districts

oep.uark.edu/

[@Office4EdPolicy](https://twitter.com/Office4EdPolicy)

We continued our work investigating access to high-quality early childhood education in Arkansas. As part of this effort we hosted an event with a diverse set of stakeholders to discuss opportunities for improvement and policy solutions.

We fielded a parent survey, gathering perspectives of policy-relevant issues from a representative sample of the state's parents of school-aged students.

We initiated a significant project investigating the teacher pipeline. We have linked, longitudinal data connecting k-12, higher education, and workforce, allowing us to see the whole teacher pipeline and identify leaks and barriers.

We are initiating a partnership with the Arkansas Division of Career and Technical Education to study access to and effectiveness of CTE programming.

We are working with the Winthrop Rockefeller Institute and a diverse group of stakeholders to develop policy recommendations for the coming legislative session and new gubernatorial administration.

KEY AREAS OF WORK

- Early childhood
- Postsecondary
- Poverty, equity, or achievement gaps
- Teacher pipeline

PASO DEL NORTE PARTNERSHIP FOR EDUCATION RESEARCH

EL PASO, TX

FOUNDED

2020

JOINED NNERPP

2020

MISSION

Working together to positively affect student outcomes for the diverse communities in El Paso and Hudspeth Counties.

PARTNERS

- [The University of Texas at El Paso](#)
- [Clint Independent School District](#)
- [El Paso ISD](#)
- [San Elizario ISD](#)
- [Ysleta ISD](#)
- [Fabens ISD](#)
- [Socorro ISD](#)
- [Tornillo ISD](#)
- [Anthony ISD](#)
- Community agencies in the region

utep.edu/education/research-partnership/

[@pdnper](https://twitter.com/pdnper)

KEY AREAS OF WORK

- English Learners and/or Dual Language Learners
- Non-cognitive or behavioral outcomes
- Poverty, equity, or achievement gaps
- STEM
- Teacher pipeline



In 2022, the Paso del Norte Partnership for Education Research focused much of their work on addressing the priority of mental health/well-being of students and educators in the community based on feedback received from a Fall 2021 Summit. Three projects have contributed to addressing this community need. *Project BLESSED* is a grant funded by the DOE Office of Special Education in collaboration with seven partner school districts aimed at addressing mental health and social-emotional learning (SEL). The key objectives of this project are to develop a new concentration in SEL for M.Ed. candidates in Special Education and a new Graduate Certificate in Special Education Counseling by providing funding for approximately 48 educators to complete the new programs and finally, to evaluate the program effectiveness and disseminate for research/practice for other institutions to adopt. The second project that addresses this need is titled *Educator Well-Being: A Study of Fatigue, Stress, Burnout, and Self-Care Practices Among Teachers and Administrators, and Characterizing Perceived and*

Physiological Early Childhood Teacher Stress and it aims to examine the impact of COVID-19 on educator well-being; identify behaviors and/or tools used to thrive; identify additional supports needed; and recommend policy and practices to address the mental health needs of educators in the region. Finally, *Characterizing Perceived and Physiological Early Childhood Teacher Stress* is a project aimed at examining early childhood education teacher well-being, focusing specifically on stress. To do so in the current study, measures of perceived (self-report survey) and physiological (hair cortisol concentration) stress will be employed, thereafter pairing these quantitative data with qualitative interviews to more fully detail the lived experiences of ECE teachers. Each of these projects are aimed at addressing mental health/well-being of students and adults in the Paso del Norte Region and the findings from this research are anticipated to have a direct impact on improved practices and outcomes for students in our community.

TEACHING TOGETHER

HOUSTON, TX

FOUNDED

2012

JOINED NNERPP

2019

MISSION

Empowering and preparing parents to engage as partners in their child's educational support team and to support learning at home.

cliengage.org

NSF Grant
[nsf.gov/awardsearch/showAward](https://www.nsf.gov/awardsearch/showAward)

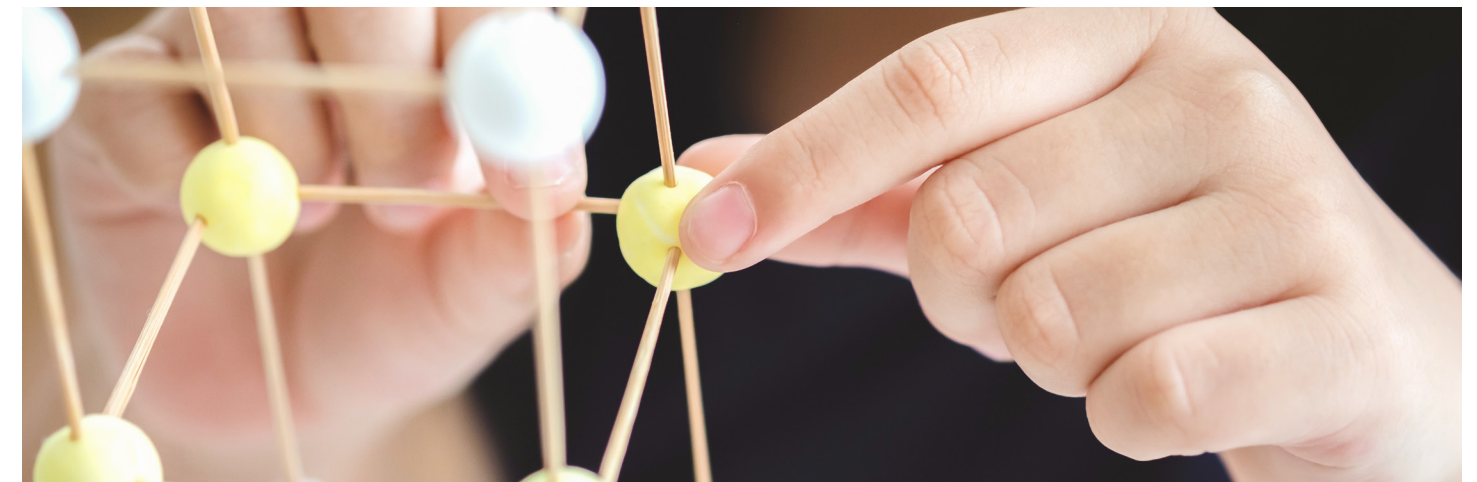
[youtube.com/watch?v=qJ2qaQxBJc](https://www.youtube.com/watch?v=qJ2qaQxBJc)

PARTNERS

- [Children's Learning Institute \(CLI\) at The University of Texas Health Science Center at Houston](#)
- [Children's Museum Houston \(CMH\)](#)
- Schools in Houston Independent School District
- Schools in Stafford Municipal School District

KEY AREAS OF WORK

- Early childhood
- English Learners and/or Dual Language Learners
- STEM



Our RPP has iteratively developed and evaluated virtual and hybrid pre-kindergarten STEM family engagement offerings in the past two years. We implemented an entirely virtual program model with 60 families in the 2020-21 school year. Although there were benefits to this convenient approach, we were eager to return to hands-on STEM activities this year. We adjusted the Teaching Together STEM delivery approach to a hybrid model in 2021-22; this included a combination of virtual and in-person activities with 92 families. An important feature of our programs was delivery in English and as a Spanish/English bilingual program. Although analysis is ongoing, we found increased parent attendance for in-person family engagement events relative to virtual events. Similar to previous years, parent engagement and satisfaction with program components remained very high. Additionally, parents who attended family engagement activities reported impacts on their interactions with their children and planned to incorporate program features at home. For example, "We will count, make graphs and take records during activities that we do at home." – translated from Spanish.

