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## News Release

### For immediate release

Contact: Stephen Kent, [steve@garrisoninstitute.org](mailto:steve@garrisoninstitute.org), 914-589-5988

## Major Federal Grant to Test CARE Training in NYC Schools

[New York, - April 10, 2012] Teaching is one of the most rewarding professions and also one of the most stressful, which causes half of new teachers to leave the profession within their first five years. The US Department of Education's Institute of Educational Sciences (IES) has awarded a new grant<sup>1</sup> of nearly \$3.5 million to study a program designed to alleviate teacher stress while improving classroom learning environments.

**CARE for Teachers (Cultivating Awareness and Resilience in Education)** is a professional development program for K-12 educators, developed by the [Garrison Institute](http://www.garrisoninstitute.org) to help teachers reduce stress, enhance personal well-being, and build social-emotional competence as teachers. The program trains them in mindfulness/stress reduction, emotion skills, caring and listening practices, and other evidence-based modalities.

The new IES grant will fund a four-year efficacy (Goal 3) randomized controlled trial (RCT) of CARE in New York City schools, the only Goal 3 award in the current round of grants in the IES program area of Social and Behavioral Context for Academic Learning. The funding has been awarded to the Garrison Institute's partner institution Penn State University (PSU), with subawards to the Institute and to Fordham University. Dr. Patricia (Tish) Jennings, Director of the Garrison Institute's Initiative on Contemplative Education (ICE) is Principal Investigator. Dr. Mark Greenberg, Director of the Prevention Research Center for the Promotion of Human Development at PSU and chair of the ICE Leadership Council, is co-Investigator. Dr. Joshua Brown, Assistant Professor of Psychology is the co-Investigator at Fordham University. The Garrison Institute is responsible for delivering the CARE intervention, Fordham University is primarily responsible for NYC recruitment, retention and observational data collection and PSU will oversee the study.

Over the next four years, 32 New York City elementary schools and a total of 192 teachers and their students will be recruited to participate. Collecting and comparing data both before and after participating in CARE for Teachers, the research team will assess teachers' well-being, teaching efficacy, classroom

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<sup>1</sup> IES grant R305A090180

emotional and instructional support and organization and student learning and behavior.

The new study follows earlier pilots of CARE for Teachers in school districts around the US, including a two-year, in-depth study in Pennsylvania school districts, funded under a 2009 IES development or Goal 2 grant.<sup>2</sup> CARE was the first intervention ever to receive IES Goal 2 funding and the only one to go on to be funded by an IES Goal 3 grant. Completed last year, the Pennsylvania study found that teachers who participated in CARE experienced significant, measurable reductions in stress, and improvements in well-being, efficacy and mindfulness, compared to those who did not.<sup>3</sup>

The New York City schools study of CARE is unique, because it will assess CARE's impact not only on teachers, but also on classroom climate and student outcomes. Part of the point of improving teachers' well-being and social-emotional competence is to improve the quality of the learning environment, which in turn can improve student behavior and academic achievement.

The New York City study will put that proposition to the test. The research team hypothesizes teachers receiving CARE training will exhibit greater well-being, mindfulness and efficacy, and that their students' grades, test scores social and emotional skills will improve, especially among students with lower academic skills and higher behavioral risk.

The results of the four-year study will have important implications for CARE for Teachers as a way to improve teaching and learning in K-12 schools, and stand to make a significant contribution to the education reform debate. As Dr. Jennings writes in [The Huffington Post](#), "The national debate on how to improve our education system...focuses on salient issues like testing, teacher pay and job security in a difficult economy, and other mounting stresses on teachers and students....But there is another equally important dimension of education largely missing from the national debate: the inner one. A growing body of research and field practice indicates that working on a more inward level may hold the key to coping with stresses more successfully, lowering attrition rates and ultimately improving education outcomes."

More information on CARE is available at [www.care4teachers.org](http://www.care4teachers.org). New York City schoolteachers and administrators interested in participating can contact ICE Senior Director Dr. Tish Jennings by email at [tish@garrisoninstitute.org](mailto:tish@garrisoninstitute.org). Educators can also access CARE training at the [Fifth Annual CARE Summer Retreat for Teachers](#), held August 10 -15, 2012 at the Garrison Institute, an hour north of Manhattan.

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<sup>2</sup> IES grant R305A090179

<sup>3</sup> Jennings, P. A., Snowberg, K. E., Coccia, M., & Greenberg, M. T. (April, 2012). Refinement and Evaluation of the CARE for Teachers Program. In M. Greenberg (Chair). *Teachers' Growth During Targeted SEL Professional Development and SEL Program Implementation: An International Perspective*. Symposium presented at the annual meeting of the American Education Research Association, Vancouver, BC, Canada.

*The Garrison Institute is a not-for-profit, non-sectarian organization exploring the intersection of contemplation and engaged action in the world. Its mission is to apply the transformative power of contemplation to today's pressing social and environmental concerns, helping build a more compassionate, resilient future.*

**NOTE TO EDITORS AND PRODUCERS: Dr. Jennings is available for media interviews on request. To arrange one, or for further information, contact Stephen Kent [skent@kentcom.com](mailto:skent@kentcom.com) 914-589-5988**

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