

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 07/13/2022 04:17 PM

## Technical Review Coversheet

Applicant: WestEd (S423A220042)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	5
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	1
<b>Sub Total</b>	10	9
<b>Total</b>	110	109

# Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #1: \*\*\*\*\*

Applicant: WestEd (S423A220042)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (35 Points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.  
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.  
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.  
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.  
(7 points)

Please provide Overview Statement on top of first Strength comment.

#### Strengths:

The applicant provides a clear description of The Bridge Project: Statewide Supports for Future Illinois Principals of Color (The Bridge Project). Based upon the design and the need, the project has a clear potential to be a replicable model.

(i)The applicant presents a detailed description of the two-year program for new principles. It is clearly intense professional development, well developed professional growth activities, and classes needed to become an effective principal. (pg. e35) The project will enable principals of color and women to learn and hone skills during a paid job embedded residency, benefiting from career mentoring by a coach and a supervising principal. Additional examples include earning two micro credentials: Illinois' Leadership for Equity (LFE) and Social-Emotional Learning (SEL). (p. e36)

(ii)The applicant provides a detailed description of the support services and professional development to be provided to participants during the two-year residency. The paid residency includes training and coaching, career and induction support, field experiences with expert teachers in instructional excellence in ELA and mathematics, social-emotionally supportive classroom environments, localized assessment design/use and culturally responsive pedagogy. (pg. e44-e46) The applicant provides a clear description of the role of the mentor and supervising principal in social and career growth. During the induction year, aspiring principals will receive professional development that focuses on schoolwide condition, the school routines, and teacher engagement. Targets for coaching are 120 minutes per month in year one and 100 minutes per month fin year two. (p.e45, p.e47)

(iii)The applicant provides multiple avenues for dissemination. The use of existing organizations such as professional organizations, media and social networking platforms are identified highly significant dissemination sources. (pg. e59-e60)

(iv) The applicant describes a robust partnership with the Illinois Regional Office of Education (ROE) and Illinois Lead Hubs. Each organization brings specific roles and responsibilities to the partnership, but as a group will work effectively to meet the goals of the Bridge project. For example, WestEd will collaborate with the Supervisors of Principals Academy model, which supports principal supervisors in three states while Roe will provide training materials and various tools and resources. (pg., e50-e51)

(v) The design of the project is appropriate for the intent and need of the target population. The leveraging of organizations will build a longstanding support system, that can be involved to further the pipeline of prepared principals, especially of color. (pg. e46-e49)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 35**

**Selection Criteria - Significance**

**1. B. Significance (25 points)**

**The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

**(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.  
(7 points)**

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.  
(6 points)**

**(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.  
(6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.  
(6 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

The proposed project will effectively address the needs of the target area while creating research based professional development and a guide for replication.

(i)The results of the proposed project have the potential to contribute significantly to the body of research. The applicant identifies a 2014 Rand study that was very similar and serves as a model for this project, (p. e53) Based on the similarities of the two projects, the applicant anticipates very similar results. The key elements are similar, including the research questions. (p. e53)

(ii)Based on 50 participants, the professional development services and related services, the budget appears to be reasonable. Costs include a paid residency, professional development and micro-credentialing, support services and resources

(iii)As described the proposed project provides a clear description of the needs of new principals, the need to further develop their knowledge and fully describes how the proposed project can serve as a replicable model. (p. e28). The applicant also identifies the importance of developing a strong relationship with the school district a key step in model development, (p. e58) For example, the proposed project provides a guide to designing and implementing a high-quality residency and job-embedded professional development model. (p. e55)

(iv)The applicant clearly identifies elements of the project design that will increase the knowledge of evidence-based literature and research addressing leadership preparation, induction, equity leadership practices and professional learning practices. available after the end of the project period. Dissemination plans include avenues within Illinois and surrounding state, including the ROEs and Illinois State Board of Education (ISBE), Regional Educational Laboratories and four Regional Comprehensive Centers that are serviced by WestEd staff. Information regarding the project will be available on West Ed's and American Institutes for Research's (AIR) websites. (pg. e59-e60)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 25**

**Selection Criteria - Quality of the Management Plan**

**1. C. Quality of the Management Plan (20 points)**

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

**(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**(10 points)**

**(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**(10 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

The applicant presents a management plan that clearly identifies roles and responsibilities. The project goals and activities are clearly stated and should be completed on time and within budget.

