

## ABSTRACT

**Title:** Project CATALYZE: The Impact of CARE + PATHS on Students' Success

**Type:** Early Phase

**Absolute Priorities:** 1, 2

**Students Served:** Approximately 12,000

**Grade Levels Served:** 1–3 in Year 1; 1–4 in Year 2, 1–5 in Year 3

**High Need Student Definition:** Schools with at least 75% of their students scoring below proficient in English/language arts and mathematics achievement.

### **Project Description:**

Project CATALYZE will examine whether a well-tested social and emotional learning program (SEL) called the PATHS Curriculum is more effective when teachers receive the Cultivating Awareness and Resilience in Education (CARE) professional development program, shown to improve teachers' social and emotional skills, classroom interactions and student engagement. Successful implementation of SEL programs such as PATHS is challenging in low performing schools due to the stressors associated with low resourced neighborhoods. These factors can lead to high levels of classroom stress that can impair learning readiness.

### **Summary of Project Objectives and Expected Outcomes:**

We will recruit 40 low performing elementary schools from a pool of 250 CSP schools to participate in the project. All grade 1-3 students will receive the PATHS SEL program delivered by their teachers. Half of the schools will be randomly assigned to also receive the CARE program in addition to the PATHS program. We hypothesize that building teachers' capacity with the CARE Program will enhance (a) teachers' SEL skills and well-being, (b) the implementation quality of the PATHS curriculum, (c) and the quality of classroom interactions. These improvements will lead to (d) improvements in students' SEL skills, engagement, motivation, and academic achievement.

**Special Project Features:** This project is significant because represents a model of implementation science, the next generation of SEL programming and Type II translational research. As far as we are aware, this is the first attempt to evaluate whether supporting the SEL skill development of the education workforce provides additional benefit beyond that of using a student-focused SEL curriculum alone.

### **Partners:**

University of Virginia Curry School of Education

American Institutes for Research

CREATE

PATHS Education Worldwide (PEW)

Chicago Public Schools