Findings from our 2019-2020 cohort will soon be published in *Frontiers in Psychology*. Our findings converge with similar investigations to indicate that providing pre-k families

experiencing poverty with access to typical family engagement programs may be insufficient to change outcomes (Grindal et al., 2016; Puma et al., 2010). Indeed, our results indicate that families benefited most when STEM family engagement opportunities occurred alongside additional support of providing families take-home STEM kits.

Teaching Together STEM is now entering an exciting phase of broadening impact through dissemination. Over the next year, our team will disseminate resources and provide a series of in-person and virtual 'training of trainer' sessions for educators and paraprofessionals across the greater Houston region and hosted both at the Children's Museum Houston as well as at partner sites of local community organizations.

The latest endeavor for our RPP is a **new grant** that is an upward extension of our goals for broadening access to informal STEM learning, but for older students in Kindergarten to Grade 5. We continue to focus on students experiencing poverty and offering engaging, hands-on STEM learning experiences. This new line of research specifically examines ways to best engage young girls in feeling interested in STEM and breaking stereotypes that science and math are not engaging for girls.

TENNESSEE EDUCATION RESEARCH ALLIANCE

NASHVILLE, TN

FOUNDED

2016

JOINED NNERPP

2017

MISSION

The Tennessee Education Research Alliance bridges the gaps between education research, policy, and practice in Tennessee. Through strategic partnerships, TERA conducts research in collaboration with state and local education leaders to inform policies that affect school systems, educators and, ultimately, students.

PARTNERS

- [Tennessee Department of Education](#)
- [Vanderbilt University](#)

peabody.vanderbilt.edu/TERA

[@TNEdResAlliance](#)

KEY AREAS OF WORK

- Educator diversity
- School leadership or governance
- Program evaluation
- Teacher pipeline



In 2022, TERA received a four-year \$1.7M grant from the U.S. Department of Education's Institute of Education Sciences to explore opportunities for increasing teacher diversity across Tennessee. Though 37% of Tennessee's students are people of color, only 13% of the state's teachers are, according to a [2018 report](#) by the Tennessee Department of Education. TERA's work aims to narrow this representation gap.

Through this grant, the research team will investigate pathways into teaching for Tennessee teachers of color and barriers they encounter along those pathways. By partnering closely with an advisory council of education leaders throughout the state and several local school districts, TERA hopes to comprehensively map the diverse pathways into teaching for teachers of color as compared to other teachers, pinpoint which stages and why teachers of color leave the pipeline, and ultimately identify specific interventions to increase the representation of teachers of color in Tennessee schools.

To carry out the work, the research team will conduct extensive interviews with teacher candidates, preparation program leaders, school and district leaders, and early-career teachers alongside analysis of survey data and state data on potential teachers' movement through preparation programs and into classrooms. By taking a deep look at pathways into the teaching profession

and prospective teachers' experiences as they move through preparation, licensure, job-seeking and their first few years in the classroom, TERA hopes to glean new insights to help Tennessee meet its goals of making teaching a more diverse profession.

Results stemming from this project will help school districts and education preparation providers think about increasing teacher diversity more strategically. This research will not only allow policymakers and practitioners to understand more about where Tennessee is losing prospective teachers of color, but it will also provide educator preparation providers and school districts with information about specific interventions they can use to help with recruitment efforts.

This research grows out of ongoing work exploring issues related to educator diversity in Tennessee and will continue to expand TERA's growing partnership efforts with the district. In January 2022, TERA released a brief [documenting race and gender gaps in classroom observation scores for teachers across Tennessee](#). Going forward, TERA will partner with several districts across Tennessee to pilot an intervention specifically targeting observer bias in evaluations. This work, along with the teachers of color pipelines research, will enable TERA to partner closely with local school districts and expand our research footprint beyond Nashville.

RCMMS/FRPP

RALEIGH, NC

THE REEDY CREEK MAGNET MIDDLE SCHOOL CENTER FOR DIGITAL SCIENCES/FRIDAY INSTITUTE FOR EDUCATION INNOVATION RPP

FOUNDED

2016

JOINED NNERPP

2018

MISSION

Together, Reedy Creek and the Friday Institute are partnering to develop a culture of computational thinking within Reedy Creek's digital sciences magnet program. Computational thinking is a new and unfamiliar concept to most; however, it's a necessary skill set in virtually every career sector.

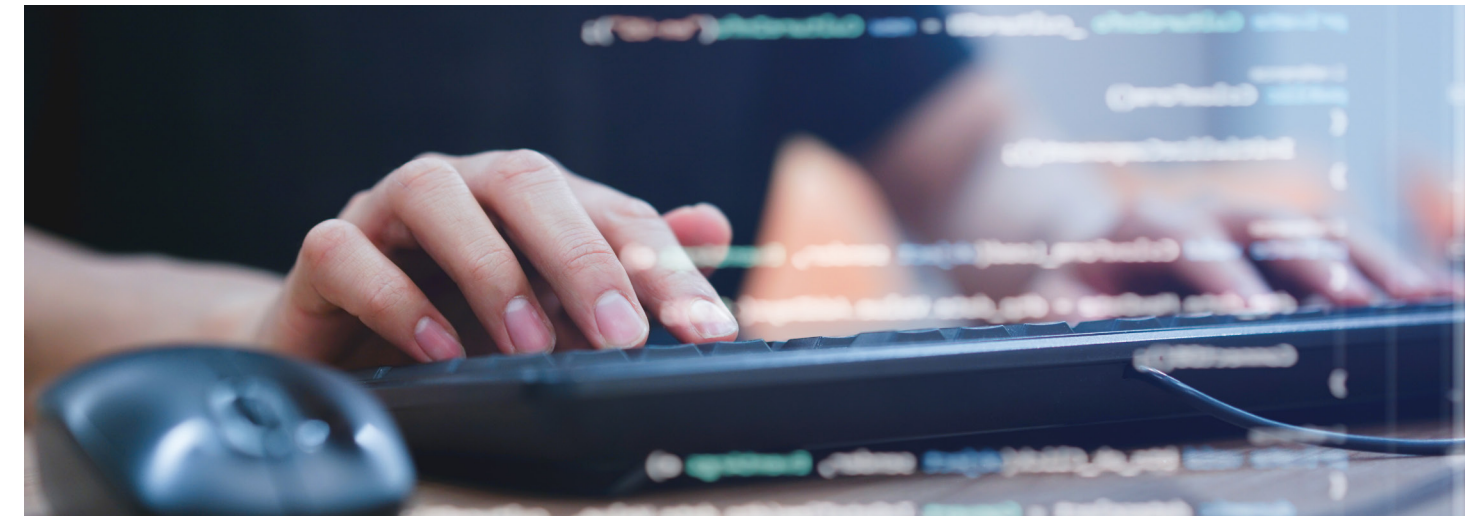
fi.ncsu.edu
[@FridayInstitute](#)
[@reedycreekms](#)