(i)The applicant presents strong project goals and objectives that are clearly defined and presented in measurable terms and should produce that should accurately assess the project progress. (pgs. E61-e63) Goals and objectives are clearly linked to the project activities.

Project activities are supported by letters of support and MOUs.

(ii)The management plan appears to be able to achieve the proposed project activities and within budget. (pg. e64-e65)  
The project and its management are built upon a long agreement. Pg. e205-e228)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. D. Quality of the Project Evaluation (20 points)**

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4 points)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4 points)

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

A detailed evaluation plan is presented that fully describes the evaluation design for the Bridges project. It presents the evaluation questions, the data d\sources and fidelity of data will be maintained. A detailed evaluation plan is presented that fully describes the evaluation design for the Bridges project. It presents the evaluation questions, the data d\sources and fidelity of data will be maintained.

(i)American Institutes for Research (AIR) will conduct a formative and summative evaluation; The design of the project clearly includes periodic assessment. For example, surveys, attendance records and activity evaluations information will be collected and used for program Improvement. (pgs. e80-e81)

(ii)The formative evaluation will use objective measures to provide periodic assessment of progress toward achieving

intended project outcomes. The performance measures are aligned with the intended project outcomes. A table on page e78 lists the formative evaluation program outcome, the research questions, and data sources.

(iii)The applicant provides a detailed description of the plan and process for ensuring data will reflect objective performance measures clearly related to the intended outcomes and will produce quantitative and qualitative data. (p. e79)

(iv)The evaluation of the project will produce a useful and informative guide for replication and evaluation purposes. The guide will include the key components of implementation, study details and design summary. (p. e82)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)**

**Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.**

**Strengths:**

The applicant provides a well-developed plan to identify teachers who have earned their certification, address the preparation needs of principal candidates coaching, mentoring, professional development in reaching their goal. The plan will identify candidates from schools located in high need areas and engage them in professional learning activities that will increase their skills, experience, and marketability. (p. e38-e39).

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

**Competitive Preference Priority - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 points)**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—**

**(1) In one or more of the following educational settings:**

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

**(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

The applicant addresses Competitive Priority 2 through identifying the goal of providing high risk schools with highly effective aspiring principles. The applicant clearly describes a process for matching minority aspiring principals who have the training and skills to positively impact low performing schools, The applicant also addresses the social and emotional needs of students and describes how the principal is able model and provide guidance to staff. A description of the professional development and support system made available to participants during the residency is described on page e41

**Weaknesses:**

No weaknesses found.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)**

**Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—**

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

**Strengths:**

The applicant addresses the social and emotional needs of students and describes how the project's professional development strategies will enable the principal to provide guidance to staff. A description of the professional development and support system made available to participants during the residency is described on page e41



**Weaknesses:**

The applicant does not address trauma exposure.

**Reader's Score:** 1

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**Status:** Submitted

**Last Updated:** 07/13/2022 04:17 PM

Status: Submitted

Last Updated: 07/13/2022 07:59 PM

## Technical Review Coversheet

Applicant: WestEd (S423A220042)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	5
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	1
<b>Sub Total</b>	10	9
<b>Total</b>	110	109

# Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #2: \*\*\*\*\*

Applicant: WestEd (S423A220042)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (35 Points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.  
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.  
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.  
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.  
(7 points)

Please provide Overview Statement on top of first Strength comment.

#### Strengths:

The professional development to be provided by the project are of high quality, intensity, and duration and will lead to improvements in practice among the recipients of those services. The project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. There is a strong conceptual framework underlying the activities which provides quality framework. The services to be provided by the project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. The project design is appropriate to, and will successfully address, the needs of the teachers in the program.

