

PR Award #: S423A200010

Organization Name: Urban Teacher Center, Inc.

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Absolute Priority: AP 1 (Supporting Effective Teachers)

Competitive Preference Priorities:

- 1) Promoting Science, Technology, Engineering, or Math (STEM) Education:
- 2) Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens; and
- 3) Spurring Investment in Qualified Opportunity Zones.

Requested Total Award Amount: \$10,804,238.00

Project Description:

Given the increased need for highly effective novice teachers and for teachers equipped to support their students in social emotional learning, Urban Teachers, a national nonprofit teacher preparation and development provider, proposes the Growth, Accessibility and Inclusion Network (GAIN) initiative, in collaboration with local education agencies in four cities. GAIN will expand Urban Teachers' current nationally-recognized programming through the development and infusion of new high-quality Social Emotional Learning (SEL) professional development for our novice educators, as well as complementary high-quality SEL professional development for network teachers in partner schools who are not Urban Teachers participants, to collectively advance student achievement, meet students' non-cognitive needs, and decrease absences, referrals and suspensions.

Through this initiative, Urban Teachers will recruit, place, and develop 1,370 new public-school teachers over the next three years to serve existing traditional and charter school students in Baltimore, MD; Washington, DC; and Dallas, TX, as well as a new expansion site. Urban Teachers will train and support 570 of the teachers coming through our program, as well as at least 400 additional network teachers (in Urban Teachers partner schools), in implementing the new integrated SEL competencies. Urban Teachers, in partnership with the American Institutes for Research, will implement a randomized controlled trial to study the effects of the initiative. Overall, Urban Teachers will serve 101,515 students throughout the three-year grant period, 92% of whom identify as students of color and approximately 25% of whom attend schools in federally designated Opportunity Zones.

Project Expected Outcomes:

- Support the implementation of SEL competencies in participant classrooms to strengthen teaching practice and positively impact student achievement
- Provide professional development on SEL competencies for network teachers who are not Urban Teachers participants but are employed by partner schools to strengthen teaching practice and positively impact student achievement

- Increase the number of effective novice educators within our partner schools who are dually certified in special education and a general content area and equipped to deliver SEL instruction to their students.
- Significantly increase student learning outcomes in mathematics and English language arts and significantly decrease student absences, disciplinary referrals, and suspensions for students across existing Urban Teachers sites (Baltimore, Washington DC, and Dallas), as measured during the Randomized Controlled Trial in Year 2 of the grant.
- Develop a replicable model of novice teacher development that includes instruction in integrated social emotional learning competencies.
- Improve teacher practice by increasing educator perceptions, knowledge, and understanding of SEL strategies in math, ELA, and special education classroom settings.
- Enroll 1,370 new teacher residents, including at least 755 residents of color and ~170 secondary math residents to serve students in partner schools, inclusive of schools within a new expansion city, over the three years of the grant

Project Partners

Baltimore City, Maryland; Dallas County, Texas; Philadelphia County, Pennsylvania; and Washington, D.C.