

SWIFT Education Center, The University of Kansas

Co-PIs:



Application to Supporting Effective Educator Development, CFDA: 84.423(A)

Absolute Priority 2(2), Competitive Preference Priorities 1, 2, and 3

June 3, 2022

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

Table of Contents

(a) Project Design	1
(1) Professional Development Services are of Sufficient Quality, Intensity, & Duration	3
Absolute Priority 2(2)	4
CPP 1: Increasing Educator Diversity	8
CPP 2: Promoting Equity in Student Access to Educational Resources and Opportunities	9
CPP 3: Meeting Student Social, Emotional, and Academic Needs	9
(2) Design to Build Capacity & Yield Results Beyond the Grant Period	14
(3) Conceptual Framework Underlying the Research & Demonstration Activities	15
(4) Project Collaboration to Maximize Effectiveness	18
(5) Design Addresses the Needs of the Target Population	19
(b) Significance	20
(1) Importance of Expected Outcomes to Improved Teaching and Student Achievement	20
(2) Costs Reasonable in Relation to Persons Served and Resulting Benefits	24
(3) Potential for Ongoing Project Purposes and Benefits after Federal funding	25
(4) Dissemination Enabling Others to Use the Resulting Practices and Strategies	25
(c) Management Plan	26
(1) Specific and Measurable Objectives, and Outcomes	26
(2) Adequate Management Plan to Achieve Objectives On Time and within Budget	28
(d) Project Evaluation	33
(1) Methods of Evaluation & Evidence of Effectiveness at WWC standards	33
(2) Methods Provide Performance Feedback & Periodic Assessment of Progress	35
(3) Objective Performance Measures Related Outcomes	37
(4) Valid and Reliable Performance Data on Relevant Outcomes.	38
(5) Guidance for Replication and Project Effectiveness	40

Appendix A: Documentation of Status as an Eligible Applicant AND Documentation of Services Provided

Appendix B: Curriculum Vitae

Appendix C: Certification of No Service Fees

Appendix D: Letters of Support

Appendix E: Proprietary Information

Appendix F: Cost Share or Match Requirement Waiver, if applicable

Appendix G: References, Table 2 Measures, Power Analysis

U.S. Department of Education Evidence Of Effectiveness Form

Performance Measures and Objectives Form

Ed Abstract

Equity Statement

Human Subjects Narrative

Budget Narrative

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

This Supporting Effective Educator Development, CFDA: 84.423(A), application responds to Absolute Priority 2(2): Supporting Effective Principals or Other School Leaders, providing them with evidence-based professional development activities that addresses identified needs of their local educational agencies (LEAs) and the students they serve. In addition, this application addresses Competitive Preference Priority (CPP) 1: Increasing Educator Diversity, CPP 2—Promoting Equity in Student Access to Educational Resources and Opportunities, and CPP 3—Meeting Student Social, Emotional, and Academic Needs.

SWIFT Education Center at The University of Kansas will partner with San Diego (CA) Unified Schools; Cumberland County Schools (Fayetteville, NC); Sunnyside Unified District (Tucson, AZ); Millington Municipal Schools, Green Dot Charter Schools, Perea Elementary, and Arrow Academy of Excellence (all located in Memphis Metro Area, TN) to demonstrate in practice and advance evidence for a professional learning program. Together we aim to implement, evaluate and disseminate findings with moderate or higher What Works Clearinghouse (WWC) level of evidence for this practice. The practice will enhance school leadership competencies and apply them in authentic settings to: promote leadership to ensure equity in student access to educational resources and opportunities through a tiered support system that addresses students’ social, emotional, and academic needs; increase educator workforce well-being through adult social and emotional support practices; and diversify leadership in the workforce by encouraging enrollment in education leadership programs at Historically Black, Hispanic-serving and Tribal Universities.

(a) Project Design

After two and a half years of the COVID-19 pandemic, large numbers of students, teachers, and administrators have experienced not only the physical traumas of COVID-19, but also social, emotional, and mental health issues stemming from disruption of their professional lives, as well as uncertainty about their personal and student health, well-being, and futures (Veldhuis et al., 2021). As a nation, we look to these educators and school leaders with an expectation that they will not only close pandemic-related student achievement gaps and address students' residual social, emotional and mental health issues, but that they will spring back into action against the persistent challenges of reducing chronic absenteeism, school violence, student suicide, student and family disenfranchisement, community disagreements about curriculum, and dramatic equity and achievement gaps for Black, Hispanic and Native American students. These are daunting challenges for even our profession's best leaders.

In fact, a recent National Educator Association (NEA) survey found that “more than half (55%) of members say they are more likely to leave or retire from education sooner than planned because of the pandemic, almost double the number saying the same in July 2020. Black and Hispanic educators are more likely to say they are more likely to retire or leave early, which could leave the teaching profession less diverse” (Global Strategies, 2022, p. 1). General wisdom is that business as usual in the coming years will not be sufficient to fully restore student social and emotional well-being and academic achievements; strengthen teacher and administrator well-being; reframe diversity, equity and inclusion initiatives for this new era; and build community consensus on the education of our children. Transformational or disruptive actions rather than incremental changes to educational systems seem necessary to some; and principals and other educational leaders are important mediators of such actions ([REDACTED] [REDACTED]). Therefore, the proposed project aims to strengthen the capacities of

and equip leaders in the current workforce; and to elevate Black, Hispanic and Native American leaders who can reshape education systems with and for their communities and cultivate positive outcomes for every student, especially those who have traditionally been marginalized. The project allows for differentiation to address identified needs in partner sites, while also creating generalizable evidence and products for future use by LEAs across the nation.

(1) Professional Development Services are of Sufficient Quality, Intensity, & Duration

We designed this project to achieve five broad goals, which are based on a practice shown to be of sufficient quality and intensity to achieve these goals within the three year duration of the award. (See Management section for measurable objectives.)

Goal 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 (e.g., coaching, microcredentials).

Goal 2: Develop an *Equity Leadership & Educator Well-Being* online field resources for principals and school leaders.

Goal 3: Create and implement learning sessions and a coaching protocol for *Equity Leadership & Educator Well-Being*.

Goal 4: Create a microcredential suite for *Equity Leadership & Educator Well-Being* competencies and garner national support for their use.

Goal 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 of the project outcomes after project end.

Absolute Priority 2(2)

Our exceptional project design meets Absolute Priority 2(2) in two major ways. First, we anchor the project in professional learning and enhancement activities that generated What Works Clearinghouse (WWC) moderate evidence through a U.S. Department of Education SEED grant (U423A180029). That study, which is described in detail in the Evidence Form, of 9 elementary and 3 secondary San Diego Unified schools ($n = 1,739$ students) collected baseline data in Fall 2018, and outcome data in Fall 2019, prior to the pandemic. The study theory, methods, and results are published in an American Educational Research Association conference paper, *A Randomized Controlled Trial of the Effect of Equity Leadership and Multi-Tiered System of Support (MTSS) on Student Suspensions* ([REDACTED]). In brief, principals and their school leadership teams engaged in equity leadership professional learning sessions and job-embedded coaching; and then, to apply what they learned, led authentic implementation projects based on their local priorities. A district-wide goal to reduce the high level of in- and out-of-school suspensions prompted these leaders to choose *restorative discipline practices* (a social and emotional learning practice) through a multi-tiered system of support (MTSS) for their implementation projects. The study compared rate of suspensions per 100 days of school with matched control schools and found a decrease of 20% in a single year (Fall 2018 suspensions = 4.96 days per 100 students; Fall 2019 suspensions = 3.97 days per 100 students); and for students with IEPs 78% (from 6.2 to 1.34 days per 100 students). This significant and rapid increase in student access to instruction time by reducing suspension time gives us confidence not only in the quality and intensity of this professional learning model, but also that this project's multiple year duration is sufficient to demonstrate student outcome effects, even in the pandemic recovery period.