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

The professional development services to be provided by the project will lead to improvements in practice among the recipients of those services' intervention. The program includes the completion of a one year residency-based training program. Participants will work as a principal resident under the supervision of a mentor principal and the support of a coach. After the residency participants will be hired into principal positions where they continued to receive induction coaching support and professional development in their new role as a novice principal. The Bridge Project is a two-year training program which provides principals of color and women principals with a residency and induction support, once participants become principals. Each participant will receive a one-year paid residency which includes training and coaching support to build their instructional capacity to improve student learning. Participants will be supervised by a

mentor principal of color and supported by supervising principal, who are responsible for placements and advancing leadership learning. In the second year, participants receive career and induction support, as they transition to a new principalship. In this second year, participants will receive induction coaching and training to support schoolwide improvement efforts. (pg. e. 42-43)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The applicant explains the project will have several strategies that will build capacity and yield results that will extend beyond the period of grant and ensure project continuance. First, the program will be aligning work to new Office of District and School Leadership at the state level. Next, the program will be aligning work to recommendations state educator pipeline work group. Then gathering a consortium of practice and launch the Educator Pipeline Data Portal. Lastly, by strategically placing service area hubs within each of the 6 Service Areas of the state. (pg. e. 323-325)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

The applicant describes the Bridge Project logic model as an aspiring principal residency that includes formal training, structured coaching, and on-the-job experience; career mentoring by a trained coach, who is a former, effective principal and a person of color. The logic model for the program includes completion of the state Leadership for Equity and Social-Emotional Learning micro-credentials. (pg. e. 79, 347-351)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The projects collaboration of appropriate partners will maximize the effectiveness of project services and is critical to the success of the project. The project will feature an expanded role of the regional office of education (ROE) and will have in policy collaborations with the state board of education (ISBE), state board of higher education (IBHE), and the Governor's Office. To maximize the impact of these partnerships, the regional office of education has outlined the specific expectations and responsibilities in formal Memoranda of Understanding and the commitments of in-kind contributions. Policy partners, including the state Deputy Governor of Education, State Superintendent, Executive Director of state board of education, and other key organizational partners communicate with policymakers and promoting Bridge Project sustainability and replication as part of a statewide policy agenda. (pg. e. 72)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The applicant states the program will successfully address the needs of the target population. The program will focus on six areas 162 school districts, 615 schools in urban, rural, and suburban communities, and 181 schools can expect a principal staffing change each year based upon yearly turnover data. Bridge will serve 50 public schools each of the schools will host one teacher leader or assistant principal who are women and/or principal candidates of color. In the area there are 1403 educators who have a Type 75 certification who are not principals. Of these, 156 or 11% of eligible candidates of color and 561 or 39% are women principal candidates who have expressed interest in the Bridge program. (pg.e.49)

**Weaknesses:**

None noted.

**Reader's Score: 35**

## Selection Criteria - Significance

### 1. B. Significance (25 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.  
(7 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.  
(6 points)

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.  
(6 points)

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.  
(6 points)

**Please provide Overview Statement on top of first Strength comment.**

#### **Strengths:**

The applicant explains the importance of outcomes designed to be attained by the project by describing strategies improvements in teaching and student achievement. The program demonstrates costs that are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. The project has the potential for incorporating the activities into an ongoing teacher training program of the local education agency at the end of Federal funding. There is a plan to be disseminate results in ways that will enable others to use the information or strategies.

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

The applicant explains project outcomes to be attained by the project as being improvements in teaching and student achievement. During the residency, all principals will complete an action research project with their teachers, focused on ELA and mathematics equity. Also, during their residency, participants lead teacher teams through an inquiry process and implementing instructional improvements that result in increased learning by high-need students. While in the in-service phase, new principals will expand their improvements in instructional quality schoolwide. Bridge training and support for participating principals will lead school efforts that result in improvements to teacher practice, and ultimately increases in student achievement (pg. e. 51)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The applicant lays out a budget and budget narrative which has reasonable program costs. For example, there were \$1,180 for supplies, and \$595 for outside services listed in the budget per year. Personnel costs were based on current employees' actual labor rates factoring in anticipated escalation factors. (pg. e. 353, 370, 381, 384, 386)

