An Evaluation of NCPFP Programs—Year 2 Findings

Presentation to the NCPFP Commission

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Key Topics

Prior Experiences and Selection into NCPFP

- Formative experiences that cultivate leadership
- Why candidates pursue an NCPFP MSA
- Applications and selection into an NCPFP program
- Characteristics of enrollees

NCPFP Experiences

- How first year experiences contribute to development
- Preparedness for the internship
- Internship placements
- Completers' perceptions of NCPFP programs

Outcomes for NCPFP Completers

- Employment outcomes for spring 2022 completers

Background and Next Steps

- Today's presentation includes a mix of quantitative and qualitative data for NCPFP programs. Many of the quantitative results are updates from our initial reporting in 2021-22. The qualitative data are new and directly from NCPFP candidates.

- We have already presented these findings to NCPFP programs and view these findings as formative for program improvement/development.

- In the coming weeks we will disseminate a report, from our evaluation work in 2021-22 and 2022-23, focused on NCPFP programs and candidates/graduates.

Evaluation Questions

Prior experiences and selection into NCPFP

- What are the formative experiences that cultivate leadership aspirations in NCPFP candidates?

- Why do candidates pursue an NCPFP MSA?

- How did candidates learn of and apply for the NCPFP program?

- How is the NCPFP selection process experienced by Fellows?

- What are the characteristics of the Fellows selected by EPPs and districts?

NCPFP Experiences

- How do Fellows perceive first year experiences as contributing to their leadership development?

- How prepared do Fellows feel for internship placements and what do they hope to gain throughout their practicum experiences?

- What are the characteristics of the schools and principals with which NCPFP candidates complete their internships?

- How do program completers perceive the effectiveness of their principal preparation programs?

Outcomes for NCPFP Completers

- What are the initial employment outcomes for 2021-22 program completers?

Data and Analyses

Qualitative Data Collection and Analyses

- In spring 2023, conducted 9 focus groups and 4 one-on-one interviews (given scheduling conflicts) with first-year Fellows.

- All 8 NCPFP programs represented in focus groups/interviews, with 2-4 first-year candidates per program. We recruited candidates to ensure a diverse set of focus group participants.

- Focus groups lasted one hour and were recorded and transcribed. We analyzed focus group data using Dedoose.

- Transcripts were coded independently by two separate team members and reconciled by a third team member.

NCPFP Candidate Characteristics

- Data for those enrolled in an NCPFP program in 2022-23 (1st and 2nd year candidates) relative to others enrolled in a UNC System institution principal preparation program in 2021-22.

- Data for NCPFP candidates are from the year before program entry; data for other UNC principal candidates are generally from 2019-20.

- Data measures include demographics, roles held, credentials, and measures of performance (NCEES and EVAAAS).

- Perform descriptive analyses and estimate regression models comparing NCPFP candidates to other UNC principal candidates, statewide, and within the same EPP.

NCPFP Internship Placements

- Data from NCPFP programs on internship placements for Fellows in 2022-23 linked to NCDPI administrative data on schools and principals.

- NCDPI data come from the year before (2021-22) the internship to capture the choices EPPs and LEAs faced in making internship placements.

- Data measures include school characteristics (rurality, student demographics, student engagement outcomes, student achievement outcomes, TWC, teacher retention) and principal characteristics (demographics, experience, credentials, and NCEES ratings).

- Perform descriptive analyses and estimate regression models to compare NCPFP internship sites and mentor principals to schools/principals within the same LEA that did not host an NCPFP intern.

NCPFP Completer Survey

- Administered to NCPFP completers and other MSA completers in spring 2023. Focuses on perceptions of school leader preparation quality, value of programmatic components, perceptions of mentor principals, and readiness for school leader positions.

- Compare NCPFP survey responses to those from other MSA completers.

- Report average responses to survey items and the distribution of responses to each response category; perform significance tests to test for statistically significant differences between NCPFP and other MSA responses.

Initial Employment Outcomes for Graduates

- Data identifying NCPFP/TP3 and other UNC MSA completers in 2021-22 linked to September 2022 employment data from NCDPI.

- Examining whether program completers are employed in NCPS in September 2022 and in what role they are employed.

- Perform descriptive analyses comparing the employment outcomes for NCPFP/TP3 completers versus other UNC MSA completers.

- Note only examining employment data from September 2022; full-year data from 2022-23 will be available in late 2023

Formative Experiences that Cultivate Leadership Aspirations

What are formative experiences that cultivate leadership aspirations in NCPFP candidates?

