

PR Award #: S336S220046

Organization Name: The College of New Jersey

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Absolute Priority: 2

Competitive Preference Priorities: N/A

Invitational Priority (GYO): Y

Requested Total Award Amount: \$1,819,854

Project Description:

Residents for Innovation in Urban Schools & Student Empowerment (RISE) at The College of New Jersey will use school-university partnerships to recruit an annual cohort of 10 Residents of color who are recent graduates and nontraditional students into a 1-year residency program. Building on long-standing partnerships with high-need urban school districts in the school of Education's Professional Development School Network, RISE will implement an urban residency program that uses targeted recruitment, prepares highly qualified Residents through rigorous graduate coursework, provides multi-layered mentoring by faculty and practitioners of color, and retains teachers of color through a comprehensive job-embedded induction program that includes coaching and professional learning communities. To address systemic inequities and barriers for Residents of color, the program will provide financial assistance and academic support for state certification exams. Another aspect of the project is designed to expand the grow-your-own model beyond higher education to create a sustainable pipeline of students of color from Future Teacher Clubs in partnering high schools into urban teacher education programs.

Project Expected Outcomes:

The project's objectives, which are to: (1) recruit, enroll, and prepare a total of 40 Residents of color; (2) place at least 90% of the Residents in a target school district within one year of completing the residency program; and (3) retain at least 80% of placed Residents in target schools by year 2 and at least 70% of placed Residents who can increase student achievement in target schools for three consecutive years.

Project Partners:

The School of Education, School of Humanities and Social Sciences, School of Arts and Communication, and School of Science at The College of New Jersey, in partnership with Burlington City Public Schools, Ewing Public Schools, Hamilton Township Public Schools, and Trenton Public Schools, Educational Testing Service, Medgar Evers College, City University of New York, and New Jersey Educators Association's Center for Future Educators