

PR Award #: S336S220070

Organization Name: Georgia State University Research Foundation, Inc.

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Absolute Priority: 4

Competitive Preference Priorities: Competitive Preference Priorities 1-4.

Invitational Priority (GYO): N

Requested Total Award Amount: \$9,580,752.00

Project Description: To respond to Georgia's need for high-quality educators in the fields of special education, mathematics, science, and English to speakers of other languages, Georgia State University and Fort Valley State University are collaborating with nine Georgia school systems to create a pipeline of progress that begins with training secondary school students and ends with the graduating of well-trained teacher-leaders and assistant principals.

Project Expected Outcomes: PROPEL Project should support the educational development of 300 secondary students, 120 undergraduate students interested in teacher education, 100 paraprofessional educators, 144 M.A.T. residents, and 50 school leaders. Residents will conduct Anchor Action Research (AAR) in their classrooms to produce evidence of the effectiveness of their training programs, and mentor teachers will be provided training to assist in the implementation of the AAR projects as well as to design their own. The Project will also provide for coaches, professional learning communities, and a summer symposium designed to provide induction support to paraprofessionals and residency completers during their first 2 years as certified teachers.

Project Special Features: The purpose of the PROPEL Project is to increase the number of highly qualified teachers in high need content areas who are committed to rural and urban schools and who are equipped with knowledge of diversity, equity, and inclusion that contribute to their long-term retention in the educational field for their entire career. The Project's Pipeline of Progress begins with the expansion of Georgia State University's Academy for Future Teachers to a state-wide offering, providing secondary school students STEM-related learning experiences that include authentic teaching opportunities. The Project also reaches out to CTAE programs in participating school systems to support students who have chosen teacher preparation pathways. The Project supports the certification of paraprofessionals who are already working in school systems so that they can become full-time teachers and recruits "career-changes" or other individuals with undergraduate degrees who are interested in a Master of Arts in Teaching residency program. For experienced teachers, the Project supports advanced leadership training to prepare them as teacher-leaders or assistant principals in their schools. At all levels, the program emphasizes the value of diversity of the educator workforce and of the members of school communities.

Project Partners: The school systems represent urban/suburban areas (Clayton Co., Gwinnett Co.) and rural areas (Baldwin Co., Bibb Co., Bleckley Co., Dodge Co., Houston Co., Laurens, Co., Pulaski, Co.)