Second, to address the confounding factors associated with pandemic-related educator physical and mental health issues (e.g., stress, burnout, discouragement at losing trusted leaders and colleagues) as well as student mental health challenges, the proposed project extends the evidence as it relates to social and emotional learning. We bring equity-leadership together with our findings on the efficacy of a statewide scale-up of social and emotional learning practice in an MTSS (████████████████████). This study demonstrated student academic achievement is improved when SEL is implemented in an MTSS with fidelity. Statistical t-tests demonstrate significance in English Language Arts (ELA) state assessment score improvement, which was not observed in matched control group schools; and Math score growth produced a positive effect size compared to matched controls. In addition these findings, we refer to studies of school climate and culture (Kane et al., 2016; Yoder et al., 2017); culturally sustaining practices (Paris & Alim, 2014); social-emotional learning classroom competencies (CASEL, 2019); restorative practices (Evanovich et al., 2020); trauma-informed support (DeCandia et al., 2014); and mindfulness (Dunning et al., 2019). In general, these are each a way to build positive personal relationships and develop determination, perseverance, self-esteem and resilience (i.e., social and emotional skills) while working to engage students in ways that are safe, restorative, and effective (Zins et al., 2004). This project aims to demonstrate and generate clear evidence for how these various approaches to social and emotional well-being can work together as a cascading set of practices to support educator as well as student well-being. Therefore, we hypothesize that by implementing the *Equity Leadership & Educator Well-being* professional learning program, our project will produce moderate or higher WWC evidence that addresses Absolute Priority 2(2)—providing principals or other school leaders with evidence-based professional development activities that address needs of LEAs and the students they serve.

The *Equity Leadership & Educator Well-being* professional learning program will be delivered over two school years. In that time, district leaders and selected school principals with their leadership teams will participate in 10 learning sessions and receive job-embedded coaching as they learn and lead implementation of equity-focused and social-emotional supporting projects of their choice. They will have the opportunity to earn digital badges celebrating authentic application of their learning, and multiple badges may be combined to earn microcredentials, which will be valued by LEAs and potentially other institutions. This leadership and well-being curriculum will increase knowledge and leadership competencies for: (a) developing an Equitable Educational Ecosystem, represented by a 10 point paradigm ([REDACTED]); (b) using equitable methods for redesigning instructional and support systems ([REDACTED]); and (c) integrating multiple social and emotional learning practices into the instructional and support system to improve student well-being and academic performance ([REDACTED]).

The Equitable Educational Ecosystem curriculum will address leadership for these concepts:

1. Rightful Presence—a school culture of true belonging with the presumption of the rightful presence and inherent value of each student, ending traditional guest/host power dynamics
2. Decolonized Perspective—pluralistic interpretations of the human experience rather than a singular dominant perspective in curriculum, instruction, disciplinary policies, school traditions, and extracurricular programs
3. Collective Identity—policy and practice recognizing and valuing student and staff unique identities extending from the intersectionality of race, ability, ethnicity, gender, religion, economic status, sexual orientation, nation of origin, age, and immigration status
4. Tell the Whole Story—school curriculum that are honest, transparent and comprehensive

representations of the past and present, including stories, achievements, noteworthy events, and grievances of historically underrepresented groups

5. Essential Human Needs—attention and priority given to fundamental needs of the human body, including access to food, water, shelter, clothing, and physical protection
6. Safety, Security, Freedom—attention and priority given to emotional needs necessary for a balanced and healthy life, including recognition, compassion, encouragement, and love
7. Kincentric Systems of Engagement—more familial than institutional approach to school, with acceptance, forgiveness, and dedication to support students through the journey of life
8. Educator/Student Connectedness—genuine connections that occur as often and meaningfully as possible to foster feelings of inspiration, belonging, joy, and love
9. Diverse Knowledge Systems—actively seeking out ways of knowing that exist independent of dominant systems of authority and traditional methods of data collection and analysis
10. Restorative Educational Ecosystems—attention and priority given to healing sociohistorical wounds from current and past policies of discrimination, disenfranchisement, and violence; nurturing a healthy and sustainable educational ecosystem based on shared humanity.

The equitable methods for redesigning instructional and support system curriculum covers the following methods and tools:

1. Design Vision for Equity—an equity-focused, strengths-based practice that generates a collective agreement across the whole school community to build and nurture a healthy and sustainable educational ecosystem
2. Equity-embedded Leadership—embodying and exercising dispositions, characteristics, and values that activate a school and community to move toward an Equitable Equity Ecosystem
3. Equity-driven Data Decision Tree—a pluralistic practice to validate, give voice to, and build

on natural strengths and talents of students, families, and communities; and to embrace the belief all students can learn and seek many ways for demonstrating their learning and growth

4. **Equity-driven Priorities and Practices**—a process that selects implementation priorities based on culture, identity and values, and gives prominence to understanding how new practices may affect the full range of students in a community
5. **Equity Resource Allocation**—practice of freeing available resources from historic or traditional uses and making them available to build an **Equitable Educational Ecosystem** that meets the needs of the whole school community, including use of essential tools of Tiered Instruction Matrix, Resource Mapping and Matching, and Master Scheduling.

The CCP 3 response, below, addresses the content of multiple, integrated social and emotional learning practices in the schoolwide system to improve student well-being and academic performance.

CPP 1: Increasing Educator Diversity

As indicated in the RFA, “a diverse educator workforce plays a critical role in ensuring equity in our schools, while also supporting intercultural experiences and competencies in our education system that will benefit and improve the opportunities for all students.” Yet, the recent NEA survey highlighted that Black and Hispanic educators are more likely to retire or leave the profession, resulting in a less diverse workforce and less racial affinity between students and their teachers (Global Strategies, 2022). Therefore, this project design addresses CCP1 by including three features: (a) strategic partner selection of LEAs in communities with dominant Black, Hispanic, or Native American populations; (b) All Staff events that are designed to raise awareness and motivate educators and other staff members of color, who never before thought they could become educational leaders, to consider enrollment in Historically Black, Hispanic-

serving and Tribal Universities education programs; and (c) a National Equity Leadership Consortium with advisors from these Universities, who have a track record of supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences in high-need schools.

CPP 2: Promoting Equity in Student Access to Educational Resources and Opportunities

Integral into the overall project design is professional learning that directly meets the aims of CPP 2. Principals and school leadership teams will increase their knowledge and capacity to create or improve equity in their schools through professional learning content and activities. They will learn how to establish a restorative educational ecosystem that reorients school systems to celebrate shared humanity. They will gain disposition, knowledge and skills to design and implement systems in which all students have the right to be present and engaged in all that school has to offer; that support students' essential human needs as well as physical and emotional safety, security, and freedom; that seek to heal sociohistorical wounds and build solidarity among students across their unique, intersectional identities of race, ethnicity, nation of origin, ability, gender, sexual orientation, religion, and economic status; and nurture healthy, unbiased, and identity-safe learning environments where students can thrive ([REDACTED] [REDACTED]). They will learn how to implement proven, practical methods for ensuring equitable resource allocation through an integrated academic, behavioral, social and emotional tiered system of support ([REDACTED]). Principals and their school leadership teams will then identify priorities for implementation with the support of job-embedded coaching, thereby promoting equity in student access to educational resources and opportunities.

CPP 3: Meeting Student Social, Emotional, and Academic Needs

The Equitable Educational Ecosystem at the core of the *Equity Leadership & Educator Well-*

being professional learning, as noted above, includes attention to the physical, psychological and emotional safety and health of students and adults. Such support for students are recognized as important for their cognitive growth, as the National Commission on Social, Emotional and Academic Development (2018) pointed out prior to the pandemic, a range of evidence-based social and emotional learning programs are achieving such results as increasing students' grades and test scores, their ability to get along well with others, to persist at hard tasks, and to believe in themselves as effective learners and individuals. Young people with these dispositions and skills are more likely to enter and graduate from college; succeed in their careers; have positive work and family relationships, better mental and physical health, and reduced criminal behavior; and be more engaged citizens.



Figure 1. Cascading Menu of Social and Emotional Learning Practices within a Tiered System

In a post-pandemic climate, most LEAs have awareness of and may be employing relevant methods or tools (e.g., culturally sustaining practices, positive school climate, validation of student identities, intersectional and affirming classroom cultures, restorative practices, trauma-informed practices, mindfulness and intentionality, positive behavioral support) to support development of students' social and emotional learning and skills. However, the breadth and depth of available resources poses a leadership challenge: Which practices should a school implement? How can multiple practices be organized and structured to serve as timely student

support rather than burdensome add ons for educators? How can they be integrated with academic instruction? And so on. This project will include content on implementing coherent student learning pathways from a menu of cross pollinated behavioral, social, emotional, physical, and mental health resources within a tiered system of support (Figure 1).