Participant background was various and extensive. Many spent multiple years working in different school positions or other teaching roles (e.g; teaching media roles, librarians, counselors) before entering the NCPFP program.

"So this is my nineteenth year as an educator. *I started as a third grade teacher*, and worked for 6 years as a third grade teacher, and *then moved, got my masters during that time in library science, and moved into a media role in the same district* where I was already working, but at a different school, and served there for 10 years, took a break, and stayed home with my children for a couple of years and then *stepped back into a middle school media role last year. And now this year, I serve as the director* of instructional technology in my district"
PF Candidate

"I do a lot of the AP things. *We don't have an AP position, so I do a lot of it. I don't do evaluations yet, but I just help in any way possible. I help him. I help teachers. I help students*, just whatever I need to do and I do enjoy it. So when this opportunity came up, I was like well, I never thought I'd go back to school. Then I did."
PF Candidate

Some Fellows had experience with work relating to administrative duties (e.g; grant writing), or had been assisting Principals with AP responsibilities during vacancies.

Why Candidates Pursue an NCPFP MSA

Why do candidates pursue a MSA/NCPFP?

Both positive and negative experiences with former administrators impacted candidates desire to move into administrative positions themselves, as well as the type of leaders Fellows want to be.

Some candidates were approached by administrators within their district about the opportunity to continue to make impacts beyond their current role.