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

The project has funding from the Gates Foundation which WestEd has used to develop a framework for culturally-responsive math education. This math education will be leveraged for the Bridge program. The project extends the local capacity to sustain and scale the project intervention beyond the life of the grant and advances the applicants capacity to provide high-quality coaching to pre-service candidates. The project partners are committed to expanding level of expertise, guidance, and funding that will establish resource for the collective knowledge of schools to improve and build

upon efforts in creating a pipeline of well-trained principals that can improve outcomes for schools. The Bridge Project hopes to continue funding for programs years 4 and 5, the intervention for principals would be extended and a quasi-experimental research study would be conducted which would explore the impact of the model on school level performance over three years. The additional study would be designed to meet WWC evidence standards with reservations (pg. e. 35, 43, 51)

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

The Bridge Project has several strategies for the project to be disseminated and replicated using. First by aligning the Bridge project efforts with statewide goals and initiatives. Second, by building regional dissemination and replication capacity through a project portal. Lastly, by capitalizing on WestEd and their partners' avenues for disseminating project practices and outcomes. (pg. e 56)

**Weaknesses:**

None noted.

**Reader's Score: 25**

**Selection Criteria - Quality of the Management Plan**

**1. C. Quality of the Management Plan (20 points)**

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

**(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)**

**(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

The projects outlined goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable. There is an adequate management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Goal 1 of the Bridge project is for 50 aspiring principals of color, who have attained Type 75 certificates and who are assistant principals or teacher-leaders in high-need schools will participate in a yearlong, paid, full-time during program years 1 and 2. In the residency they will be supported by trained supervising principals and mentors. The second goal is for the Bridge Project aspiring principals of color and aspiring women principals transition to become highly-effective principals, particularly for high-need students. The third goal is for the central office administrators and other partners to improve principal pipeline conditions to support aspiring principals of color career advancement. Project measures are reasonable and are in align with objectives. For example, 70% of ELA and mathematics teachers on teams lead by Bridge

Project participants will report statistically-significant and shows positive correlation with ELA and mathematics student achievement scores. The measurement for this objective is student test scores. (pg. e. 61-63)

(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Bridge projects management plan describes the management structure, personnel involved, key responsibilities, an implementation timeline aligned to activities, and milestones indicators of progress toward goals and objectives. The applicant presents a timeframe for the accomplishment of activities and provides information on who is on the project and its advisory and policy committees. There is information on project key personnel and their responsibilities. (pg. e. 63-69)

**Weaknesses:**

None noted.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. D. Quality of the Project Evaluation (20 points)**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. (4 points)**

**(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (4 points)**

**(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (4 points)**

**(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. (4 points)**

**(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (4 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

The project has set out methods of evaluation that if well implemented, will produce evidence about the project's effectiveness that will meet the WWC standards with or without reservations as described in the WWC Handbook. The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes and will include the use of objective performance measures that will produce quantitative and qualitative data. The methods of evaluation will provide valid and reliable performance data on Relevant Outcomes for the project. The design for the project implements and evaluates project will result in information to guide replication of the

project and will include information about the effectiveness of the strategies employed by the project.

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

The outcome evaluation examines Bridget Project effectiveness of the impact on the intended student, school, teacher, and leaders. AIR will use quasi-experimental research design with valid and reliable outcome measures and analytic methods to produce effectiveness evidence that will meet What Works Clearinghouse 4.1 Standards with Reservation. AIR will demonstrate that individuals in the analytic sample are representative of the cluster schools, and that the treatment and comparison schools are equivalent at baseline, to meet the WWC Group Design Standards with Reservations for studies with cluster-level assignment. Each of these criteria will be demonstrated for each outcome measure. (pg. e. 73)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The formative evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The evaluations will examine fidelity and quality of implementation, using objective measures to provide periodic assessment of progress toward achieving intended project outcomes. The applicant will collect participant training attendance data, coaching logs, and certificates of completion for micro-credentials as formative data. AIR will analyze the data along with Bridge Project program documents to determine whether the project is on track for accomplishment of project objectives. (pg. e. 78-79)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The performance measures are aligned with the project outcomes and will use mixed methods with quantitative and qualitative data to measure project progress toward promoting leader diversity in schools across the nation. The analyses will examine indicators across aspiring principals of color to produce frequency estimates of core program activity implementation overall and will examine variations in implementation across participants and schools. This method will provide a quantitative and replicable assessment of the extent to which program features were implemented as expected. In addition, interviews will be conducted with participants, focusing on participants' perceptions of program quality and utility, as well as their perceptions on the extent to which The Bridge Project helped them gain experience necessary to attain a position as a school principal at their own or another school. (pg. e. 78-79, 80)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