Educators need well developed social and emotional skills as well because teaching and learning is fundamentally a relational process, “it benefits from positive developmental relationships, characterized by warmth, consistency, attunement, reciprocity, and joint activity—including sharing and transfer of power and scaffolding of learning (Center on the Developing Child, 2016)” (Jagers et al., 2019, p. 173). This project will, therefore, support principals, school leaders and other staff as they further develop their social and emotional competencies and their capacity to foster the same skills among students. This content will be incorporated throughout professional learning and job-embedded coaching. We envision students and their teachers, principals, and other adults in the school, who have all been moving through the challenges posed by the pandemic, will heal and grow in ways that bring about personal well-being as well as successful teaching and learning for academic progress. The upward flow of these practices that we expect to demonstrate in this project follows in Figure 2. Effective implementation of these practices involves a chain reaction, so to speak. First, principal and school leaders need to understand and grow in their own social and emotional competencies, while at the same time learn how to support educators as they plan and implement sustainable practices in their school. These educators, in turn, exercise social and emotional learning classroom practices and develop these competencies among their students. As principal and school leaders strengthen educator skills to express optimism that endures even in challenging times, and as they continue to grow in their ability to relate, connect and understand their colleagues and students, collective student

success pervades the school culture and climate (Gwinn & Hellman, 2019).

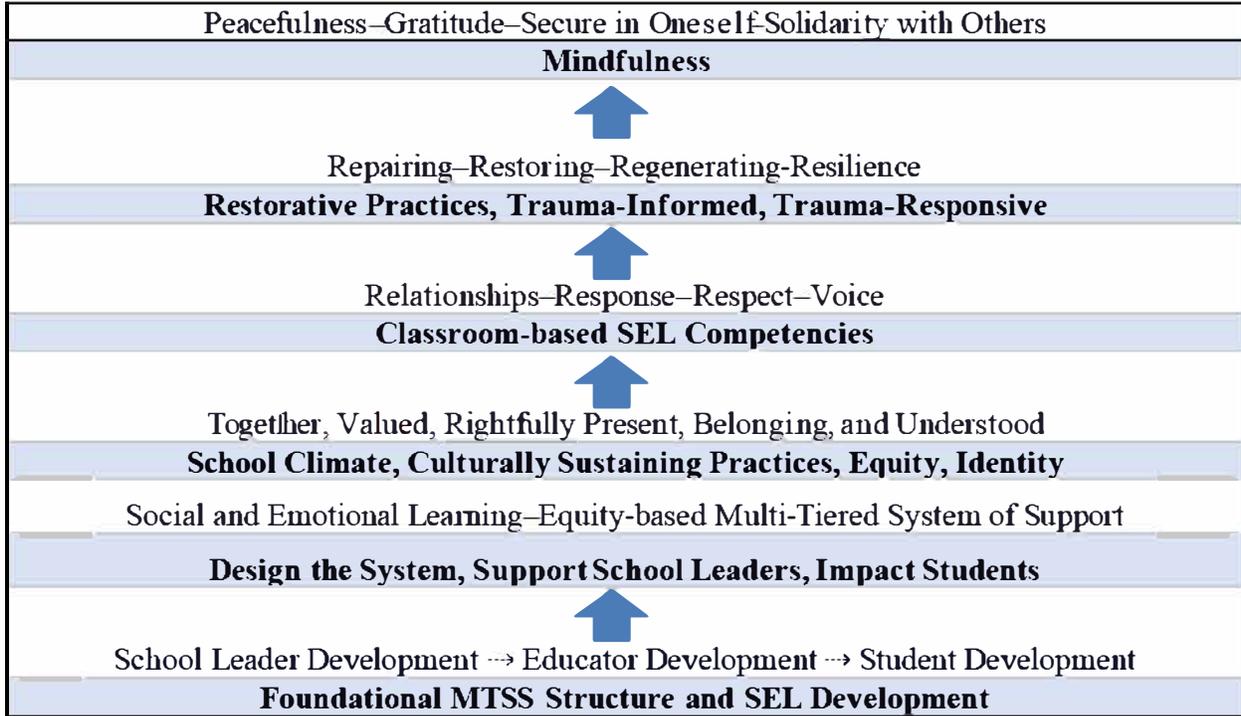


Figure 2. Upward flow of social and emotional practices for leaders, educators, and students

Students can develop greater self-awareness, self-management, social awareness and understanding, relational competence, and positive decision making skills (CASEL, 2005). Social and emotional competencies begin to take root when students are taught ways to correctly see social cues, establish positive mechanisms of response, and tap into their core values. As a result, students acquire strong social, affective and cognitive skills; and, in turn, have fewer discipline events, seclusion and expulsion (Hahn et al., 2007); better school engagement (less absenteeism); better relationships; and improved academic and post-secondary outcomes (Durlak et al., 2011). Core components of social and emotional learning being able to identify and handle emotions, listen and learn from others, secure and grow positive relationships, set goals, make positive decisions, and effectively manage interpersonal interactions are (Elias et al., 1997).

For this project professional learning, coaching, and implementation activities will cultivate adult social and emotional competencies, and draw from the following evidence-based areas:

promoting effective school climate and culture (Daily et al., 2020) culturally sustaining practices (Kidwell & Pentón Herrera, 2019), SEL classroom competencies (CASEL, 2019), restorative practices (Gregory et al., 2016), trauma-informed and trauma-responsive support (Centers for Disease Control & Prevention [CDC], 2018; SAMHSA-HRSA Center for Integrated Health Solutions, 2020), and mindfulness (Dunning et al., 2019). *Positive school climate and culture* refer to how the collective community experiences school, including student, teacher, family, and school leaders in relationship to one another within that context. School climate work, if done well, serves to promote safety, a sense of support, connection and belonging (Yoder et. al., 2017). *Culturally sustaining practices* add a layer to school climate by growing a deep and purposeful understanding of students' and teachers' cultures, and actively working to understand, grow and sustain cultural identity (Kidwell & Pentón Herrera, 2019; Paris & Alim, 2014). *SEL classroom strategies* are designed to improve classroom management, for both in person and online classes. Some examples of such practices include teaching social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule; embedding SEL goals in academic lesson plans; asking students to make connections between SEL and what they are learning; and initiating developmentally appropriate and culturally sustaining student reflection and discussion about their social and emotional skills (CASEL, 2019). *Restorative Practices* (e.g., proactive and restorative circles) have been shown to develop relationships between students of color and their teachers and are associated with dramatic reductions in punitive discipline measures (Gregory et al., 2015); build positive student-teacher and student-student relationships and proactively set the stage for common understanding and mutual respect; support healing and resolution after a concern is raised or negative interaction occurs; and are a universal support or foundation from which elevated student voice, collective ownership of the

classroom, and positive school climate emerge. *Trauma-informed and Trauma-responsive support* are important in the shadow of the pandemic (CDC, 2018), as they emphasize safety, trustworthiness and transparency; peer support, collaboration and mutuality; empowerment and choice; and cultural, historical and gender issues. They are important to making a widespread impact on the trauma through various potential paths for recovery while resisting re-traumatization of students and faculty (SAMHSA-HRSA, 2020). Finally, *Mindfulness* (Kabat-Zinn, 1982) can help principal and school leaders, educators and students attend with narrowed focus to the present moment in time. It allows them to suspend judgment and reduce negative thoughts, enabling clearer thinking about situations and actions. Mindfulness practices include meditation and meditative activities to create internal reflection; and are a way to self-calm, reduce anxiety, irritation, anger, and feel a sense of peace (Dunning et al., 2019; Klingbeil et al., 2017). In sum, this feature of the project is important to improving teaching practices and student social and emotional skills, and will also strengthen principal, school leader and educator social and emotional competencies and well-being. Leaders will be equipped to design their own coherent system of support that guides educators in flexible classroom management and use of social and emotional learning practices to support all students.

