



College of Education and Social Services: Statewide Engagement

The [College of Education and Social Services](#) (CESS) is deeply engaged with Pk-12 students, families, schools, community partners, and organizations across Vermont. Students and faculty engage directly with schools through required practicum experiences, student teaching, and internships, as well as through faculty research, policy and evaluation work, and participation in key statewide initiatives aimed at improving Vermont's education system. Additionally, faculty and staff situated in our three outreach centers—the [Center on Disability and Community Inclusion](#), the [Vermont Child Welfare Training Partnership](#), and the [Tarrant Institute for Innovative Education](#)-- provide direct outreach to schools, families and communities; conduct professional development opportunities for teachers, administrators, and social workers; and engage in research aimed at identifying and evaluating effective practices and interventions designed to improve the quality of life for Vermont families and children. Examples of key activities are provided across each category.

- 1. CESS Students: Collectively, CESS students spend about 200,000 hours in the field each year**
 - During their sophomore and junior years, each student in our educator licensure degree programs engages in up to 400 hours of practicum work in schools.
 - Teacher education licensure programs culminate with 14 weeks of full-time student teaching (around 125-150 students per year) occurring in 58 schools in Vermont.
 - Enrollments in Teacher Education, Social Work, and Counseling show variation over time, with undergraduate enrollments in teacher education programs showing a decline since 2015, and graduate programs in Education, Social Work, and Counseling demonstrating growth from 2015-2022 (see Appendix A).

- 2. CESS Faculty: Our faculty conduct community-engaged research, engage in evaluation and policy work, provide professional development for Vermont's workforce, and play key roles in statewide initiatives. Their contributions support implementation of effective policies and practices designed to transform our schools and communities**
 - Community-engaged research:
 - [Project CORE](#) (Restorative Justice, Chittenden County Schools)
 - [Youth Participatory Action Research](#) (Edmunds Middle School)
 - [Project RAFT](#) and Centering Connection (involves families with refugee experiences)
 - Policy and Evaluation Research:
 - Special education funding formulas ([Tammy Kolbe](#))
 - Community Schools ([Bernice Garnett](#), with AOE)
 - Early Education policy and workforce development ([Kaitlyn Northey](#))
 - Child Welfare policy and trauma-responsive approaches ([Jessica Strolin-Goltzman](#))
 - PIES Study: Examining suspension and expulsion of young children with disabilities ([Lori Meyer](#), [Kaitlin Northey](#), [Valerie Wood](#))

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- Professional development programs and offerings to in-place teachers, schools and districts
 - Research-based approaches to supporting students with disabilities, second language learners
 - Robert Noyce scholars Teacher Scholarship Program and CREST (Champlain Research Experience for Secondary Teachers, [Regina Toolin](#))
 - Education for Sustainability: Certificate of Graduate Studies in partnership with Shelburne Farms
 - Middle Grades Collaborative and Summer Institute
 - Graduate Programs, including 2023 launch of a fully online master's program in Special Education
- Participation in statewide initiatives focused on PK-12 education in Vermont
 - Statewide Leadership Team (AOE, UVM, VSU, school partners) focused on addressing teacher shortages
 - Vermont Coalition for Ethnic Studies and Social Equity in Schools
 - Vermont Early Childhood Higher Education Collaborative
 - Vermont State Board of Education
 - Vermont Standards Board for Professional Educators

3. CESS Outreach Centers

- *Center on Disability and Community Inclusion (CDCI)*: CDCI is part of the federal government's University Centers on Excellence in Developmental Disabilities. Through a variety of projects funded largely through state and federal grant, CDCI focuses on supporting children, youth, and adults with disabilities and their families in accessing and thriving in the communities of their choice <https://www.uvm.edu/cess/cdci/cdci-projects-z>
- *Vermont Child Welfare Training Partnership (CWTP)*: The Vermont CWTP brings together UVM's Department of Social Work and Vermont's Department for Children and Families (DCF) to improve the quality of child welfare practice in Vermont by providing social work education and training to current and future employees of DCF. The partnership offers traineeships to support MSW and BSW students who are interested in a career in child welfare, as well as non-degree training opportunities for DCF staff who work with children and families, and to Vermont kinship, foster and adoptive parents. <https://vermontcwtp.org/>
- *Tarrant Institute for Innovative Education (TIIE)*: Funded primarily through a generous gift from the Richard E. and Deborah L. Tarrant Foundation, TIIE has partnered with over 80 schools and over 2,000 educators in Vermont to support school wide change that highlights innovative practices, technology use, student voice and well-being, and school and community partnerships. <https://www.uvm.edu/cess/tiie>

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Appendix A
Additional Data on CESS Enrollments and Program Completers

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AY 2022 – 2023 School (Birth – 12th) Field Placements and Sites

- 678 placements (practicum, internship, service learning) in 58 sites in Vermont

Enrollments and Completion Trends

List of programs for UG Totals in the Tables Below

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Degree	Program Description
Bachelor	Art Education
	Early Childhood Preschl
	Early Childhood Special Educ
	Elementary Educ K-6
	Middle Level Education
	Music Education
	Physical Education K-12
	Secondary Educ
	Secondary Educ English
	Secondary Educ Language
	Secondary Educ Math
	Secondary Educ Science
	Secondary Educ Soc Sci
Total	

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CESS Licensure Program Fall Enrollments (Source: Catamount Data)

Program	2015	2016	2017	2018	2019	2020	2021	2022
Ed UG	513	496	498	489	477	459	507	490
Ed GRAD*	53	59	47	57	68	83	74	73
SW UG	100	103	107	117	121	114	119	120
SW GRAD	68	68	62	63	69	68	74	71
Counseling Grad	40	52	68	66	68	64	64	68

*MAT and SPED Grad

CESS Licensure Program Degrees Conferred (Source: Catamount Data)

Program	2015	2016	2017	2018	2019	2020	2021	2022
Ed UG**	128	132	134	139	126	118	112	132
Ed GRAD* **	35	31	42	33	36	35	41	44

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SW UG	28	28	31	30	35	27	41	29
SW GRAD	26	41	29	28	28	29	35	28
Counseling Grad	14	20	11	17	37	26	23	25

**Degree conferred does not always result in recommendation for licensure. To fully complete an educator preparation program, a graduate must have met specific requirements including completion of the student teaching internship, passing the Vermont Licensure Portfolio assessment, and for most endorsements pass one or more Praxis II exams. In addition, some participants of graduate programs in special education already have an initial license.