PARTNERS

- [Friday Institute for Educational Innovation](#)
- [Department of Computer Science at North Carolina State University](#)
- [Reedy Creek Magnet Middle School](#)

KEY AREAS OF WORK

- Computer Science
- Curriculum and instruction
- School climate and/or culture
- School leadership or governance
- STEM



As part of our work to develop the Computer Science (CS) ecosystem and provide students and families with opportunities to be successful in computational thinking and coding, our Research-Practice Partnership has put in place: An active teacher leader program; computational thinking and coding in all subject areas; and family engagement opportunities, such as our joint Family Code Night. These partnership activities are producing many positive outcomes. Students are experiencing computer science and computational thinking as core skills. As they study subject-area course content, students also learn and practice important technology skills such as creating products with code and collaborating with one another through a peer programming environment. Many of these lessons were developed through RPP collaboration in professional learning sessions offered during the summer and throughout the school year. Researchers and practitioners continue to participate in regular Digital Sciences Team meetings in

order to plan and evaluate CS/CT implementations, review and discuss partnership activities, and analyze data findings. This partnership work leads to relevant digital sciences learning for students in all subject areas and helps to extend and expand the CS ecosystem beyond school walls.

In the 2022-23 academic year, the success of our RPP's efforts is evident in classes throughout Reedy Creek Magnet Middle School (RCMMS). Independent from the Friday Institute (FI), teachers are implementing effective and challenging CS/CT lessons. These lessons and our teachers' ability and eagerness to create and deliver them stem from the knowledge and training provided by FI and our partnership activities. Our RPP's vision of creating a thriving STEM ecosystem has been realized, and RCMMS and FI are now building upon this by investigating ways we can continue working together and new technologies we can implement to enhance student learning.

THE VILLAGE @ FCRR

TALLAHASSEE, FL

FOUNDED

2019

JOINED NNERPP

2020

MISSION


Taking a place-based, collective impact approach, The Village creates, supports, and sustains research-practice partnerships to support reading achievement, school readiness, and school success among vulnerable children and youth.

PARTNERS

- [The Florida Center for Reading Research \(FCRR\) at Florida State University](#)
- [Leon County Schools](#)
- [Leroy Collins Leon County Public Library](#)

 fcrr.org/village

 [@TheFCRR](https://twitter.com/TheFCRR)

 linkedin.com/company/florida-center-for-reading-research/

 youtube.com/user/FCRRFSU



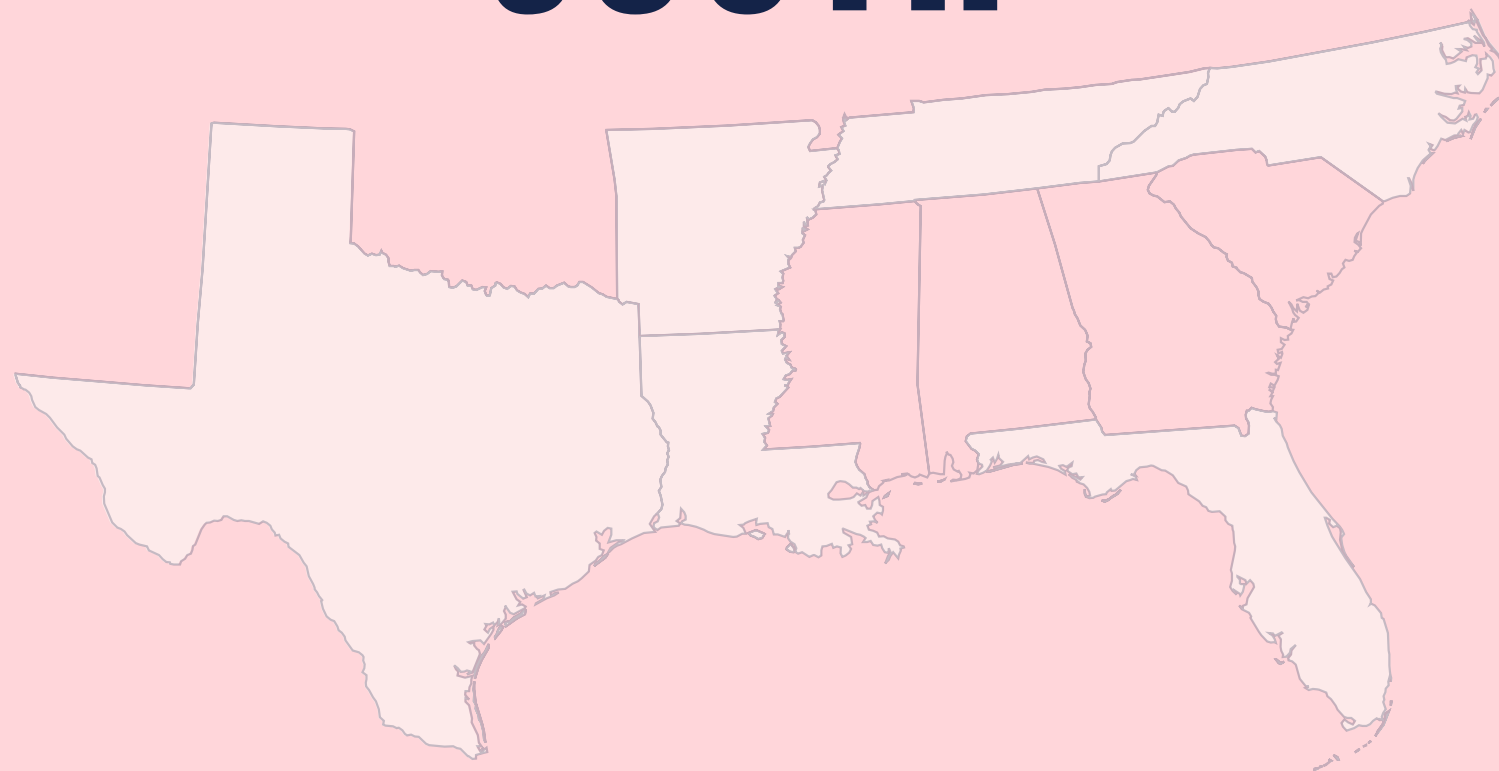
After the successful launch of our RPP, the ReadUp Partnership, between FCRR and the local school district three years ago, we are excited to develop a model for how other college-town universities can partner with their communities to reduce educational disparities. Funded by the William T. Grant Foundation, Spencer Foundation, and Doris Duke Foundation, this [Institutional Challenge Grant](#) will allow us to expand the current partnership, while also creating a toolkit and framework to help universities leverage the expertise of the university and promoting research-practice partnerships as a mechanism to address the needs of students, families, educators, and communities. Mid-career faculty fellows at Florida State University and Florida A&M University will also carry out their own research projects within the partnership, increasing their capacity to create and sustain RPPs. Focusing on reading achievement, early learning, special education, and college and career readiness, this work will directly impact the trajectory of the children growing up in our community.