(2) Design to Build Capacity & Yield Results Beyond the Grant Period

The previously described project design elements are aimed at achieving Goal 1 in ways that align with LEA needs and with the RFA's three competitive preference priorities. Goals 2 through 5 reflect design elements that ensure this project increases capacity and yields results beyond the period of Federal financial assistance, both in the partner LEAs through continuous improvement and district scale up, and nationally through protocols, materials, professional networks and dissemination. It would be easy for us to simply deliver learning and coaching

sessions that are solely applicable to the present participants. However, to meet the sustainability criteria, we will (a) establish and maintain online a set of field resources for principals and school leaders, modeled after our highly successful field guide of original and curated resources (see guide.swiftschools.org); (b) standardize the core content for learning sessions and coaching protocols while retaining flexibility for differentiation for an LEA's context, culture, values, and priorities in future service delivery; (c) add to an existing microcredential system new stackable digital badges that culminate in microcredentials that celebrate authentic demonstration of equity leadership and well-being competencies; (d) work with partner LEAs, and Historically Black, Hispanic-serving and Tribal Universities, as well as other educational organizations to gain valued recognition for these microcredentials (e.g., continuing education units, advance placement status in university programs, and so on); (e) leverage these actions to garner national support for use of the credentials and the learning materials associated with them beyond the term of this grant; and (f) convene an annual National Equity Leadership Consortium to guide and ensure quality, usefulness and relevance of resources, to support national dissemination of project-generated knowledge and practices, to align with Historically Black, Hispanic-serving and Tribal Universities, and to support sustainability of the project outcomes after funding ends. We are confident in these strategies because our Center used them with success to continue to increase capacity for previous federal grants for inclusive school reforms and equity-based MTSS implementation among schools, districts and state education agencies, and to continue improving outcomes for students for many years beyond the initial Federal funding.

(3) Conceptual Framework Underlying the Research & Demonstration Activities

The project activities (see Management section) are undergirded by a **Theory of Action**, **Logic Model** (Table 1), and **Conceptual Framework** (Figure 3). They illustrate why planned

activities will achieve Absolute Priority 2(2); CPPs 1, 2, and 3, and project goals.

The Theory of Action describes if-then relationships in sequence for conditions created by the project with short-term outcomes creating new conditions leading to long-term outcomes:

- **IF** participants engage in activities promoting educator well-being, **THEN** increases in positive educator-to-student relationships and a school climate of belonging will develop. **AND** Principal retention rates will be maintained or improved in the LEA.
- **IF** participants engage in equity and well-being professional learning, job-embedded coaching, and application of learning, **THEN** they will lead implementation of an Equitable Educational Ecosystem with tiered system of student social, emotional and academic support.
- **IF** schools implement Equitable Educational Ecosystems, **THEN** students will experience increased sense of well-being, have equitable access to learning opportunities, and achieve better learning outcomes.
- **IF** Historically Black, Hispanic-serving and Tribal Universities promote and motivate LEA staff to aspire to become educators and leaders, **THEN** increased enrollment in these University programs will foster future diversity in the educational workforce.
- **IF** all parties to this project join together in a National Equity Leadership Consortium to guide and disseminate sustainable products **AND, IF** What Works Clearinghouse moderate evidence is achieved, **THEN** project outcomes will be sustained beyond the term of this grant award.

The Logic Model (Table 1) applies the above Theory of Action, specifying resources invested, what we will do with them, what participants will learn as a result, what will happen because of learning (proximal effects), and what impact it will have on educators, students and the educational system (distal effects).

Table 1. Logic Model

Inputs	Activities	Outcomes		
What We Invest	What We Do	What They Learn	What Happens	What Impact
Partners OESE- SEED; SWIFT; LEA/school leaders Evidence-based practices <i>Equity</i> <i>Leadership Series;</i> <i>SEL-MTSS practice</i> Microcredential System (MC) Measures SWIFT- FIT / Equity Tools; Panorama SEL; District data	Goal 1 Deliver Learning Sessions; Coach Leaders implementation projects; Award MCs; All Staff events Goal 2: Develop Field Resources Goal 3: Create Protocols Goal 4: Create MCs Goal 5: Convene Consortium; Collect, analyze data, & publish findings	Goal 1 Equity Educational Ecosystem (what); Equity actions for implementation (how); Social, emotional, well- being practices Goal 2: n/a Goal 3: n/a Goal 4: n/a Goal 5: Equity, SEL & Leadership guidance; Formative data re: practices	Goal 1 Climate of belonging, well- being; start Equitable Educational Ecosystem Continuous improvements Goal 3: Potential for replication Goal 4: Increased enrollment in higher education Goal 5: WWC application; Dissemination & sustainability	Goal 1 Students gain sense of well- being; equitable access to learning opportunities & better learning outcomes Principals & leaders increase retention rate; increase in number & racial diversity

The Conceptual Framework for ensuring this project achieves expected outcomes is a recurring cycle from knowledge (e.g., what we know) to action (e.g., what we do) to system

changes (e.g., what changes **did** we make) to capacity changes (e.g., what **did** we achieve), which generate new **knowledge** for the next cycle. This **framework** contains **rapid** improvement cycles around the **actions**, which allows for **formative data reviews** and **mid-course corrective actions**, when warranted. (See full size image of **framework** in Appendix G.)

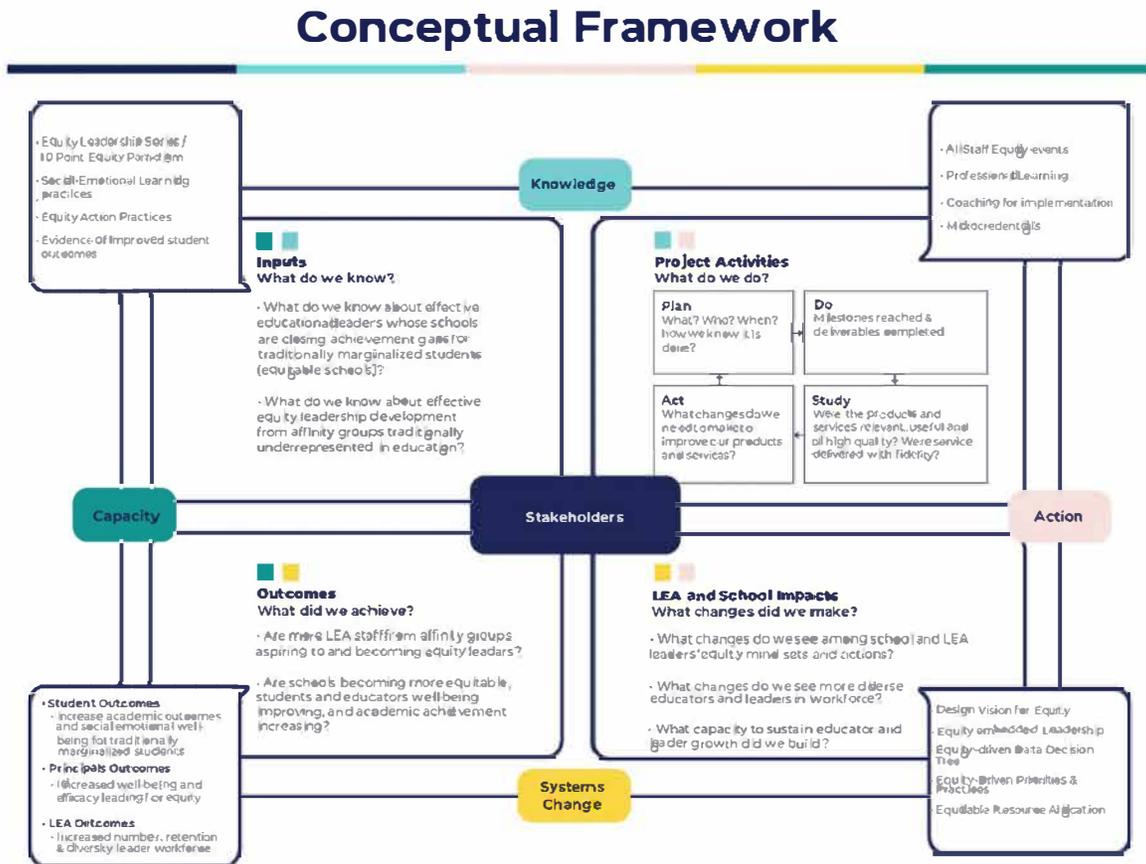


Figure 3. Project Conceptual Framework

(4) Project Collaboration to Maximize Effectiveness

To maximize the effectiveness of this project, we will engage an existing professional network to be guided by their knowledge and experience and for contributions to curated resources on an online field guide. This network includes such organizations as the International Institute for Restorative Practices (IIRP; www.iirp.edu); Collaborative for Academic, Social, and

Emotional Learning (CASEL; www.casel.org); Mindful Schools (mindfulschools.org); and Great Lakes / Midwest Equity Assistance Center. We will also engage with Alcorn State University and other HBCUs; University of Arizona and other Hispanic-serving institutions; and Haskell Indian Nations University as part of our National Equity Leadership Consortium. They will help to ensure the voices of historically underrepresented communities are authentically represented; offer feedback on the quality, usefulness, relevance and sustainability of the work; and provide content for learning sessions, as needed.

