

Transforming Principal Preparation Program (TP3)

Overview & Recommendations for Consideration

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NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

TP3 Legislation Passed in 2015-16

Aim: To transform principal preparation across the state

- ▶ State Education Assistance Authority (SEAA) to manage the Transforming Principal Preparation program
- ▶ Authorized SEAA to issue an RFP for a non-profit to administer the grant program and oversee the transformation process
- ▶ NC Alliance for School Leadership Development (NCASLD) selected
- ▶ Five grantees selected by committee of practitioners: HPU, NCSU, SREC, UNCG, WCU
- ▶ Requires the NCSBE by Sept 15, 2021 to revise the standards for principal preparation program approval based on the recommendations for scaling transformational practices and report changes to the Joint Legislative Education Oversight Committee by November 15, 2021

Amended Legislation, 2019 Senate Bill 227

- ▶ Established new Principal Fellows and TP3 Commission to transition funding and responsibilities for administering the Transforming Principal Preparation Program (TP3)
- ▶ NCASLD served as administrator for 5 original TP3 programs during 2019-20 year and continues as administrator for 3 of the 5 programs during 2020-21 year
- ▶ Newly established TP3 Commission conducted a grant competition in Fall 2019 and made 4 new grant awards commencing in 2020-21
- ▶ Presently, there are 8 principal preparation institutions conducting TP3 programs

Overview of Presentation

The following presentation provides...

- ▶ **Key results of the independent evaluation of the program.** (Please see data file for additional results)
- ▶ **A set of recommendations based on the findings of the independent evaluation for scaling transformed principal preparation across the state.**



About the Evaluation

Grant*Prose*, Inc. contracted by NCASLD to serve as an independent evaluator and conduct a 3-tiered evaluation:

- ▶ NCASLD administration of the TP3 program
- ▶ Institutions conducting TP3 programs, and
- ▶ Individual participants in TP3 programs.

Grant*Prose* has served in this role with NCASLD since the inception of the program in the 2016-2017 year.

GrantProse Findings To Date for Programmatic Evaluation Activities

GrantProse data that follow are specific to the original five programs. Please see data file for additional data.

Original TP3 Program

Three funding cycles under NCASLD administration can be conceptualized:

- ▶ 2016-2018 Cycle I: HPU, NCSU, SREC, UNCG, WCU
- ▶ 2018-2020 Cycle II: HPU, NCSU, SREC, UNCG, WCU
- ▶ 2020-2022 Cycle III: HPU, SREC, UNCG

The original five programs have enrolled 330 students over all three funding cycles.

Comparing the two completed Funding Cycles...

- ▶ A total of 242 individuals graduated from the first two Funding Cycles. Greater than 95% of participants initially enrolled in these Funding Cycles subsequently graduated.
- ▶ As of February 2021, GrantProse identified 183 (75.6%) of the 242 graduates had been hired in positions as Principals and Assistant (P/AP) Principals.

Original TP3 Program

For the first two Funding Cycles, GrantProse has identified 183 individuals as of February 2021 who are currently serving in P/AP positions at NC public Schools.

Program	2016-18 Funding Cycle I		2018-20 Funding Cycle II	
	Graduates	Securing P/AP Position	Graduates	Securing P/AP Position
HPU	30	27 (90.0%)	33	18 (54.5%)
NCSU	33	30 (90/9%)	33	24 (72.7%)
SREC	26	20 (76.9%)	24*	16 (66.7%)
UNCG	19	16 (84.2%)	22	17 (77.3%)
WCU	10	5 (50.0%)	12	10 (83.3%)
TOTAL	118	98 (83.1%)	124	85 (68.5%)

Original TP3 Program

Of the 183 individuals from the first two Funding Cycles determined to be currently serving in NC public school P/AP positions, 161 (88.0%) of these individuals are serving at High Needs schools.

Program	2016-18 Funding Cycle I		2018-20 Funding Cycle II		Overall at HN School
	Serving in P/AP Position	Located at HN School	Serving in P/AP Position	Located at HN School	
HPU	27	27 (100%)	18	16 (88.9%)	95/6%
NCSU	30	28 (93.3%)	24	16 (66.7%)	81.5%
SREC	20	19 (95.0%)	16	14 (87.5%)	91.7%
UNCG	16	14 (87.5%)	17	13 (76.5%)	81.8%
WCU	5	5 (100%)	10	9 (90.0%)	93.3%
TOTAL	98	93(94.9%)	85	68 (80.0%)	88.0%

Commonalities in Best Practices

The original five programs all implemented a suite of best practices to varying degrees:

- ▶ Dedicated program leadership - Staffed in part with TP3 funds
- ▶ Close collaboration with LEAs - Memorandum of Understanding are established with LEAs specifying roles and responsibilities
- ▶ Targeted recruitment and rigorous selection of program participants - IHE and LEA joint collaboration
- ▶ Participant cohort groups - Taking coursework together and participating in common extra-curricular activities
- ▶ Masters or Add-On Requirement

Commonalities in Program Practices

- ▶ Authentic, project-based, and hands-on learning activities - combining theory with practice
- ▶ Emphasis on instructional leadership and issues of equity
- ▶ Emphasis on high needs schools - Internships typically located at high needs schools
- ▶ Full-time, paid clinical internships in authentic setting - 5-10 months with mentoring and coaching
- ▶ Continuous improvement processes - Independent evaluation and Professional Learning Network participation

Impact of Continuous Improvement/ Professional Learning Network Efforts

- ▶ More participant salaries being “held harmless”
- ▶ Stronger recruitment and selection practices
- ▶ Stronger partnerships with LEAs
- ▶ Improved selection of mentor principals
- ▶ Greater emphasis on authentic, real-world experiences in MSA coursework and residencies
- ▶ More focused coaching

Summary of Program Outcomes

(Please see file for back-up data)

Programmatic outcomes were generally similar across the original five programs:

- ▶ All five programs implement a suite of best practices.
- ▶ All programs rated extremely high on all programmatic evaluative criteria by participants, LEA Representatives, etc.
- ▶ More than 95% of enrollees subsequently graduated from their programs by summer 2020.
- ▶ Of 242 graduates from the first two Funding Cycles, 183 (75.6%) had been hired in P/AP positions as of February 2021.
- ▶ Of the 183 individuals currently serving in P/AP positions, 161 (88.0%) of these positions are at high needs schools.

GrantProse Findings To Date for Budgetary Evaluation Activities

GrantProse data that follow are specific to the original five programs. Please see data file for additional data.

Use of MSA Salary Funding

- ▶ Prior to 2020-21, the internship salary had been capped at a first-year AP salary.
- ▶ MSA salary funding now provides full-time MSA students their salary during their internship based on their previous salary (SB 113).
- ▶ Students must participate in a full-time internship to be supported with MSA funds.
- ▶ 2016-18 funding cycle, only NCSU accessed MSA funds.
- ▶ 2018-20 funding cycle, NCSU, UNCG, and WCU accessed MSA funds.
- ▶ Starting in 2020-21, all 8 programs are planning to access MSA salary funds for eligible students.

Budgetary Evaluation Findings

Cost to the State: 2016-2020 ⁽¹⁾

Including MSA funds accessed by NCSU, UNCG, and WCU, the total cost to the state is estimated here:

Program	TP3 Funds	MSA Funds	Total Funds	Graduates	Cost Per Graduate
HPU	\$3,133,000	NA	\$3,133,000	63	\$50,000
NCSU	\$4,955,000	\$2,684,000	\$7,639,000	66	\$116,000
SREC	\$2,950,000	NA	\$2,950,000	50 ⁽²⁾	\$59,000
UNCG	\$3,319,000	\$916,000	\$4,235,000	41	\$103,000
WCU	\$1,026,000	\$500,000	\$1,526,000	22	\$69,000
TOTAL	\$15,383,000	\$4,100,000	\$19,483,000	242	\$81,000

(1) These estimates do not include funds committed by LEAs.

(2) The 50 number does not include 14 graduates at SREC who completed their program in the Fall of 2020.