Additionally, we are expanding our partnership with our local public library through a project called Engaging Librarians in the Science of Reading. As librarians play an important role in our communities in fostering a love for reading, youth services librarians from the seven local library branches are currently participating in a series of professional development workshops to increase their knowledge of language and literacy development. Together, we will investigate barriers and facilitators to increasing librarian's use of evidence-based practices during story time sessions and youth programming, and while engaging families who attend library events. Our team is also partnering with [Maya's Book Nook](#) to develop Book Nook Bundles, a box filled with a diverse children's book, aligned Beyond the Book guide, and extension language and literacy activities, that will be available in each library branch. Families will be able to check out 25 different bundles filled with these interactive and engaging materials, helping to build strong language and literacy foundations.

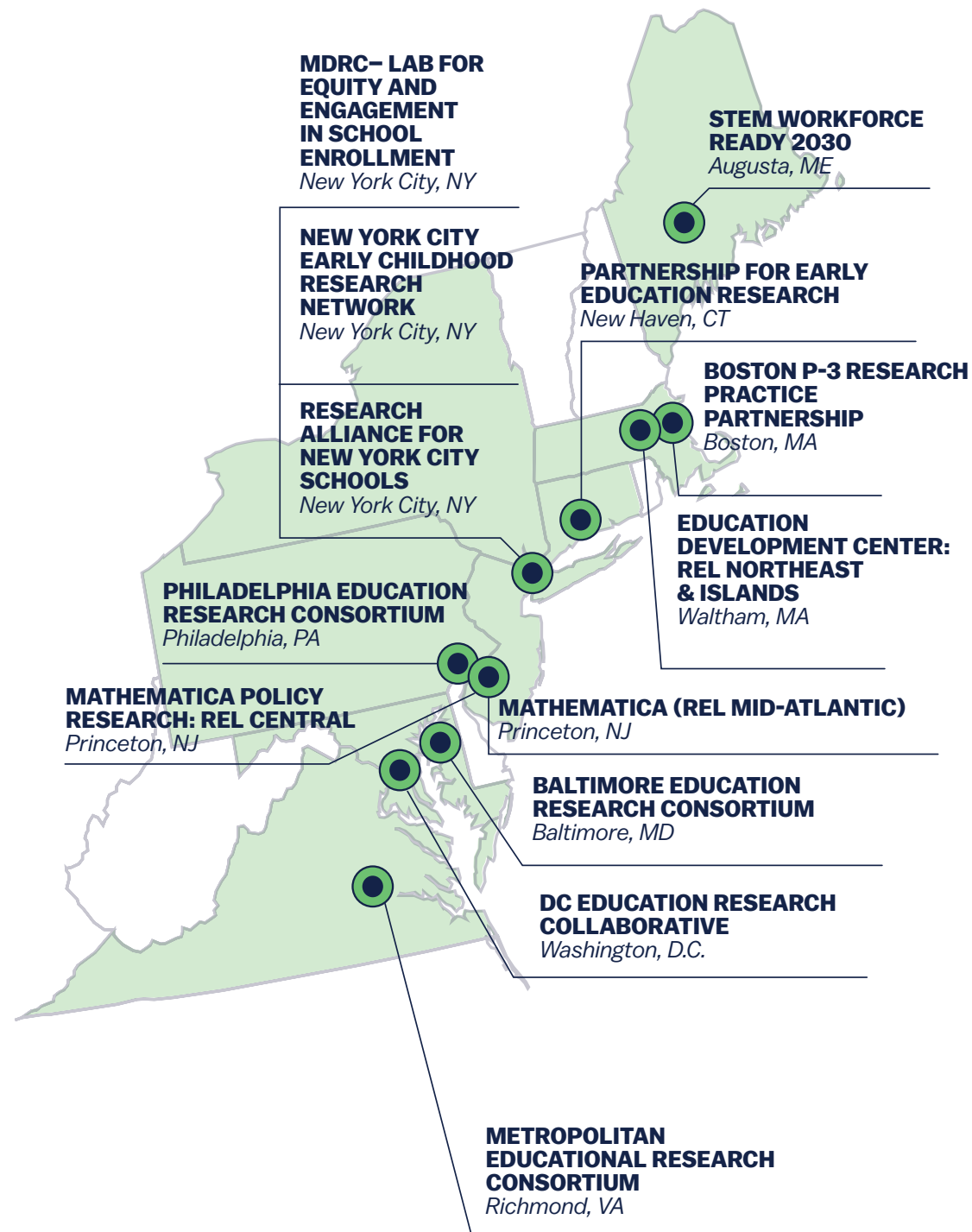
KEY AREAS OF WORK

- Curriculum and instruction
- Early childhood
- Poverty, equity, or achievement gaps
- School leadership or governance
- Teacher Knowledge and efficacy

SOUTH REGION



NORTHEAST REGION



BALTIMORE EDUCATION RESEARCH CONSORTIUM

BALTIMORE, MD

KEY AREAS OF WORK

- Early childhood
- Non-cognitive or behavioral outcomes
- Poverty, equity, or achievement gaps
- School choice
- Student mobility

FOUNDED
2006

JOINED NNERPP
2017

baltimore-berc.org

[@BaltimoreBERC](https://twitter.com/BaltimoreBERC)

MISSION

Conducting and disseminating long- and short-term strategic data analysis and research that informs decisions about policy and practice to improve the educational and life outcomes of children in Baltimore.

FOUNDING PARTNERS

- [Baltimore City Public Schools](#)
- [Johns Hopkins University](#)
- [Morgan State University](#)

PARTNERS

- [Bowie State University](#)
- [Coppin State University](#)
- [Loyola University Maryland](#)
- [Towson University](#)
- [University of Baltimore, Jacob France Institute](#)
- [University of Maryland, Baltimore County](#)
- [University of Maryland, College Park](#)
- [University of Maryland, School of Social Work](#)

ADDITIONAL ECDC PARTNERS

- [Baltimore City Head Start](#)
- [Baltimore City Health Department](#)
- [Catholic Charities](#)
- [Family League of Baltimore](#)
- [Maryland Family Network](#)
- [St. Vincent de Paul](#)
- [The Y of Central Maryland](#)

Baltimore Education Research Consortium (BERC)'s Early Childhood Data Collaborative (ECDC) is a partnership with publicly funded early childhood programs in Baltimore City. ECDC addresses questions of critical importance to research, policy, and practice so that early childhood stakeholders can use evidence to identify challenges, move conversations forward, design strategic and practical responses, advocate for resources, and capitalize upon promising practices or levers for positive change.