(5) Design Addresses the Needs of the Target Population

Principals and school leadership teams are the target population for this effective educator development project, with particular focus on those who serve students in Black, Hispanic, and Native American communities. Despite decades of interventions and research, disproportionately low outcomes for students of color persist in our education system (Reardon et al., 2017). Among the practices that offer potential to realize the kind of achievement that has eluded these student groups is staffing schools with adults who have racial affinity and share students' sociohistorical experiences (Joshi et al., 2018; Redding, 2019). Yet 52% of the U.S. school population are students of color, while only 21% of educators identify as such, indicating a significant race-representation gap (U.S. Dept. of Education, 2019, 2020). This specific project addresses this gap among educational leaders; equips them to create equitable structures that are led and redesigned by the communities they serve; and ultimately will close these student achievement gaps through the following design features: (a) leadership development that strengthens principals' and school leadership teams' capacity to redesign their educational systems, which often were not originally designed by people with racial affinity with their students, nor representative of their cultural values and contexts; (b) leadership and well-being

professional learning that is restorative with respect to the current traumas of the pandemic on communities, and sociohistorical wounds of past harms against students, families and communities of color; (c) a highly qualified team of professional developers and coaches, many of whom have racial affinity with the target population, and all of whom stand in solidarity with them; and (d) networking with Historically Black, Hispanic-serving and Tribal University faculty to foster a more diverse educational workforce.

(b) Significance

(1) Importance of Expected Outcomes to Improved Teaching and Student Achievement

Too many students suffer by way of inequities rooted in the U.S. public education system and bolstered by ineffectual practices applied disproportionately based on race and disability, in particular (Annamma et al., 2013). Even before the pandemic, many students faced challenges because they live and attend school in communities that are devastated by high opioid use, extreme poverty, and trauma (Fishman, 2015). Some students who live in tribal nations and adjacent communities are still deeply affected by long standing sociohistorical and present traumas, and they struggle to gain access to effective education; their schools generally experience higher rates of absenteeism, drop outs based largely on punitive disciplinary measures, and ineffectual academic content (Brown, 2014). Further, pervasive and systemic racism affecting Black students, families and communities are taking center stage in America in these times. Much work needs to be done to disrupt the ingrained patterns of marginalization and disproportionality that harm students of color. Beyond these concerns lie the lack of attention to necessary social and emotional competencies needed for success. Many students lack social and emotional skills, which leads to dire outcomes such as school and community disengagement, poor academic outcomes, increased violence or other forms of extreme risk or tragic behavior

such as depression, anxiety, and suicide (Dryfoos, 1997; Eaton et al., 2008). If these conditions are not difficult enough, they face further complications from the pandemic disruptions and stress on home and school life.

The good news is the evidence indicating that when schools implement equity leadership with a social and emotional practice embedded in a tiered framework, they see an important, positive effect on student outcomes ([REDACTED]). Data indicate that principals and school leaders can transform their systems and practices with equity as a driving force and social and emotional learning as a central priority. Twelve San Diego schools demonstrated a significant and rapid improvement in their suspension rates from 4.96 to 3.97 days/100 students/100 day, which is a 20% decrease in just one year of the Equity Leadership Series with implementation of social and emotional learning practice. This finding provides a sense of the magnitude of improvement in student access to teaching that can be accomplished through this project. Likewise, a study of statewide scale up of MTSS integrated with social and emotional learning over one year demonstrates a medium effect size (ES) on ELA, and a small ES on Math scores, compared to trivial ES in matched control schools, indicating the magnitude of improvement in student achievement that can be accomplished through this project.

Currently we know the equity-focused leadership learning, coaching and implementation of restorative practices in a tiered system of support increases student access to academic instruction by reducing school suspension. However, pandemic era policies in the study site resulted in two years without state standardized academic assessments, and so intervention effect on student achievement was not consistently measured. Therefore, this project's first important advancement to knowledge and practice will be greater understanding of the power of the Equity Leadership model to improve student academic achievement in general, for students with IEPs,

students of color, and intersections of these characteristics.

Second, equipping school leaders to integrate restorative practices with other social and emotional learning practices for student well-being into a coherent and integrated system of support has the potential to amplify the results achieved in the prior study. Restorative practices are just one of many ways to address student behavior and school responses that result in lost instruction time due to chronic absenteeism, suspensions, expulsions, law enforcement / adjudication, and dropping out. Furthermore, with improved educator-to-student and student-to-student relationships the practice could potentially reduce bullying, violence, self-harm, suicide and other mental health incidents that occur in or because of school. Previous studies of this topic were generally designed to demonstrate the efficacy of a single practice or report how to use implementation science or improvement science methods to help a school select and install a single practice. The proposed approach is unique in that principals and school leaders will learn how to integrate six practices in a coherent tiered framework that does not burden or confuse educators and students. They will design their local system of support to help educators and students engage in these practices at various times and in varying degrees of intensity, depending on the particular contexts. The system will rely on growing and evolving social and emotional competencies of adults and children throughout the school, and unlock the human potential to be flexible as they lead and respond to individual differences and contexts.

Third, predominantly Black, Hispanic, and Native American student populations experience such academic, social, emotional and mental health harms in education systems that have been designed and operated with a singular, dominant culture perspective. By equipping and elevating educational leaders of color and building solidarity among other leaders for their needs, equity-focused leaders can redesign their systems to heal and nurture healthy educational systems,

policies, and practices to meet these students where they are, and equip them to thrive in the future.

Fourth, as principals and leadership teams learn and implement well-being practices, they will personally reduce their own burnout and remain in their positions longer. Likewise, the educators who work with them will have a better working environment. Therefore, this study will advance knowledge of how to improve retention rates for highly qualified educational leaders.

The characteristics and relevant needs of LEA partners addressed by this project are briefly described here. **San Diego Unified**, with 176 schools, serves more than 121,000 students in preK-12th grade. Students represent more than 15 ethnic groups and more than 60 languages and dialects, with 26.5% served as English learners. The whole student body identifies as Hispanic (47%), White (23%), various Asian cultures (14%), Black (10%), multi-racial (5%) and Native American (<1%). The diversity of cultures and languages are a point of pride and pose social and teaching challenges for school leaders. The immigrant status of students and their families heightens the need for additional and intensified social, emotional, and mental health support.

Cumberland County Schools, with 89 schools in Fayetteville, NC, serves nearly 49,000 K-12 students, 46% of whom identify as Black, 26% White, 15% Hispanic, 9% two or more races, 2% Asian, and 2% Native American. Two of their four strategic priorities in their 2024 plan are “Integrate resources, facilities, and staff to maintain a safe, inviting learning environment for students to grow academically, socially, and emotionally,” and “Recruit, support, and retain impactful teachers, leaders, and support staff.” This project will enable them to implement this practice in a few schools to prove the concept for future scale up in all their schools.

Sunnyside Unified School District, with 22 schools in Tucson AZ, serves more than 14,000 preK-12th grade students, 85% of whom identify as Hispanic, 5% Black, and 3% Native American; and 14% receive support as English learners. Evidence of disproportionality is in the 2021 state accountability test scores, with 69% of Hispanic students ranked as minimally proficient in ELA compared to 54% state average, and likewise for Math 74% vs. 61%. Significantly larger achievement gaps exist for those students who receive special education and language learning support in both skills.

