

**PR Award #:** S423A220034

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**Absolute Priority:** 2

**Competitive Preference Priorities:** CPP 1, 2, 3.

**Project Title:** Supporting Effective School Leaders through Professional Learning and Resources for Equity Leadership & Educator Well-Being.

**Project Description** This program will implement, evaluate, and disseminate findings based on promising practice for equity leadership professional learning program in which school leaders apply their enhanced leadership competencies to (a) promote equity in student access to educational resources and opportunities through a tiered support system that addresses students' social, emotional, and academic needs; (b) support their workforce's well-being through adult social-emotional learning; and (c) diversify leadership through engagement with Historically Black, Hispanic-serving and Tribal University educational leadership programs.

(1) Increase the number of highly effective principals and school leaders in Black, Hispanic, and Native American communities through high quality, evidence-based professional learning and enhancement practices; (2) Develop an Equity Leadership & Educator Well-Being online field resources for principals and school leaders; (3) Create and implement learning sessions and a coaching protocol for its content; (4) Create a micro credential suite for these competencies and garner national support for their use; and (5) Establish a National Equity Leadership Consortium to ensure quality, usefulness and relevance of resources, to support national dissemination of the knowledge and practices, to align with Historically Black, Hispanic-serving and Tribal Universities, and to support sustainability.

**Project Expected Outcomes:** Participating school leaders will successfully guide their schools to implement a tiered system of social, emotional and academic support, which will promote student well-being, equitable access to learning opportunities, and better learning outcomes; and lead activities to develop social-emotional competencies and support the well-being of the educator workforce and other adults in their schools. The expected proximal results are gains in positive educator-to-student and student-to-student relationships; student engagement; and a school climate of belonging. The expected distal results are gains in student academic, behavioral and social outcomes; and increased equity in education among high-need communities. Project activities will also inspire racially diverse staff to aspire to higher education and leadership roles and provide opportunities to engage with faculty from likeminded Historically Black, Hispanic-serving and Tribal Universities.

**Project Partners:** San Diego (CA) Unified Schools, Cumberland County (NC) Schools, Sunnyside (AZ) Unified Schools, Millington (TN) Municipal Schools, Green Dot Charter Schools (Memphis TN), Perea Elementary (Memphis, TN), and Arrow Academy of Excellence (Shelby County, TN).