To provide a reliable and relevant measure for teacher working conditions, AIR will use school-level results from the Essentials Survey. This instrument has been established as a reliable, validated measure of school conditions and culture. The survey is administered annually and statewide to teachers and students. AIR will measure program impact on student achievement in grades 3–8 by using ELA and mathematics scores on the state Assessment of Readiness (IAR) and in grade 11 using ELA and math scores from the SAT. To make ELA and math scores comparable across grades and years, AIR will use sample means and standard deviations to standardize IAR and SAT scores to have a mean of zero and a standard deviation of one within each grade, subject, and year which will produce valid and relevant project data. Impact on student attendance will be measured using student-level data and will follow guidelines from the WWC Review Protocol for Supporting Learning Environment Interventions on using student attendance as an outcome measure. (pg. e. 77)

(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

The Bridge project evaluations will inform the development and guidance future scaling through



both its formative and outcome evaluations. AIR will document Bridge Project implementation and evaluation including key components and adaptations. AIR will pre-register The Bridge Project impact study details and design summary, confirmatory contrasts, and impact models, in the Registry of Efficacy and Effectiveness Studies. The final brief on the project will be posted on AIR's website and presented at conferences to ensure that information about program effectiveness can guide implementation of The Bridge Project by other organizations. AIR will also write and publish a journal article and support WestEd and the state Lead Hubs in disseminating evaluation results to parents, teachers, and school staff in participating districts (pg. e. 81)

**Weaknesses:**

None noted.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1: Increasing Educator Diversity  
(Up to 5 points)**

**Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.**

**Strengths:**

The applicant explains the Bridge Project addresses the goals of Competitive Preference Priority 1. The project promotes educator diversity in classrooms across the U.S. The Bridge Project addresses the national and state need for more, diverse school principals. In the state, 78% of the principals are White, across the nation 80% of the approximately 90,000 principals are White, and 45% of principals are women. These demographics do not reflect the teacher workforce, or the student population being served. The Bridge Project will identify 50 aspiring principals of color and aspiring women principals from a pool of 43,000 educators. Those educators who are in the pool will have attained an administrative certification often referred to as "Type 75" but are not yet principals. Bridge candidates will become full-time teacher-leaders or assistant principals in high-need schools. Bridge candidates will seek to increase skills and marketable experiences to become a principal. Aspiring principals are supported by a supervising principal and mentor of color. These mentors are trained, monitored to coach, evaluate, and are supported by Bridge Project partners. (pg. 38)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**Competitive Preference Priority - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities  
(up to 3 points)**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—**

**(1) In one or more of the following educational settings:**

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

**(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

(2) The applicants program focuses on the importance of preparing teachers to create an inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. The Bridge Project does this by providing ELA and mathematics teachers in high-need schools access to be a principal of color, who supports inclusive, supportive, equitable, unbiased, and identity-safe learning environments for students. The program requires residents to focus on instructional leadership and equity in ELA and mathematics. This will focus will improve students' academic success which is a strong predictor of future success. (pg. e. 39)