Several partners joined the project from Shelby County, TN, in the Memphis Metro Area. First, **Millington Municipal Schools** is a three-school district serving approximately 2,500 preK-12th grade students with diverse racial identity (community profile: 65% White, 22% Black, 9% Hispanic, 5% two or more races). **Green Dot Public Schools** are part of a charter network that provides education in historically underserved communities. Specifically the 5 Memphis schools serve 98% students who identify as Black and 87% low income. Typically students enter these schools because they have been ranked among the lowest 10% of academic proficiency; and the schools aim to accelerate learning to the level of their peers. **Perea Elementary**, a preK-3rd grade public charter school with a whole child well-being philosophy founded in 2018, serves about 250 students, nearly all of whom identify as Black. **Arrow Academy of Excellence**, a K-5th grade Title I program charter school, has an enrollment of approximately 100 students, all of whom identify as Black. Arrow aims to lay a strong foundation that breaks the cycle of disproportionate outcomes for Black students.

(2) Costs Reasonable in Relation to Persons Served and Resulting Benefits

The total project costs less evaluation and dissemination costs will directly affect approximately 500 participants, equating to 50 principals, an average of 10 individuals on school

leadership teams and district leaders. We estimate the direct learning sessions, coaching, implementation, all staff events, and National Equity Leadership Consortium will total \$10.5M over three years, approximately \$4.0M for research and evaluation costs. The estimated cost per participant, therefore, is \$13,000 over the life of the project and \$4,333 annually.

(3) Potential for Ongoing Project Purposes and Benefits after Federal funding

The sustainability features of this project described in the design are at the heart of a plan to leverage this federal investment beyond the length of this grant for partner LEAs and others from coast-to-coast and in new contexts. LEA project budgets are supplemental resources for incorporating new content and processes into their standard operations. This funding strategy allows them to continue the program beyond the length of the grant for long-term success preparing individuals from populations who never before thought they could become educational leaders. The cost match for this project will be largely contributed by LEAs, through in-kind time for annual All Staff events. Further, another strategy for post-funding benefits from this federal investment is the National Equity Leadership Consortium becoming a self-supporting network perpetuating and advancing the knowledge and practice gains from this project.

(4) Dissemination Enabling Others to Use the Resulting Practices and Strategies

The project dissemination plan enabling practitioners to quickly begin to use the products from this grant are represented in Goals 2, 3, and 4 with the *Equity Leadership & Educator Well-Being* online field resources for principals and school leaders; differentiated and replicable learning session content and coaching protocol; and obtaining recognition for the value professional learning with implementation through microcredentials. Our broad-based web and social media presence, online resource repository, and microcredentials will be open access dissemination. Learning sessions and coaching protocols will be available with qualified staff to

provide fee-for-service support, when needed. The National Equity Leadership Consortium will share knowledge with other leaders in the field as well as pre-service education programs at HBCU, HSI and Tribal Universities, which are expected to exponentially increase dissemination through their outlets. Furthermore we will continue our practice of transparently sharing findings at national conferences (e.g., American Educational Research Association, ESEA/Title 1 Conference); publishing best-selling books with major publishers (e.g., Norton, Corwin); publishing scholarly analyses in peer-reviewed journals that will be submitted to WWC for Moderate or Higher Evidence claims; and self publishing research-to-practice briefs on our website. These multiple strategies are expected to widely disseminate what we learn through this federal investment as well as facilitate uptake of the practices in schools and LEAs nationwide.

(c) Management Plan

(1) Specific and Measurable Objectives, and Outcomes

Goal-aligned measurable objectives and target outcomes are clearly specified below. The measures, data sources, research questions to be answered by each are in Table 2, Appendix G.

Objective 1.1 80%+ of principals who complete EL/EW and serve concentrations of high-need students will demonstrate increased equity leadership competency as evidenced by school scores of 80% or higher on the Administrative Leadership domain of SWIFT-FIT.

Objective 1.2 80%+ of principals who complete EL/EW will demonstrate positive student growth in ELA or Math on the state assessment compared to previous year; positive improvement on the academic MTSS of SWIFT-FIT; and 70%+ of completers who serve concentrations of high-need students demonstrate positive score growth in ELA or Math; and 60%+ of this later group demonstrate positive score growth in ELA or Math for two years.

Objective 1.3 70%+ of principals who complete EL/EW will demonstrate reduced problem

behavior and absence rates and positive improvement on the behavior MTSS & SEL of SWIFT-FIT; 70%+ of completers who serve concentrations of high-need students demonstrate reduced problem behaviors and/or reduced absence rate.

Objective 1.4 80%+ of principals who complete EL/EW and serve concentrations of high-need students will demonstrate increased student SEL competencies, adult SEL competencies, and/or a more positive school climate.

Objective 1.5 Principals who complete EL/EW will receive cost effective training as evidenced by cost per completer.

Objective 1.6 Project evaluation will produce two rigorous studies to meet WWC standards.

Objective 1.7 3+ LEAs will build a capacity to sustain and/or scale up EL/EW.

Objective 2.1 Online field resources and other communication media sites will build and distribute knowledge, as evidenced by annual publication of 4+ online practitioner or technical guides published and 2+ online research briefs.

Objective 2.2 Online field resource and other communication media sites will have 10% annual increases in unique visitors.

Objective 3.1 EL/EW Learning session and coaching protocols and materials will be developed based on evidence-based practices.

Objective 3.2 90%+ of learning sessions and coaching will be delivered with high quality based on alignment with the protocol.

Objective 3.3 Participants in EL/EW will rate quality, usefulness, and relevance of materials 3.5+ or higher on a 1-5 rating scale.

Objective 4.1 3+ microcredentials for demonstrating EL/EW competencies and application will be developed.

Objective 4.2 80%+ of principals who complete EL/EW will earn at least two micro-credentials by the end of the project period.

Objective 5.1 A National Equity Leadership Consortium will be established and have annual meetings to support EL/EW implementation.

(2) Adequate Management Plan to Achieve Objectives On Time and within Budget

As a national research and technical assistance center that strengthens school capacity to provide academic, behavioral, social and emotional support to improve outcomes for all students, SWIFT assists state and local education agencies in 20 states to implement its successful model to break down administrative silos and improve schoolwide academic outcomes. SWIFT is led by [REDACTED], the Principal Investigator for this application, and successful PI of a 2018 Supporting Effective Educator Development leadership grant, as well as [REDACTED] in state and federal grants and contracts in the previous decade. She will manage this project with three co-PIs, [REDACTED]

Management Personnel

[REDACTED] Co-Director of SWIFT Education Center, will be responsible for all project outcomes, programmatic and fiscal. She will ensure project management, cross team coordination, and budgets and financial controls, using an internal monitoring process to track significant communications, decisions, activities, and continuous and rapid improvement cycles. She is highly qualified for this role with a doctorate in Special Education from KU; and content expertise in Equitable Education for traditionally marginalized students, Multi-tiered System of Support, Family Systems of Support, Positive Behavioral Interventions and Support, and Special Education. She is a leader in the field of system implementation and professional development practices; bestselling author of *Leading through Equity-based MTSS for All Students* (2020) and

the soon to be released *Build Equity. Join Justice: A Paradigm for School Belonging*; product and content developer; and researcher in the field of equity and leadership. Among [REDACTED] most significant contributions to the field of education are the sustainable changes occurring in schools and with school teams across the nation. She generously shares her knowledge through keynote presentations, publications in peer-reviewed journals, and other national publications and conferences.

[REDACTED] Associate Director of Technical Assistance and a member of SWIFT's Leadership Team, will lead a diverse cadre of Leadership Development Directors, the majority of whom are racially congruent with the student populations that are the focus of this project, in delivering the All Staff, professional learning, coaching, and microcredentials; and contribute to developing sustainability and dissemination products. She is highly qualified to lead this technical assistance (TA) Team as evidenced by her doctorate in School Psychology from University of Oregon and her professional experiences in state, region, district, and school transformation efforts to support high-quality educational equity and outcomes for all students.