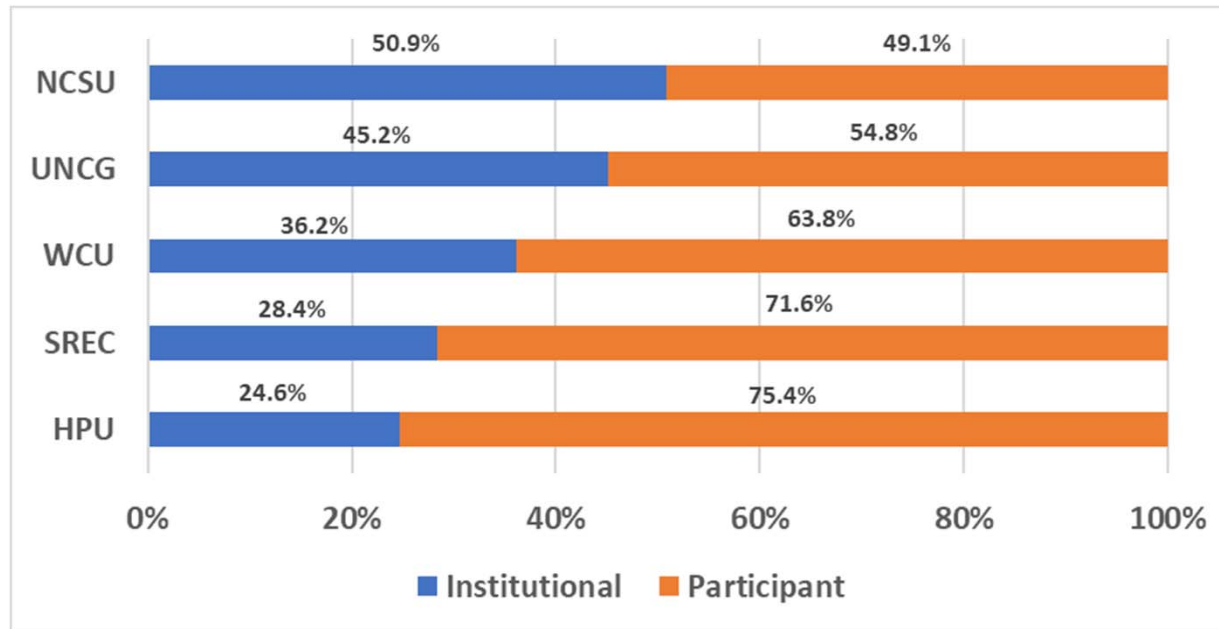
Analyzing Expenses for Scalability Decisions

An especially notable difference in the programs is the amount and percentage of grant funds devoted to operational/ institutional expenses vs participant benefits.

Operational/Institutional Costs	Participant Benefits
<ul style="list-style-type: none">• Salaries and fringe benefits for institutional employees• Travel and materials for institutional employees• Contractual services to support programs and enhance MSA coursework• Executive Coaches• Institutional Indirect Costs	<ul style="list-style-type: none">• Salaries and some fringe benefits for participants during their internship• University tuition costs• Support provided to LEAs• Participant travel for co-curricular programs (conferences, school site visits, program retreats)

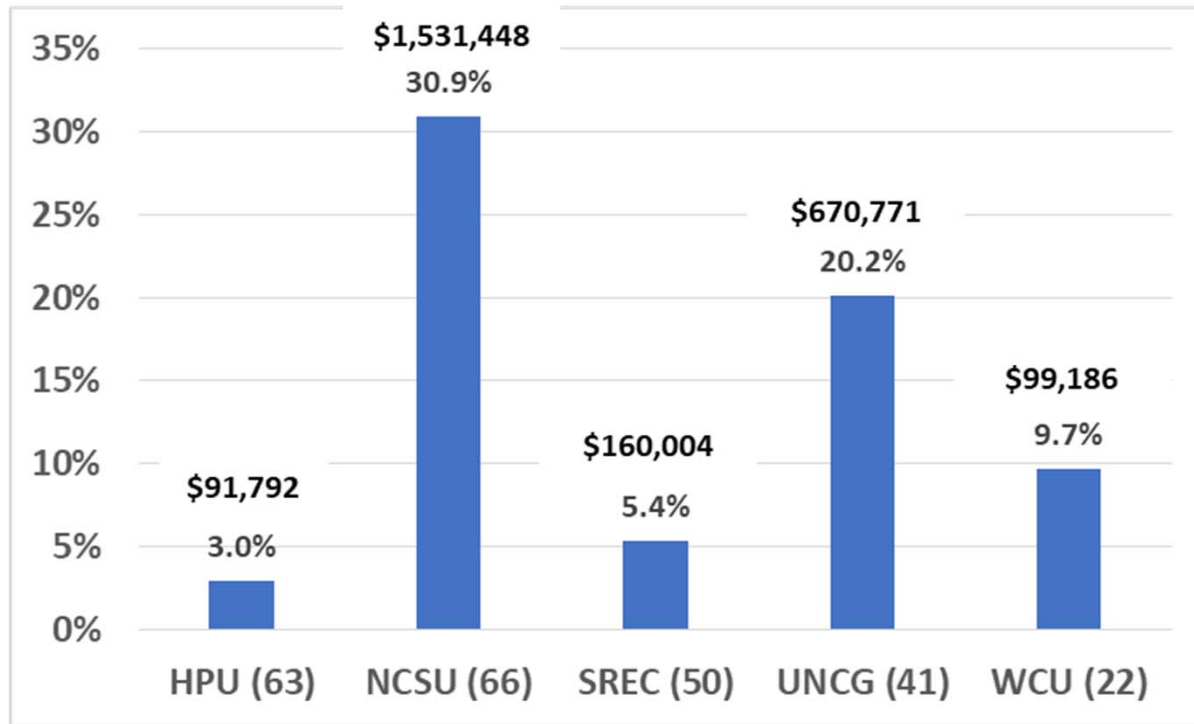
Budgetary Evaluation Findings

There is considerable variation in how much TP3 funding the different Providers expended in these two categories. The figure here shows percentages for these two categories for the entire 4-year period ending June 2020.