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs  
(up to 2 points)**

**Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—**

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

**Strengths:**

(2) The applicant explains the BRIDGE program will provide support for developing students' social and emotional skills. Skills like collaborations with peers and persist through challenging tasks. School principals create school conditions for student learning for about 356 students per year, a teachers' influences an average of 33 students. The Bridge Project is a year-long residencies for aspiring principals which is focused on instructional leadership, equity and socially,

emotionally-supporting ELA and mathematics classrooms. Program participants will receive professional development and coaching on leading teachers to create socially and emotionally-supportive classrooms. In participating school's teacher effectiveness is expected to increase for students in self-awareness, self-management, relationship building, social awareness, and decision making. These areas are aligned to the competencies of CASEL model. The principals in training will receive SEL training and support from WestEd and ROE partners. Supervising principals and mentors will receive SEL training for use in supporting residents through WestEd's Supervisors of Principals' Academy program. (pg. e 41)

**Weaknesses:**

(3) The application does not explain how they are supporting trauma-informed training. There is also no mention of addressing exposure to community-based violence and trauma specific to students. This is a part of this criteria and must be addressed as a part of the project plan.

**Reader's Score:** 1

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**Status:** Submitted

**Last Updated:** 07/13/2022 07:59 PM

Status: Submitted

Last Updated: 07/13/2022 04:14 PM

## Technical Review Coversheet

Applicant: WestEd (S423A220042)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	5
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	1
<b>Sub Total</b>	10	9
<b>Total</b>	110	109

# Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #3: \*\*\*\*\*

Applicant: WestEd (S423A220042)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (35 Points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.  
(7 points)

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.  
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.  
(7 points)

(v) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.  
(7 points)

Please provide Overview Statement on top of first Strength comment.

#### Strengths:

Overview Statement:

The Bridge project is a two-year intervention designed to provide residency experiences and induction supports to 50 certified principals (principals of color and women aspiring principals) in 50 schools. The project components are based upon a sound research base, provide ample experiential and coaching activities, and proprot to raise the efficacy of these new principals and the learning performance of students. (e42-48)

Supporting Statements:

#### Strengths:

1) The Bridge Project seeks to provide residency programs to 50 previously certified principals of color and aspiring women principals serving 17,000 students, 60% of whom are high need. (e22) The two-year residency/induction period with coaching is of sufficient duration, intensity, and quality to be effective. Included in the program are leadership experiences, coaching, and micro-credentialing in leadership equity and social-emotional learning. (e35-36; e42-48) The research on which the design is based provides moderate evidence of effectiveness. (e42)

2) Besides building confidence and skills in the principals engaged in the residency and induction, Bridge will work with central offices to revise and build principal pipeline supports to eliminate the barriers new principals face and build capacity for the future. (e37) Guiding the process is WWC research on building principal and school efficacy.

3) A detailed conceptual map was provided that outlined inputs, residency design, outputs, and outcomes. (e34) The principal academies offer networking and advanced credentialing activities that will build confidence in the new principals. Coaching, a focused induction period, and development of a principal pipeline are key components of the project. Outcomes include student improvement in ELA and mathematics, increased positive social-emotional supports for students, improvement in the principal pipeline, and increased numbers of principals of color and women principalships. (e34)

4) The consortium has worked toward common goals in a 10-year partnership. Letters of support are provided from all key partners. They are very thorough in discussing their support for the partnership and project, monetary contributions, and expectations to be gleaned from the project. Additional MOUs are thorough, current, and signed by key representatives of all partner entities. (e206-226)

5) The Bridge project will meet the need of consortium partners to match the demographics of the principals more closely with that of the students and teachers in the schools. The Project will provide residency and induction support to 50 certified principals of color and women who desire to obtain their first principalship. (e48-49) Secondly, training will focus on raising the achievement levels of students especially in ELA and mathematics. Principals will also support student self-efficacy through training in social and emotional supports. Third, barriers to meeting the demands of future aspiring principals, the team will work with districts to revise policy and alleviate some of the barriers to successful principalships.(e48-49)

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.
- 5) No weaknesses cited.