[REDACTED], Assistant Research Professor at KUs and a member of SWIFT's Leadership Team, will be responsible for all research and evaluation (RE) team activities, including primary and secondary data collection, analysis, and dissemination. He is highly qualified for this role as evidenced by his doctorate in Special Education from KU and previous collaboration and publications with [REDACTED] on many federally funded projects, including the studies that established promising evidence for this project.

[REDACTED], Associate Director for Partnership Development and Business Operations and a member of SWIFT's Leadership Team, will be responsible for coordinating the logistical and fiscal elements of the partners (e.g., data use agreements, cost match reporting,

subaward agreements and payments), and will deliver professional learning support, when warranted. She holds a doctorate degree in Special Education Research from KU and her vitae demonstrates highly relevant professional experience in state education agencies and schools.

██████████, Associate Director of Center Operations and a member of SWIFT’s Leadership Team and, while not a co-PI, will provide management support for the project and lead the content and operations (CO) team responsible for communications, content design, product development, and operational logistics. She is qualified for this role as evidenced by a Masters of Business Administration from KU and a long career in educational research, strategic planning, and other business activities. Also contributing to management will be staff at KU Life Span Institute, an intellectual and administrative hub that commands a large external funding support for behavioral sciences centers, including SWIFT. LSI will provide grant management, fiscal, personnel, and facilities support to the project.

Table 3 describes the tasks, teams with primary responsibility for accomplishing those tasks, milestones or products that demonstrate progress and completion of the tasks, and timelines by project year and quarter

Table 3. Project Activities, Teams Responsible, Milestones and Timeline (assume 10/1/22 start)

Project Activities	Teams	Milestones or Products	Timeline
Goal 1 Increase ... effective principals ... through ... professional learning & enhancements			
1.1 Site selection, scheduling & data use agreement, quarterly meetings with LEAs	Co-PIs	40 sites identified; 4 LEA event calendars; 4 LEA data use agreements	Year (Y) 1 Quarter (Q) 1-4 Y2Q1-4; Y3Q1-4
1.2 Deliver Learning Sessions to selected sites in each LEA	TA	10 learning sessions / 4 LEAs	Y1 Q3; Y2 Q1-3; Y3 Q1-2

Project Activities	Teams	Milestones or Products	Timeline
1.3 Coach leaders in implementation in sites	TA	10 coaching sessions / 4 LEA or locales	Y1 Q4; Y2 Q1-3; Y3 Q1-3
1.4 Evaluate / award digital badges & microcredentials for participants	TA	10 digital badges & 2 MCs awarded x 50 principals or school teams	Y2Q1-4; Y3Q1-4
1.5 Conduct All Staff events / LEA	TA	1 All Staff event / LEA	Y1- 3, Q1-2
Goal 2 Develop ... online field resources for principals and school leaders			
2.1 Prepare online repository	CO	Web pages set up	Y1Q2-3
2.2 Identify, vet, and obtain permission, and post third-party materials	TA & CO	Vetting protocols; Vetted & permissions list; Postings	Y1-3Q1-4
2.3 Create and post original materials	TA & CO	Original resources; Posted resources	Y1-3Q1-4
Goal 3 Create and implement learning sessions and a coaching protocol ...			
3.1 Create and update learning session content	TA & CO	Template materials	Y1Q1-3; Y2-3 if needed
3.2 Implement learning sessions with localized content	TA	Contextualized materials	Y1 Q2-4; Y2-2 Q1-4
3.3 Create and implement coaching protocols	TA	Protocols Coaching Logs	Y1 Q2-4; Y2-2 Q1-4
Goal 4 Create a microcredentials ... and garner national support for their use			

Project Activities	Teams	Milestones or Products	Timeline
4.1 Define digital badge competencies, reflection prompts, & suggested artifacts	TA & CO	20-30 competencies	Y1 Q2-4
4.2 Define how badges stack for microcredentials	TA & CO	3-5 microcredential	Y1 Q2-4
4.3 Design and set up badges and microcredentials in SWIFT•Cred system	CO	Approximately 35 badges & MCs	Y1 Q2-4
4.4 Arrange for LEAs, Universities and others to accept microcredentials as CEUs, advance placement, etc.	CO	Agreements indication MC value to each organization	Y2 Q1-4
Goal 5 Establish a National Equity Leadership Consortium ... and support sustainability ...			
5.1 Form National Equity Leadership Consortium membership	Co-PIs	Membership list	Y1 Q2
5.2 Convene Consortium	Co-PIs	Agendas; Attendance lists	Y1-3 Q3
5.3 Collect primary and secondary data sets with appropriate security protections	RE	Primary data sets Secondary data sets	Y1 Q3-4; Y2 Q3-4; Y3 Q3-4
5.4 Analyze data and establish findings	RE & TA	Analysis briefs	Y1-3 Q3-4
5.5 Publish and present findings / apply for WWC status	RE, TA & CO	Research-to-practice Briefs; Journal articles; Conference	Y2 Q3-4; Y3 Q1-4

Project Activities	Teams	Milestones or Products	Timeline
		presentations; WWC application	

(d) Project Evaluation

The Research and Evaluation (RE) team will conduct: (a) a formative evaluation within a framework of implementation and quality improvement study, and (b) summative evaluation through causal-impact studies to examine the effects of the project on student outcomes, producing WWC moderate or higher level of evidence. Formative evaluation will contribute to the continuous improvement cycle by addressing fidelity of implementation, intermediate outcomes, and opportunities for improvements within partner sites (Stetler et al., 2006). The RE team will collaborate with the TA team to collect fidelity of implementation data and intermediate outcomes; hold quarterly meetings with these teams to review progress of data collection and the extent to which all project components are being implemented as planned; and facilitate annual evaluation meetings to review available formative evaluation results. Summative evaluation will be conducted with multiple analyses of final outcomes comparing implementation and matched control groups, which will fulfill WWC standards with reservations. Table 2 (Appendix G) summarizes evaluation/research questions for each objective. Study methods, research design, participant selection, and analysis plans are described below.

(1) Methods of Evaluation & Evidence of Effectiveness at WWC standards

Summative evaluation causal-impact (CI) studies with student outcomes will use quasi-experimental design and produce efficacy evidence at WWC standards for the *Equity Leadership & Educator Well-being* professional learning with enhancements. Multiple research questions for these studies are available in Table 2, Appendix G.

Participant School Selection and Selection Bias Treatment. Convenience sampling will be used to select schools from among schools that volunteer to participate in each LEA. In collaboration with LEAs, 20 San Diego, 10 Cumberland, and 10 Sunnyside schools will be selected in natural proportion to LEA elementary, middle, and high schools; and identified needs. CI studies for academic outcomes will be conducted with participants in San Diego and Cumberland LEAs, which have a sufficient number of schools to select academically matched schools. All three LEAs will be included for behavior and social and emotional outcome studies. Propensity score matching (PSM) will be used to select matched control group schools, considering such covariates as school size, student performance, proportion of economically disadvantaged students. Student-level PSM will be conducted for these schools to establish baseline equivalences for implementation and comparison groups, first by collecting each school's de-identified individual student demographic information to use as covariates (e.g., gender, grade-level, IEP status, and ELL status). Heckman's correction factor will be employed to address selection bias introduced by the real-world necessity of selecting implementation schools from among volunteers and taking into account their need, which may influence causal impact through unobserved factors correlated with probability of selection and explanatory variables. The correction factor will be determined by logistic regression modeling of probability of implementation group membership based on principal and school characteristics.

Dependent Variables. Student outcome data will be collected as secondary data. **ELA and Math** annual state summative assessment scaled scores and suspension days will be dependent variables in separate analyses. State summative assessments are Arizona's Academic Standards Assessment (Arizona Department of Education, 2022) and Smarter Balanced Summative Assessments (Smarter Balanced Assessment Consortium, 2018). **Student SEL competencies**

measures by Panorama SEL surveys will be analyzed as a dependent variable to examine the effect of project implementation on student SEL outcomes. Panorama SEL measures reliability as assessed by Cronbach alpha coefficient was acceptable, $m = .78$; and were correlated with student GPA, absences, tardiness, behavior referrals, socioeconomic status of students (Panorama Education, 2016). Behavior outcomes will be school suspension days per 100 students.