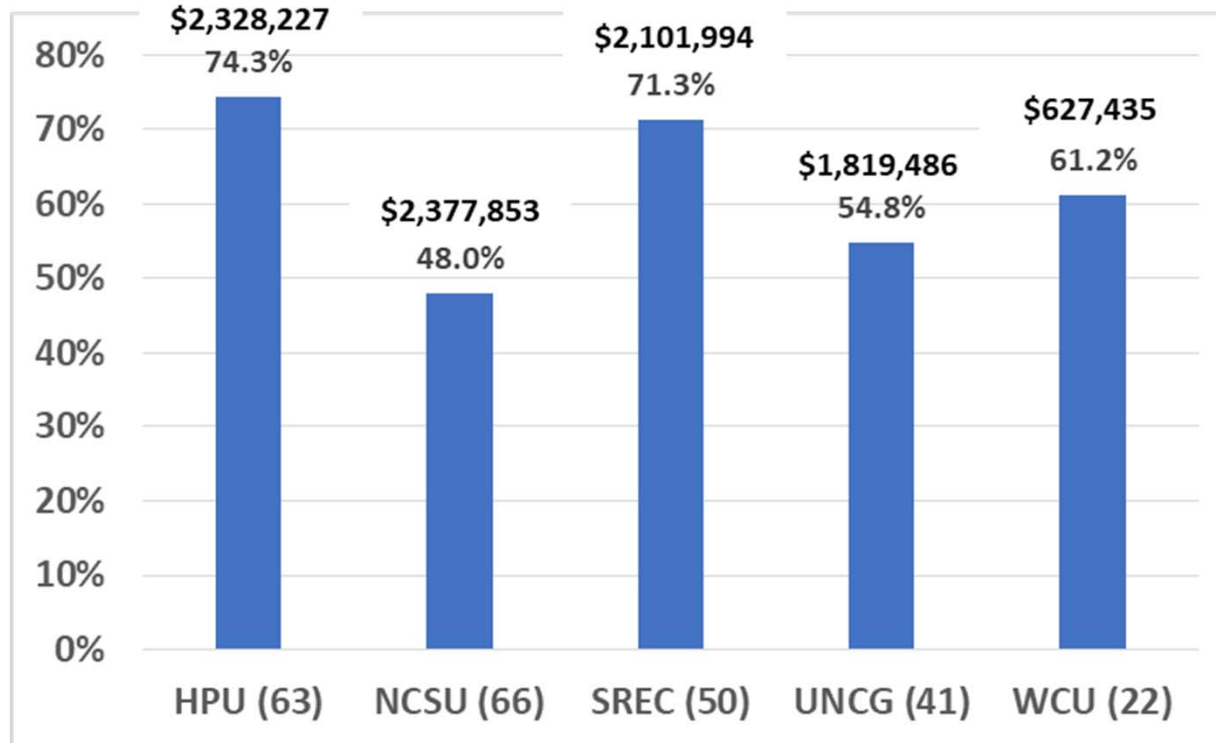
Budgetary Evaluation Findings

Payments made to institutional personnel for salary and fringe benefits over the 4-year period ending June 2020 ranged widely from 30.9% of total TP3 funding at NCSU to 3% at HPU.



Budgetary Evaluation Findings

Cost of participants' benefits, chiefly for internship salary, fringe benefits, and university tuition for the 4-year period ending June 2020 ranged from 74.3% of total TP3 funding at HPU to 48.0% at NCSU.



Summary of Budgetary Outcomes

(Please see file for back up data)

Programmatic features and outcomes were generally similar across the five programs; however, the evaluators found significant budgetary differences in the use of TP3 funds:

- Per student costs for TP3 + MSA funds for the number of students served by each program ranged from approximately **\$50,000 (HPU) per student to \$116,000 (NCSU)** per student.
- Institutional expenses ranged from **25% (HPU) to 51% (NCSU)** of awarded TP3 funds (e.g., salaries, travel, materials/supplies, contractors).
- Payments to institutional personnel for salary and fringe benefits ranged from **3% (HPU) to 30.9% (NCSU)** of awarded TP3 funds.
- Expenditures for participants' benefits, chiefly for internship salary replacement, fringe benefits, and university tuition ranged from **74.3% (HPU) to 48.0% (NCSU)** of awarded TP3 funds.