**Reader's Score: 35**

**Selection Criteria - Significance**

**1. B. Significance (25 points)**

**The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

**(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (7 points)**

**(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (6 points)**

**(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (6 points)**

**(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (6 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

## Overview Statement:

Nationwide principal positions are going unfilled, especially in high-need schools. A key reason for certified principals not taking these open positions is that they lack a sense of leadership skills. The Bridge project plans to assist principals with gaining skills and confidence through a focused two-year residency and induction period. (e42-48)

## Supporting Statements:

## Strengths:

- 1) Research shows that certified principals often do not seek principalships because of lack of supports. Additionally, principals are leaving their position at high rates due to job stress and political barriers. (e30-32) The Bridge project is a replication of previously funded work combining principal preparation and novice induction to yield achievement gains for students in hard-to-staff, high-need schools. (e52-54) The importance of the Bridge project is to inform the field on how to improve the preparation and induction of new principals through a high-quality residency model and job-embedded professional development. (e54-55)
- 2) The required match has been met. (e5, e230) Budgeted expenditures appear reasonable and sufficient to carry a large project to fruition. Ten percent of the overall cost is in contractual services for evaluation, payment for services from the Illinois Lead Hubs, and costs to support the 50 principals. Costs per principal participant is \$ 200,000 and included two-years' salary and benefits. (e353-386)
- 3) Two strategies are in place that provide longevity past the life of the grant. First is the alignment of goals to the partnering agencies so that they may leverage existing resources as needed. Second, involves the policy connections to legislative intents to diversify the principal workforce and improve student performance. (e49-52)
- 4) Dissemination and replication are key components of the project's scalability and sustainability. Partners will disseminate findings to staff. A website will be utilized as well as presentations and publications to educational agencies, conferences, and journals. (e56-60)

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.

**Reader's Score: 25**

**Selection Criteria - Quality of the Management Plan****1. C. Quality of the Management Plan (20 points)**

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

**(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**(10 points)**

**(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**(10 points)**

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

## Overview Statement:

The goals, objectives and outcomes for the Bridge project are aligned. The outcomes are specific and measurable. GPRA measures are included in outcomes and indicated as such. (e61-63) The plan is thorough and sequential thus making the likelihood of reaching each of the three goals on time and on budget very high.

## Supporting Statements:

## Strengths:

- 1) All goals, objectives, and outcomes are aligned, specific, and measurable. (e61-63) A detailed chart was provided that linked measures, activities, and evaluation to the outcomes and objectives of the project. (e61-63)
- 2) A project management plan was provided that includes management structure, personnel involved along with their key responsibilities, and a detailed timeline. (e63-65) Key personnel were discussed with vitae presented (e89-202 ) for each key staff member. Staff members appear to be well-versed in training and research and have close connections to the education communities they serve. An organizational chart was presented and thorough. (e65-71) A feedback loop based upon the continuous improvement model was presented that showed ample dissemination of knowledge and communication opportunities among partners. (e72)

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation****1. D. Quality of the Project Evaluation (20 points)**

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

**(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.**

**(4 points)**

**(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**(4 points)**

**(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**(4 points)**

**(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.**

**(4 points)**

**(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

**(4 points)**



**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

Overview Statement:

The evaluation and corresponding research will be conducted by the American Institutes for Research. (e73) AIR will use a quasi-experimental research design, valid and reliable outcome measures, and analytic methods that will meet WWC Standards with reservations. (e73)

Supporting Statements:

Strengths:

- 1) The American Institutes for Research will use a quasi-experimental research design, valid and reliable outcomes measures, and analytic methods that will meet WWC Standards with reservations. (e73) Questions aligned to project goals will be utilized to drive research. A matched comparison group design using propensity score matching will provide a larger sample of students and drive comparisons between the control and experimental groups. (e73-74)
- 2) The American Institutes for Research will conduct formative and summative evaluation of the project using an impact analysis with a quasi-experimental design. (e18-19) The applicant will conduct a comparative interrupted time series design with 150 comparison schools to strengthen the research model. (e19) Collection and analysis methods are sound given the complexity of the evaluation. Effect size recommendations from WWC will be utilized to determine meaningful interventions. (e73-78) Performance feedback will be ongoing and intentional. Districts, schools, project staff, and other partners will receive updates through regular check-in meetings and through an annual report submitted by AIR so those continuous improvements can be planned. (e78-81)
- 3) Performance objectives are clearly aligned with intended outcomes and goals for the project. Both quantitative and qualitative methods will be utilized. Many of which have been previously validated. The evaluation protocol used by AIR is quite extensive. (e73-81)
- 4) Valid and reliable measures will be utilized as derived from research and validity studies from WWC, the state department, and educator research. Student testing, observation and coaching protocols, the Social Emotional Leadership micro-credential series, and 5 Essential school culture survey are among the validated instruments used. (e4, e252, e257, e388)
- 5) All methods of research at formative and summative levels are intentionally aligned to the project goals and objectives. Methods are clearly presented and logical. Replication will be made possible through staff and evaluator presentations and publications outlining the project plan, evaluation, findings, and insights. (e81-82)