In 2022, in collaboration with the Mayor's Office of Children and Family Success Children's Cabinet Early Childhood Workgroup and Baltimore City's Early Childhood Advisory Council (ECAC), we published a report entitled "[Baltimore City's Young Children: Prenatal to Five Experiences.](#)" This report was designed to understand how families and children use early childhood services and how the use of those services is related to children's long-term progress in school. This report tells us how services can meet the needs of families with young children more effectively. We found that births in Baltimore City decreased by 21% between 1996 and 2019. Baltimore City's decrease is greater than the decrease in the U. S. overall decline in births within the same time period. The groups declining most are Blacks, teenagers, and mothers with no post-secondary education. The following geographic

analyses showed that OB-GYN clinics and hospitals tend to be clustered near the city's center. But areas of growth in births, particularly in poverty areas, are outside of these central locations. Furthermore, by analyzing children's enrollment in ECDC programs, we found that publicly-funded early childhood services and programming, such as home visiting, Baltimore Infant and Toddler program, Early Head Start, Head Start, and Public Pre-K, successfully reach families and children who are most in need. For example, families living in concentrated poverty areas participated in these services most often. One of the prominent findings was that participation in Head Start or Public Pre-K was related to better school readiness outcomes for children, particularly for those with young mothers, living in poverty and on medical assistance.

Using the findings, researchers, practitioners, and local policymakers in ECAC generated a set of action plans and are working towards implementing those goals in practice. BERC also published its first [Kindergarten Success Fact Book](#), which will become an annual report examining kindergartners' experiences in Baltimore City. The report highlights the range of disparities that persist across subgroups of children, and marks the necessity of a comprehensive data archive so that stakeholders can make well-informed decisions about resource allocation.

BOSTON P-3 RESEARCH-PRACTICE PARTNERSHIP

BOSTON, MA

FOUNDED

2007

JOINED NNERPP

2019

MISSION

The Boston P-3 RPP aims to build data-driven evidence on policies and programs implemented by the BPS Department of Early Childhood in order to improve children's educational experiences as they move from prekindergarten to third grade.

PARTNERS

- [Boston Public Schools Department of Early Childhood](#)
- [University of Michigan](#)
- [MDRC](#)
- [Harvard University Graduate School of Education](#)



mdrc.org/project/expanding-children-s-early-learning-excel-network#overview



[@meghan_mccorm](#) [@BPSEarlyLearn](#) [@weilanch](#)

KEY AREAS OF WORK

- Early childhood
- Non-cognitive or behavioral outcomes
- Program evaluation



The Boston P3 RPP team was heavily focused in 2022 on supporting research activities to strengthen Boston's move to a Universal PreK model for four-year-olds. Key to this approach is partnering with local community-based organizations who have typically operated as private PreK and childcare providers. These organizations also tend to serve a larger proportion of children from historically marginalized groups. The Boston RPP team has worked to conduct rigorous research on implementation of the BPS

public school prekindergarten model in these settings, to understand coaching in these schools, and to provide data on classroom quality and student outcomes back to providers and the district in real-time. Results have been used to tailor professional developmental supports, target settings in need for further strengthening, and to understand the extent to which UPK settings have supported students' development as the city continues to recover from the pandemic.

DC EDUCATION RESEARCH COLLABORATIVE

WASHINGTON, D.C.

FOUNDED

2021

JOINED NNERPP

2021

MISSION

To provide everyone who has a stake in the success of DC's public education community with robust, meaningful, and actionable information to support decisions that improve outcomes and advance equity.

PARTNERS

- [Urban Institute](#)
- [American University School of Education](#)
- [Bellwether Education Partners](#)
- [Brookings Institution](#)
- [D.C. Policy Center](#)
- [EmpowerK12](#)
- [Georgetown University](#)
- [George Washington University](#)
- [Howard University School of Education](#)
- [Mathematica](#)
- [Raise DC/Venture Philanthropy Partners](#)
- [Trinity Washington University](#)
- [University of the District of Columbia](#)
- [University of Maryland](#)
- [University of Virginia's EdPolicyWorks](#)



urban.org/dc-education-research-collaborative



KEY AREAS OF WORK

- Non-cognitive or behavioral outcomes
- School climate and/or culture
- Poverty, equity, or achievement gaps
- Teacher pipeline

The DC Education Research Collaborative spent 2022 in build mode – building infrastructure, building partnerships, and building trust. Though we have not yet begun the research work in earnest, the process of co-creating a mission and vision created new connections across researchers, practitioners, and policymakers, and resulted in growth and learning for all involved. While researchers learned about the demands practitioners face and the questions families feel are most pressing, members of the community Advisory Committee learned about research, the research process, and the limits of research. This learning and collaboration culminated in the creation of a draft research agenda, which we hope to finalize before the end of the year.

In addition to working with the Advisory Committee, the Collaborative held its first public listening sessions in 2022 and held focus groups with different sets of education stakeholders to begin to build public awareness of the Collaborative, its role, and its goals. By engaging with community members beyond the Advisory Committee, we have expanded our view of the problems and possibilities facing DC education, and have focused our thinking about the research agenda and potential initial research projects.

Importantly, because of the time spent in 2022 laying a foundation, bringing research partners and practice partners together, and engaging with the community, we are primed to jump into the work as soon as the research agenda is finalized. Though trust-building and engagement is an ongoing process, the work undertaken by research and practice partners this year means the Collaborative is ready to jump to action in 2023.

EDUCATION DEVELOPMENT CENTER: REL NORTHEAST & ISLANDS

WALTHAM, MA

FOUNDED

2017

JOINED NNERPP

2019

ies.ed.gov/ncee/edlabs/regions/northeast

MISSION

Helping states and school districts in the Northeast and Islands use research and data to improve student outcomes.

[@REL_NEI](https://twitter.com/REL_NEI)

youtube.com/playlists/REL_Northeast_and_Islands

BASED IN

Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, the U.S. Virgin Islands, and Vermont

PARTNERS

The Regional Educational Laboratory (REL) Northeast and Islands translates research to practice in partnership with policymakers and practitioners in Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, the U.S. Virgin Islands, and Vermont.

Our REL Northeast & Islands RPP consists of nine individual RPPs—one per state/jurisdiction. Two of our RPPs have been in place since 2017: The Puerto Rico Partnership to Engage Families in Data Use and the Rhode Island Partnership to Support Early College Opportunities. The work that took place in each of these partnerships during the last five years set the foundation for these partnership iterations, which are delving deeper into their respective topics. For example, our prior work in Puerto Rico focused on effective data use by school and district educators and REL Northeast & Islands provided a workshop series on using education data. The partnership has now shifted its focus to build educator capacity to communicate student achievement data effectively to families and to help families use these data to advocate for and support their children’s learning needs. Similarly, in our Rhode Island partnership our previous efforts focused on conducting a research study on Rhode Island’s early college opportunities (i.e., dual or concurrent enrollment, Advanced Placement courses). Our research found that these programs had a positive effect on students’ chances of graduating high school and enrolling in college. Building on this evidence of the value of these programs, the partnership is going deeper to better understand the costs of such programs and help districts use information about program enrollment to increase access. REL Northeast & Islands is conducting another research study and providing a workshop series using available dashboards of early college data. Meanwhile, our other partnerships are tackling new topics, such as personalized learning, play-based learning, early educator certification, and mathematics instruction for multilingual learners, to name a few. Lastly, throughout all of our partnership activities we have also infused an even stronger focus on equity than in our past REL partnerships.