Analysis. Multilevel modeling with random effects will be used to determine longitudinal outcome changes relative to implementation using a difference-in-difference (DID) strategy to examine implementation effects without randomization. Models will be based on an assumption that student outcome change in implementation and matched control groups would be the same if no EL/EW was delivered to the implementation group. Separate analysis will be conducted for ELA, Math, behavior, and social and emotional learning outcomes. Logistic DID will be applied to the behavior outcome analysis of suspension days.

(2) Methods Provide Performance Feedback & Periodic Assessment of Progress

The RE team will conduct formative evaluation via a continuous improvement cycle (Conceptual Framework, Figure 3) and multiple methodologies to monitor overall project progress and implementation status in project sites. Quantitative and qualitative data will be collected and reviewed to understand current strengths and opportunities for project improvement. Key measures for these evaluative processes are described here.

SWIFT Fidelity of Implementation Tool (SWIFT-FIT) (Pollit et al., 2018) data will be used to measure leadership capacities and growth in systemic social and emotional learning practices. SWIFT-FIT measures schoolwide fidelity of implementation of equity-based MTSS, including an Administrative Leadership subscale. Its technical adequacy includes average

Content Validity Index (CVI) for school features ranging from 0.87 to 1.0, with above 0.78 considered adequate; and subscales independently rated adequate by a panel of experts (Algozzine et al., 2017). Construct validity compared scores from advanced implementation sites and sampled sites (sampled schools $M = 37.83$, $SD = 11.34$; advanced implementation $M = 57.94$, $SD = 15.69$), with significant difference in the desired direction ($t = -2.32$, $p < 0.05$; $ES = 1.77$) (Algozzine et al., 2016). Trained assessor standards require an Inter-Observer Agreement (IOA) for reliability, as indicated by a Cohen's Kappa Statistic 60 or higher (Cohen, 1992).

Learning Session and Coaching Checklists/Evaluations will be used to ensure the focal practice is delivered as planned and with quality. The TA team will complete planning checklists when session and coaching materials are developed or differentiated. Learning session and coaching delivery participant evaluations will be conducted at the end each session and annually. Evaluations will consist of surveys rating (a) overall session quality, usefulness, and relevance; and (b) content specific goal achievement; and (c) suggested topic for next coaching session.

Equity Transparency Tool (ETT) (SWIFT Education Center, 2022) will qualitatively document organizational strengths and actions related to the 10 Point Equity Paradigm. ETT is presently undergoing a validation study with funding from the U.S. Department of Education 2018 SEED grant (U423A180029) and Oak Foundation. The qualitative tool involves a diverse knowledge systems body of evidence review, including broad stakeholder interviews, document reviews, and observation data. Its purpose is to support schools by acknowledging efforts to repair past practices of systemic inequity; describing and examining current practices of systemic (in)equity; and providing foundations for planning and implementing more equitable systems, policies, practices, and resources to serve historically underserved student groups.

District Capacity Assessment findings will be monitored to ensure LEAs strengthen their capacity to adopt and sustain implementation of the EL/EW professional learning in support of equitable systems, policies, practices, and resources and student and educator well-being. For San Diego we will leverage a California district capacity measure known as LEA Self-Assessment; for others we will administer District Capacity Assessment (DCA; Ward et al., 2015). DCA content validity indicates adequate internal structure ($RMSEA = .071$, $CFI = .93$, $TLI = .92$), internal consistency (Cronbach alphas of 0.91 for total score), and test retest reliability (ranges from .78 to .98) (Russell et al., 2016; Ward et al., 2021).

Interim Academic, Behavior, and SEL outcomes will be collected for multilevel modeling to (a) find statistically significant differences within and between groups, and (b) malleable factors associated with implementation fidelity and outcomes. Student benchmark assessment will be reviewed to monitor the annual growth differences at fall, winter, and spring measurements on ELA and Math scores within implementation schools and between implementation and matched control group schools. Annual suspension (behavior) and social and emotional learning data will be continuously reviewed to monitor the progress as well. *School Climate Survey* will be annually monitored to understand the extent to which implementation changes toward a more positive school climate. Each LEA's existing school climate results will be collected and reviewed.

(3) Objective Performance Measures Related Outcomes

We will utilize multiple methods to evaluate the project's 24 performance measures addressing relevant outcomes. Table 2 in Appendix G lists Measures, Data Sources, and Evaluation and Research Questions for each objective. The required GPRA measures are represented in objectives as follows: **GPRA 1=Objective 1.1.a Proportion of principals who**

principals who complete EL/EW and serve concentrations of high-need students;
GPRA2=Objective 1.2.b Proportion of principals who principals who complete EL/EW and serve concentrations of high-need students and demonstrate positive score growth in ELA or Math; **GPRA3**=Objective 1.2.c Proportion of principals who principals who complete EL/EW and serve concentrations of high-need students and demonstrate positive score growth in ELA or Math for at least two years; **GPRA4**=Objective 1.5.a Principals who complete EL/EW and receive cost effective training as evidenced by cost per completer; **GPRA5**=Objective 1.6.a Project evaluation produces rigorous studies to meet WWC standards.

(4) Valid and Reliable Performance Data on Relevant Outcomes.

We will utilize valid and highly reliable secondary data for the summative evaluation (i.e., CI studies). Student outcome data for state summative assessment and social and emotional competencies have technical adequacy as measurements; suspension data for behavioral evaluation have been practiced with consistent and reliable standards. Data for the formative evaluation (i.e., implementation/quality improvement study) includes fidelity data from SWIFT-FIT, ETT, DCA and surveys to rate the quality, usefulness, and relevance of the implementation activities and materials. The RE team will hold quarterly and annual meetings with project implementation and support teams to continuously cross check data and findings from the analyses. Table 4 in below, we provide summaries of the formative evaluation tools.

Measure	Description	Metric
SWIFT-FIT: Index of extent to which a school implements MTSS and supporting domains.	58-item assessment administered by external, trained assessors. Includes 5 domains:	Each item fidelity of implementation is rated on a scale of 0-3. Results are summarized into (a) a total score defined as the

Measure	Description	Metric
	<p>Administrative Leadership, MTSS, Integrated Educational Framework, Family & Community Engagement, Inclusive Structure & Practice.</p>	<p>mean of the feature scores, (b) domain scores (percentage of points per domain), (c) individual feature scores (percentage of points per feature), and (d) an item summary that indicates the score per item.</p>
<p>District Capacity Assessment (DCA): Index of the extent to which a school district has the capacity to implement evidence-based practices</p>	<p>27-item assessment with 3 subscales to monitor progress towards capacity building goals. District team scores items through a public voting.</p>	<p>Capacity for each item rated on a scale of 0-2. Percentages of total and subscale points are summarized to plan actions.</p>
<p>Equity Transparency Tool: Analytic description of past and current equity, and opportunities for more systemic equity and justice</p>	<p>Interviews, document reviews, observation data collected and organized around the 10 Point Equity Paradigm as a narrative “Equity Story.”</p>	<p>Longitudinal qualitative analysis results to indicate past, current, and future equity at a school.</p>
<p>Coaching Log: Self-recorded log to store information about coaching</p>	<p>Questionnaire data collection system to be developed in Y1 to record</p>	<p>The nominal data values will be developed for the types and people/teams coached.</p>

Measure	Description	Metric
activities	frequency, type, person or team coached.	
Learning Session & Coaching feedback surveys: Participants' perceived quality, relevance, and usefulness	Survey to be developed in Y1; Questionnaires about quality, relevance, and usefulness of materials and activities.	5-point Likert-like scale; Percentages of total and subscale points will summarize results.

(5) Guidance for Replication and Project Effectiveness

CI studies will use quasi-experimental designs to produce evidence for EL/EW efficacy; and developed and disseminated resources for professional learning and enhancements will facilitate replication. Published empirical evidence submitted to WWC will make knowledge of EL/EW available and promote the value of replication. ETT will qualitatively document the approaches and strategies employed by participants, and, while not a rigid guide, will support feasibility evaluations by other school leaders considering implementation of this practice. Formative evaluation quasi-experimental design within sites will allow us to monitor longitudinal progress and explore malleable factors related to efficacy of implementation, also contributing to localized replication of the practice.

Conclusion

We are grateful for the opportunity to propose this practice for strengthening and increasing leadership capacity to advance equity and well-being in schools throughout the nation.