

Mid-Phase Competition Absolute Priority 5 (Educator Recruitment and Retention)
Rector and Visitors of the University of Virginia
S411B230020
Project ENGAGE: The Impact of CARE for Teachers on Students' Success

Applicant Name: The Rectors and Visitors of the University of Virginia

Project Title: Project ENGAGE: The Impact of CARE for Teachers on Students' Success

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Promoting STEM Education

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

Absolute Priority 5-- Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Competitive Preference Priority 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning* (FOR EARLY-PHASE AP5 APPLICANTS ONLY)

Total number of students to be served by the project: 16,300

Grade level(s) to be served by the project: K-5

Definition of high-need students: Title I, free or reduced lunch eligible

Brief description of project activities: The proposed EIR Mid-Phase project aims to implement, replicate, and take to scale the Cultivating Awareness and Resilience in Education (CARE) professional learning (PL) program, a mindfulness-based emotion skills psychoeducational program for teachers shown to significantly improve student motivation, engagement, and reading competence (Brown et al., 2023), and to promote teacher well-being and supportive teacher-student interactions (Jennings et al., 2017; 2019). In this proposal, we explain how our proposed project aligns with EIR Program Priorities and its national significance in its potential to improve teacher well-being and improve and address racial disparities in important student outcomes. We outline a strategy to take the CARE program to scale in new educational settings and to replicate and expand previous findings of program efficacy.

Summary of project objectives and expected outcomes: The proposed project has three primary goals: Goal 1: Implement CARE PL program in 66 elementary schools located in Virginia and Kentucky. Goal 2: Achieve high-fidelity of implementation of CARE resulting in improved student motivation, engagement, and achievement. Goal 3: Build capacity of the district leaders to sustain the work following the grant period.

Summary of how the project is innovative: The CARE program targets teachers' social and emotional competence and well-being as a means to improving teacher work satisfaction and retention and teacher-student interactions associated with student engagement, motivation, and academic learning. CARE addresses two critical problems in education today: increasing teacher burnout and attrition and reductions in student engagement, motivation, and learning.

Other studies related to the proposed project: After 3 years of development and piloting, in 2009 IES awarded a Goal 2 study (R305A090179) to refine CARE program materials and assess its impact on teacher stress and well-being, self-efficacy, and mindfulness among K–5 teachers. A small RCT (50 K–5 teachers) documented that CARE resulted in significant improvements in teacher well-being (ES=0.80), self-efficacy (ES=0.60), time urgency (ES=-0.42), personal accomplishment (ES=0.40), stress-related physical symptoms (ES=-0.32), emotion regulation (ES=0.80), and mindfulness (ES=0.56) compared to controls (Jennings et al., 2013). CARE efficacy was then tested in a large-scale cluster RCT

(R305A140692). The study involved 224 racially diverse classroom teachers in 36 NYC elementary schools and 5,200 of their students. Results revealed that CARE teachers reported significant improvements in adaptive emotion regulation (ES=0.25), mindfulness (ES=0.28), and significant reductions in psychological distress (ES=0.18) and time-related stress (ES=0.20). On the CLASS observational measure of the quality of classroom interactions, CARE teachers demonstrated significantly higher levels of emotional support (ES=0.22), positive climate (ES=0.23), teacher sensitivity (ES=0.23) and productivity (ES=0.23). Marginal effects were found for classroom organization (ES=0.19) (Jennings et al., 2017). Students in classrooms with teachers that received CARE had significantly higher levels of engagement in learning (ES=0.10), academic motivation (ES=.08), and reading competence (ES=.06) at the end of the year as compared to controls (Brown et al., 2023).

Proposed implementation sites: Albemarle County Public Schools (ACPS; Charlottesville, VA), Charlottesville City Public Schools (CSPC; Charlottesville, VA), Jefferson County Public Schools (JCPS; Louisville, KY), Northampton County Public Schools (NCPS, Northampton County, VA), and Roanoke City Public Schools (RCPS, Roanoke, VA).

Organizations partnering with this project: University of Virginia, American Institutes for Research,