Recommendations for Scaling TP3

***Guiding Principle:
Highest Quality & Highest Quantity,
without sacrificing
innovation & quality***

Recommendations

- ▶ Optimize recruiting and selecting of the most qualified participants from the highest-need school districts by using TP3 funds and MSA funds to cover the full cost of
 - ▶ participant tuition, fees, and books
 - ▶ participant salaries and associated fringe benefits* (i.e. health, local supplement) during the internship
 - ▶ *Retirement - optional (PFP did not have an option for Fellows to earn a year of retirement.)
- ▶ Continue redesigning MSA programs to incorporate more of the current TP3 program enhancement experiences into tuition-based courses, thus saving substantial TP3 funds to prepare additional principals.

Recommendations

The 450-500 individuals estimated to graduate from the 8 existing TP3 programs in the next six years falls well short of demand.

- Optimize the number of principal candidates served and assure a more consistent ROI by considering the following:
 - Establishing a graduated cap on percentage of grant funds going toward personnel for salary and benefits and/or programmatic/institutional costs.
 - TP3 grant funds should not be viewed as supplementing operations at a principal preparation program “in perpetuity.” Rather, the grant should be a temporary infusion of revenue to assist with institutionalizing transformational practices.
 - However, long-standing quality programs should continue to receive TP3 funding for participant expenses (tuition, salary/benefits) with graduated reductions in funding for institutional expenses (i.e. personnel salaries/benefits, contracted services other than coaches)
 - Targeting the use of TP3 funds to the highest needs districts and schools while redefining the legislative definition of a high needs district and school. Consider replacing the language “...*identified under Part A of Title I...*” with a set figure for percentage of low-income students enrolled at the district and school.



Recommendations

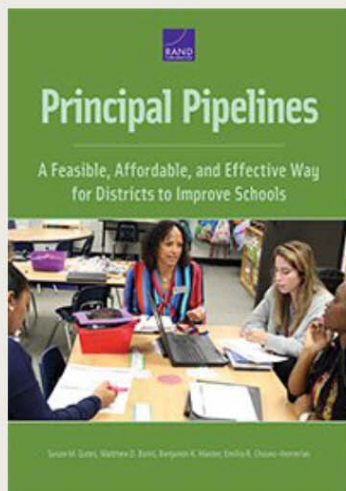
- ▶ Expand the number of TP3 grant awards beyond the eight currently allowed in the amended legislation so as to scale the transformational best practices across the state to additional qualified providers thus assuring that more principal candidates benefit from transformational preparation. Seek new funding for this purpose and/or opportunities for redistributing current funds. **(Supported by Leandro recommendations and intent of legislation).**
- ▶ When making new TP3 awards, give particular consideration to minority-serving IHEs, private IHEs, and LEA-driven principal development programs.
 - ▶ **HPU and SREC have served as good examples of how such programs are competitive and innovative.**

Recommendations

- ▶ Promote and strengthen more alternative school district-driven principal pipelines* that encourage authentic district involvement in the nurture and selection of candidates, selection of university partners, use of TP3 grant funds, and delivery of district-based support during coursework and internships.

**Rand Corporation Study, 2019. Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools.*





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Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools

Schools in large districts that built principal pipelines markedly outperformed similar schools in comparison districts in both reading and math, a groundbreaking RAND report finds.

 REPORT

DOWNLOAD REPORT



Recommendations

- ▶ With or without continued or new TP3 funding, incorporate the opportunities that exist to embed many of the best practices in principal preparation programs across the state.
- ▶ Continue to provide a Professional Learning Network for providers to promote sharing of best practices.
- ▶ Continue to provide individualized technical assistance.
- ▶ Continue to implement an independent evaluation of the program and examination of short and long-term outcomes.

IN CONCLUSION

Transforming principal preparation programs across the state will not be easily accomplished. Doing so will require...

- ▶ High expectations for implementing best practices
- ▶ Careful use of state resources to maximize Return on Investment
- ▶ Close monitoring of principal preparation programs for results



Thank you for your attention to this presentation. All evaluation reports produced by *GrantProse* over the last four years can be accessed at the NCALSD website:

<http://www.ncasld.org/principalpreparation.html>

QUESTIONS?