KEY AREAS OF WORK

- Early childhood
- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps
- STEM
- Teacher pipeline



MATHEMATICA POLICY RESEARCH: REL CENTRAL

PRINCETON, NJ

KEY AREAS OF WORK

- English Learners and/or Dual Language Learners
- Poverty, equity, or achievement gaps
- STEM
- Teacher pipeline

FOUNDED

2017

JOINED NNERPP

2022

ies.ed.gov/ncee/rel/region/central

[@RELCentral](https://twitter.com/RELCentral)

[@MathematicaNow](https://twitter.com/MathematicaNow)

[@InstituteofEducationSciences](https://www.instituteofeducationsciences.org)

MISSION

Partnering with key stakeholders in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming to develop evidence that can inform consequential decisions about policy, programs, and practice.

BASED IN

Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming

In 2022, REL Central launched multiple new partnerships throughout the Central Region states and in Tribal jurisdictions, including the Partnership for Strengthening Culture-based Elementary Math Education in Standing Rock. This partnership brings together educators, community members, and Tribal Nation leaders to address student proficiency on standardized math exams. One possible contributing factor to proficiency rates may be that Native students feel alienated by the way in which math is often taught through a western model, which may not fit their needs or align with their lived experiences of how they learn in their culture, their family and/or community structures, or the physical world they inhabit. Additionally, many teachers in reservation schools are non-Native and only teach on the reservation for a short period of time, so

they do not have a chance to build connections through an understanding of the lived experiences of their Lakota/Dakota students. The partnership has identified the need to create high quality, culture-based math modules grounded in research that build upon the strengths of the community, are relevant to the lives of students and families, and that support teachers in applying a culture-based framework in their math instruction. REL Central is supporting a design team of teachers to develop and refine standards-aligned, elementary math modules that blend evidence-based math pedagogy with Lakota/Dakota pedagogical approaches and culture. This work will also amplify the voices of community members, parents, and Tribal leaders.

PARTNERS REL Central is led by Mathematica with support from the following partners:

- [RMC Research](#)
- [Kauffman & Associates](#)
- [Policy Research in Missouri Education Center at Saint Louis University](#)
- [Denver Public Schools](#)
- [Colorado Department of Education](#)
- [Colorado Department of Higher Education](#)
- [Adams State University](#)
- [Fort Lewis College](#)
- [University of Colorado Denver](#)
- [Metropolitan State University of Denver](#)
- [Keystone Policy Center](#)
- [Kansas State Department of Education](#)
- [Wichita Public Schools](#)
- [Shawnee Mission School District](#)
- [Kansas Department of Labor](#)

JCL CONSULTING

- [Ewing Marion Kauffman Foundation](#)
- [Hillsboro Unified School District](#)
- [Dodge City Public Schools](#)
- [Kansas Board of Regents](#)
- [Kansas Department of Commerce](#)
- [Missouri Department of Elementary and Secondary Education](#)
- [University City School District](#)
- [Ritenour School District](#)
- [Lincoln Public Schools](#)
- [North Dakota Department of Public Instruction](#)
- [Standing Rock Tribal Education Department](#)
- [Sitting Bull College](#)
- [Wyoming Department of Education](#)
- [Wyoming Community College Commission](#)
- [Wyoming Professional Standards Teaching Board](#)
- [University of Wyoming College of Education](#)

MATHEMATICA MID-ATLANTIC REGIONAL EDUCATIONAL LABORATORY

PRINCETON, NJ

FOUNDED

2017

JOINED NNERPP

2018

MISSION

REL Mid-Atlantic works to bridge the worlds of education research and education practice to improve academic outcomes for students through supporting collaborative research partnerships and other stakeholder groups in the Mid-Atlantic region.

BASED IN

Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania

PARTNERS

- [Mathematica](#)
- [WestEd](#)

All five mid-Atlantic state agencies

- [School District of Philadelphia](#)
- [DC Public Schools](#)
- [DC Public Charter School Board](#)
- [Pittsburgh Public Schools](#)

ies.ed.gov/ncee/rel/region/midatlantic

[@RELMidAtlantic](#)
[@MathematicaNow](#)

[Institute of Education Sciences - YouTube](#)

KEY AREAS OF WORK

- Anti-racism
- Poverty, equity, or achievement gaps

- School climate and/or culture
- School leadership or governance
- Teacher pipeline

As we wrap up the first year in the current cycle of the REL program, the Regional Educational Laboratory Mid-Atlantic has several exciting partnerships under way. Examples include:

• We are collaborating with the [School District of Philadelphia](#) to examine and disrupt inequitable practices and provide more equitable opportunities and outcomes for all students. We are helping the district use evidence to inform, monitor, and refine its equity initiatives. This work includes developing and testing measures of culturally and linguistically inclusive practices. We are also supporting a fellowship program for staff and students who lead equity groups and conduct research to support equity in their schools.

• We are hosting a national [community of practice](#) for state education agencies that want to refine and improve school performance measures for accountability and improvement. This initiative builds on growing interest in understanding how to assess school performance and identify low-performing schools in 2022. The disruptions of the pandemic—cancellation of the 2020 assessments and problems with interpreting the 2021 data—mean that states' standard approaches may not work for 2022. We are supporting states in developing robust and creative solutions for 2022 and beyond, with the aim of ensuring that their measures of school performance are reliable, valid, and useful to inform school improvement.

MDRC - LAB FOR EQUITY AND ENGAGEMENT IN SCHOOL ENROLLMENT (E3 LAB)

NEW YORK CITY, NY

FOUNDED

2017

JOINED NNERPP

2020

MISSION

E3 Lab uses insights from behavioral science and human-centered design to address issues of educational equity in school application and enrollment.

PARTNERS

- [MDRC](#)
- [CABS @ MDRC](#)
- [New York City Department of Education's Office of Student Enrollment](#)

mdrc.org/project/new-york-city-s-lab-equity-and-engagement-school-enrollment-e3-lab#overview

[@MDRC_News](#)
[@CABS_MDRC](#)

KEY AREAS OF WORK

- Poverty, equity, or achievement gaps
- School choice



New York City's [Lab for Equity and Engagement in School Enrollment](#) (E3 Lab) is a collaboration of MDRC and the New York City Department of Education's Office of Student Enrollment (OSE). Its most recent project focused on supporting OSE's communication strategies for middle school admissions in Fall 2021, during the rapidly changing COVID-19 pandemic. The E3 Lab aimed to help OSE integrate principles from behavioral science into their communications with families and family-facing staff and to support the office's use of data to improve the process for families (see [here](#) and [here](#)). While the short-term project wrapped up

at the end of 2021, the E3 Lab facilitated development of a "playbook" for middle school admissions this year. This playbook documents strategies developed inside and outside the E3 Lab to support equitable family engagement in the middle school admissions process during the Fall 2021 admissions cycle, including lessons learned and ideas for future improvements and for other grade levels. E3 Lab members from MDRC and NYC Department of Education recently reflected on the playbook's development in a case study for the latest edition of the [RPP Brokers Handbook](#), published this fall.

METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM

RICHMOND, VA

FOUNDED

1991

JOINED NNERPP



2021

MISSION

As a partnership between Richmond-area school divisions and Virginia Commonwealth University's School of Education, the Metropolitan Educational Research Consortium leads research that addresses enduring and emerging issues in PK12 education with the goal of informing policy, building the professional knowledge and skills of key stakeholders, contributing to the body of scholarly knowledge, and ultimately impacting outcomes relevant to students, schools, and communities

PARTNERS

- [Chesterfield County Public Schools](#)
- [Goochland County Public Schools](#)
- [Hanover County Public Schools](#)
- [Henrico County Public Schools](#)
- [Petersburg City Public Schools](#)
- [Richmond Public Schools](#)
- [Virginia Commonwealth University](#)

 merc.soe.vcu.edu
 [@RichmondMERC](https://twitter.com/RichmondMERC)

KEY AREAS OF WORK

- Curriculum and instructor governance
- Poverty, equity, or achievement gaps
- Program evaluation
- School climate and/or culture
- Teacher pipeline



Starting in 2018, at the request of our regional partner school districts, Metropolitan Educational Research Consortium (MERC) initiated a line of collaborative research into professional development models for culturally responsive teaching. This work led to an IES funded Research Practice Partnership Grant (R305H190053) that supported the iterative development of an action research professional development program that engaged 40 teachers across four schools and two school districts. The team leading this project has now secured internal funding from Virginia Commonwealth University to extend this work through an exploration of the critical role of family engagement in the development of culturally responsive classrooms and schools. This interdisciplinary research project will create an integrative conceptual framework that will merge developmental science perspectives on youths' ethnic-racial identity development and family ethnic-racial socialization processes with educational perspectives on funds of knowledge and culturally responsive education. A central component of the development of the framework will be the convening of an advisory team of culturally responsive trained

educators, and Black and Latinx parents and students to refine the model for the purpose of application to culturally responsive pedagogy. To support the community engaged sessions, the project will include consultation from Village of Wisdom, a non-profit that works "to close the academic opportunity gap by protecting the intellectual curiosity and positive racial-self concept of Black children through the love and wisdom of their families and communities" (<https://www.villageofwisdom.org/>). Our hope is that leveraging interdisciplinary research and community voice in ethnic-racial identity, socialization, and funds of knowledge to create a culturally responsive curriculum for teachers has immense potential to create knowledge that is translational and identifies solutions for inequality. The outcome of this proposed work is a culturally responsive educator professional development curriculum (e.g., activities, case studies, and specific teaching strategies) that can be offered to secondary teachers, is adaptable to various content areas, and that can be paired with teacher action research groups for transformative professional development.

PARTNERSHIP FOR EARLY EDUCATION RESEARCH

NEW HAVEN, CT

FOUNDED

2014

JOINED NNERPP


2018

MISSION

PEER's mission is to collaborate with its partners to produce rigorous, actionable research that can inform early childhood education policy and practice at the local and state levels, increase access to high-quality early childhood education, and reduce disparities in educational outcomes.

PARTNERS

- [Yale School of Medicine](#)
- [Education Development Center, Inc. \(EDC\)](#)
- [Cooperative Educational Services \(CES\)](#)
- [Child Care Aware of America \(CCAA\)](#)
- [Connecticut Office of Early Childhood \(OEC\)](#)
- [Connecticut State Department of Education \(SDE\)](#)
- Communities of Bridgeport, Norwalk, and Stamford

 medicine.yale.edu/psychiatry/peer

KEY AREAS OF WORK

- Early childhood
- Program evaluation



In 2021, the Partnership for Early Education Research (PEER) was invited to join two community-based collaborations focused on expanding access to home visiting programs for the families of young children (birth to age 5). In both collaborations, PEER's role is to support the continuous quality improvement (CQI) of home visiting services, including the enrollment of new families. Both collaborations are funded by the [Connecticut Office of Early Childhood \(OEC\)](#).

Greater Stamford Parenting Partnership (GSPP) is led by [Family Centers](#) and [Child Guidance Center of Southern Connecticut](#), with support from [Stamford Cradle to Career](#), [Child Development Infoline](#), and PEER. Greater Norwalk Home Visiting Partnership (GNHVP), is a collaboration led by [Family & Children's Agency](#) and [Odyssey Family Executive Center of South Norwalk, Inc.](#), with support from [Maritime Odyssey Preschool](#) and PEER.

The current CQI projects aim to understand families' experiences with home visiting services, including potential barriers to enrollment and participation. In the first phase of this project, PEER conducted a review of the research literature on home visiting that identified individual, interpersonal, organizational, and community factors associated with participation in home visiting. For example, research suggests that parental age, perceived stigma related to home visiting, and the orientation of programs towards mothers may influence families' decisions to enroll.

PEER worked with the GSPP lead organizations to use information from this literature review to design a family survey that could illuminate barriers to and facilitators of engagement in home visiting. Each of the lead GSPP organizations administered a personalized version of the survey to their families this summer. Both Family Centers and Child Guidance Center said they found the results interesting but that the survey left unanswered questions about families' experiences. The GNHVP lead organizations had similar questions after conducting their own annual surveys.

Both GSPP and GNHVP agreed that it would be valuable for PEER to go deeper by interviewing parents. PEER worked with the GSPP and GNHVP core teams to design an interview protocol for each partnership that built on the literature review and focusing on each team's priority topics related to program enrollment and participation. Enrollment for GSPP families began in September, and enrollment for GNHVP families began in October. PEER has begun to interview parents in English and Spanish; Haitian Creole is also an option. All partners are excited to learn from parents through the interviews and use the new insight to improve program enrollment and services.

PHILADELPHIA EDUCATION RESEARCH CONSORTIUM

PHILADELPHIA, PA

FOUNDED

2014

JOINED NNERPP

2016

MISSION

Draw on partnerships between community- and district-informed researchers to engage in sustained areas of investigation that can be leveraged by the School District at the right time by the right people for real change in Philadelphia.

PARTNERS

- [Research for Action](#)
- [School District of Philadelphia Office of Research and Evaluation](#)

 phledresearch.org

 [@PHLedResearch](https://twitter.com/PHLedResearch)

KEY AREAS OF WORK

- English Learners and/or Dual Language Learners
- High school graduation
- Poverty, equity, or achievement gaps



Our research focus for 2021-24 is on providing evidence to support the School District of Philadelphia's (SDP) goal for all students to graduate prepared for college or careers. Our work follows two strands of research.