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.
- 5) No weaknesses cited.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1: Increasing Educator Diversity  
(Up to 5 points)**

**Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator**

**workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.**

**Strengths:**

Overview Statement: (No Overview Statement needed for CPPs.)

The Bridge project will work with fifty certified principals of color and aspiring women principals over the course of two years to build leadership skills, principal performance, and provide micro-credentials to better prepare them to successfully lead a school. (e38-39)

Supporting Statements:

Strengths:

The Bridge project will increase educator diversity as it will build leadership skills for 50 certified Principals of color and women principals that desire the additional skills to confidently take on a principalship. (e28) Using a research base the project will focus on equitable practice, instructionally focused teacher interactions, collaboration, continuous improvement measures, and establishment of safe, inclusive school environments. (e29; e38-39)

**Weaknesses:**

No weaknesses cited.

**Reader's Score: 5**

**Competitive Preference Priority - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities  
(up to 3 points)**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—**

**(1) In one or more of the following educational settings:**

- (i) Early learning programs.**
- (ii) Elementary school.**
- (iii) Middle school.**
- (iv) High school.**
- (v) Career and technical education programs.**
- (vi) Out-of-school-time settings.**
- (vii) Alternative schools and programs.**
- (viii) Juvenile justice system or correctional facilities;**

**(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

Overview Statement: (No Overview Statement needed for CPPs.)

The 50 principals will be placed in 50 schools throughout the Illinois Hub. Elementary, middle, and high schools will be represented. Coaching and training for micro-credentials are key aspects of the program.

Supporting Statements:

Strengths:

- 1) Fifty principals of color and aspiring women principals from fifty elementary, middle and high schools will be provided with a residency experience and a new principal induction program leading to advanced micro-credentials and building confidence in their leadership abilities. (e22) This will change the demographic of predominantly white, male principals in leadership roles. (e39-40)
- 2) Activities include a full-year, full-time, paid, rigorous residency in a high-need school for 50 principals. A primary goal for the residency is to develop skills to engage teachers in teams of instructional improvement that lead to equitable student learning. (e22; e39-40) A year of mentored induction will follow the residency.

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3****1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)**

**Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—**

- (1) Fosters skills and behaviors that enable academic progress;**
- (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and**
- (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.**

**Strengths:**

Overview Statement: (No Overview Statement needed for CPPs.)

Principals completing the residency will receive micro-credentials that enable them to better lead schools and provide programming that will positively impact students' social and emotional well-being. (e40-41)

Supporting Statements:

Strengths:

- 1) One outcome of the project is an increase in ELA and mathematics learning for the students in the principals' schools. Additionally, with the inclusion of training in social and emotional supports, principal can support staff and students in CASEL competencies of self-awareness, self-management, relationship building, social awareness, and decision-making. (e40-41)

- 2) A meta-analysis of the importance of social and emotional training was conducted. The research showed that academic performance increased, improvement in classroom behavior, heightened ability to manage stress and depression, and more positive attitudes about themselves, others, and the school. (e42)
- 3) No strengths cited.

**Weaknesses:**

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) There is no evidence that the applicant intends to address exposure to community-based violence and trauma in the training of these principals. (e40-42)

**Reader's Score:** 1

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**Status:** Submitted  
**Last Updated:** 07/13/2022 04:14 PM