- **Strand #1:** Our systems-supporting research studies will aid the district in navigating new **statewide graduation requirements** as the district makes plans to accommodate alternative pathways and respond to increased capacity needs to promote high school completion under the new policy.
- **Strand #2:** While our research agenda will support strategies to ensure every SDP high school student is well supported to graduate on time and college-ready, we also have identified a specific need to focus on the transition to high school for **English Learners and students with disabilities**, who,

together, constitute over a quarter (27.2%) of the high school student population in the District. Exploring factors that support 9th grade transitions for ELs and students with disabilities will better support SDP in identifying weaknesses in instruction, staff professional development needs, and additional intervention for students who are experiencing multiple challenges early on in their high school trajectories.

In 2022, we completed two reports related to strand #1, [Changing Requirements in Pennsylvania for High School Graduation: A Research Brief on Pennsylvania Act 158](#) and [Changing the Finish Line: Implications of new graduation requirements in the School District of Philadelphia](#) which have been used to help inform district and community partner efforts to support students to achieve the new PA graduation requirements, which go into effect for the graduating class of 2023.

RESEARCH ALLIANCE FOR NEW YORK CITY SCHOOLS

NEW YORK CITY, NY

FOUNDED

2008

JOINED NNERPP

2016

MISSION


Conducting rigorous studies on topics that matter to New York City's public schools. The Research Alliance strives to advance equity and excellence in education by providing nonpartisan evidence about policies and practices that promote students' development and academic success.

PARTNERS

- [New York University](#)
- [The City University of New York \(CUNY\)](#)
- [The NYC Department of Education \(NYCDOE\)](#)
- Nonprofit and community-based organizations that work in and around NYC schools

 ranycs.org

 [@RANYCS](https://twitter.com/RANYCS)

 <https://www.linkedin.com/company/the-research-alliance-for-new-york-city-schools/>



KEY AREAS OF WORK

- Career and Technical Education
- Computer Science
- Postsecondary
- Poverty, equity, or achievement gaps
- School climate and/or culture

One of the most important—and impactful—areas of work for the Research Alliance has revolved around the development of **evidence-based frameworks for school improvement, support, and accountability**. These frameworks are grounded in an understanding that schools are not simply collections of individual teachers and students; they are also organizations, with structures, practices, and norms that can either hinder or support strong teaching and learning. For more than a decade, the Research Alliance has collaborated with the NYC Department of Education (DOE) to create frameworks that help school and district leaders identify, measure, and nurture organizational capacities that make a difference for student outcomes.

The latest incarnation of this work focuses on NYC Schools Chancellor Banks' vision of schools as "the pathway to economic prosperity"—where all students graduate well prepared for "a rewarding career, long-term economic security, and equipped to be a positive force for change." With this goal in mind, the Research Alliance is helping the DOE reimagine its approach to assessing effective learning environments. Together, we are reviewing relevant research and grappling with important questions about how to define and measure success for students and schools: What do young

people need to earn a high-quality degree and/or be employed with a meaningful, family-sustaining job? What skills and experiences will help students be "a positive force for change"? How can we measure and support progress toward these objectives, for all students, beginning in the earliest grades? Diverse Research Alliance studies—including those of [Career and Technical Education](#), [Computer Science](#) and [School Climate](#)—are providing evidence to inform these conversations.

Through this joint work, the Research Alliance and the NYCDOE are building vital knowledge about the organizational factors that promote strong teaching and learning. This information is being used in multiple ways—to improve the district's accountability and school support systems, to arm school leaders with a clearer sense of strengths they can build on and areas they need to improve, and to help families make more informed decisions about which schools their children should attend. We have sustained this collaboration for more than 10 years, across three different mayoral administrations, offering a powerful example of how a research-practice partnership can support continuous improvement in a large, complex system.

STEM WORKFORCE READY 2030

AUGUSTA, ME

FOUNDED

2018

JOINED NNERPP


2022

MISSION


STEM Workforce Ready 2030 is working to integrate computer science learning in rural PreK-8 classrooms across Maine.

PARTNERS

- [Maine Mathematics and Science Alliance](#)
- [Maine School Administrative District 44](#)
- [Maine School Administrative District 46](#)
- [AOS 91 Mount Desert Island Regional School System](#)
- [Ellsworth School Department](#)
- [Maine School Administrative District 52](#)
- [Regional School Unit 10](#)
- [Regional School Unit 67](#)
- [Regional School Unit 78](#)

 mmsa.org/2022/02/stem-workforce-ready-2030/

 [@mmsa_org](https://twitter.com/mmsa_org)

 linkedin.com/company/maine-mathematics-and-science-alliance/

 youtube.com/mmsaorg



KEY AREAS OF WORK

- Computer Science
- Curriculum and instruction
- Poverty, equity, or achievement gaps
- STEM

After a two year hiatus, our RPP focused on CS Integration efforts reconvened in August of this year and added five additional school district teams – bringing our partnership up to eight districts spread throughout the state. The addition of these schools to our work will help strengthen the growing grassroots efforts to broaden participation in Computer Science and was a source of celebration.

In addition to this growth, we are particularly excited by the inclusion of additional educators from some of our districts whose voices had not been a part of our original team make-up. Thanks to a grant from the Google CS-ER program, we were able to include special educators, paraprofessionals, and math instructional coaches in several of our district teams. These voices are critical to the overall goals of our RPP – making sure that we are truly bringing CS to all students. The one-year pilot grant –focused specifically on studying the supports educators need to integrate computational thinking to engage neurodiverse math learners– was also an example of our long term vision for the Workforce Ready (WFR) RPP.

By including a diversity of participant perspectives, the RPP will have a more successful understanding of our research questions, which focus on breaking down the nuances of the problems school districts face when integrating CS, learning how to navigate those problems in culturally conscientious

ways, and embracing the growing prevalence of CS in our community workforces by connecting them back to the K-8 classroom.

With a commitment from the Alford Family Foundation to support the RPP over the next three years, we are able to seek additional funding (from Google and others) to support initiatives the RPP develops to meet emerging problems of practice. We are thankful for the support and the stability it offers as we continue to dream and discover together.

Speaking of discovery, a highlight from our summer institute with participants was an RPP participant-designed field trip to a local lumber yard. Building on his personal relationships, one of WFR's teacher leaders went into the community and helped coordinate an eye-opening excursion to Hancock Lumber. WFR members were given a tour of the facility and shown the key CS practices and skills employed by the workers each day. From the outside, Hancock Lumber is very much like every other lumber yard but on the inside, it is a clear example that our traditional Maine economies are changing and changing quickly. Teachers were inspired to dive into our work this year thanks to the community connections of one member. We will lean heavily on these assets as an RPP as we move forward and are excited to say that CS is, indeed, everywhere!

NORTHEAST REGION



NNERPP

The National Network of Education
Research–Practice Partnerships



RICE | KINDER
INSTITUTE FOR URBAN RESEARCH

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December 2022