Fellows cited former teachers, in school mentors, and support from elder staff members as key motivators for applying to the NCPFP program.
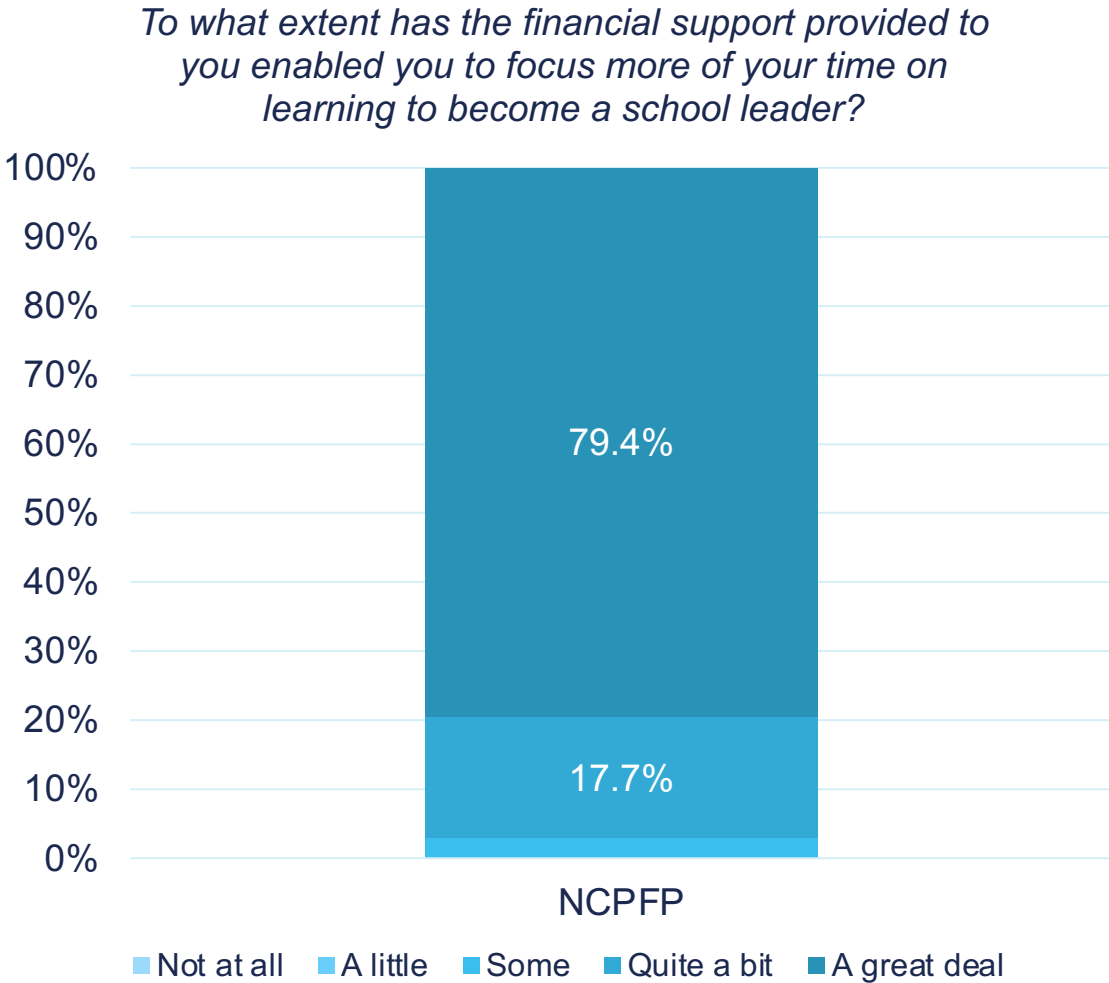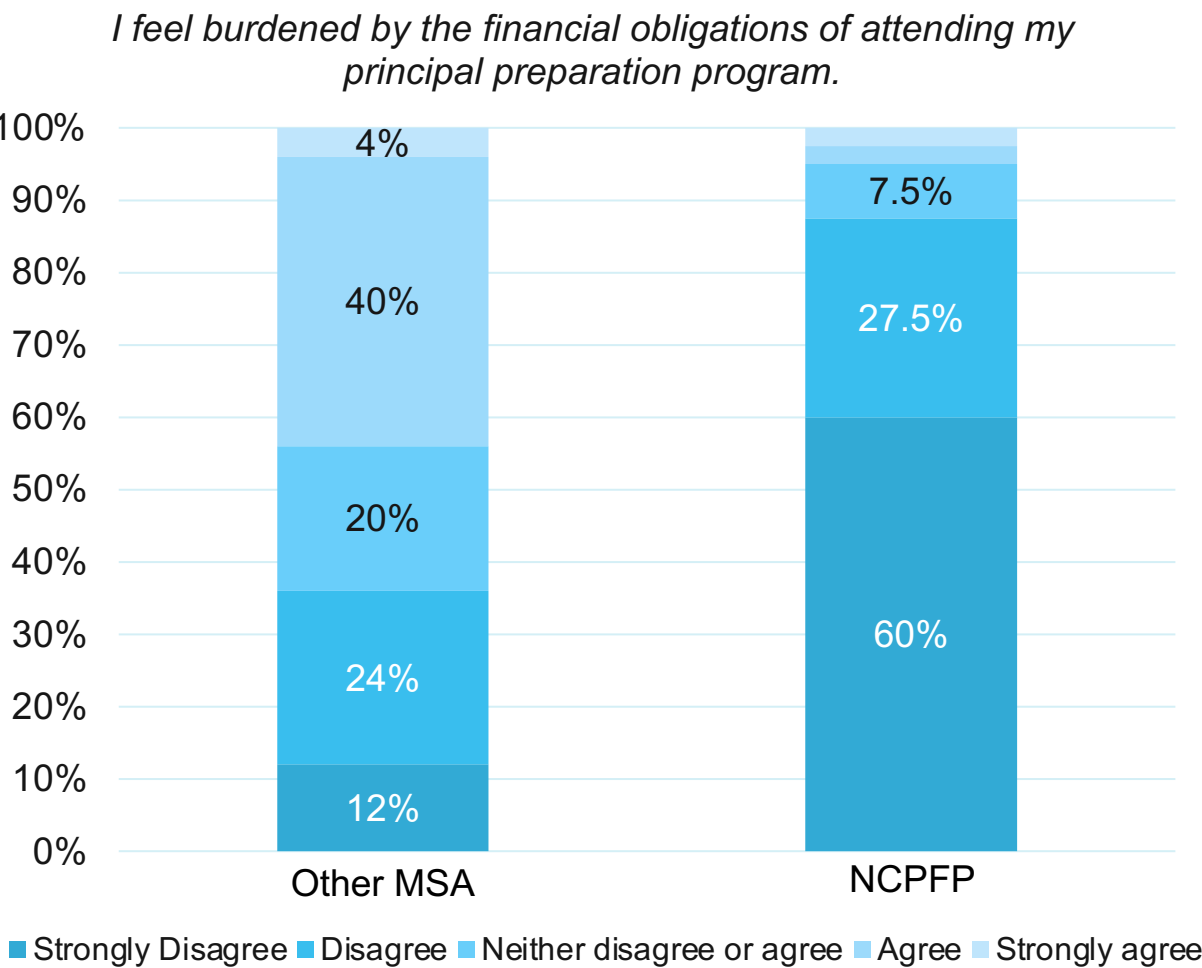
Community support is also cited as an important factor of navigating the NCPFP program and its workload as well as a motivating factor for pursuing education and administration.

The quality and accessibility, in terms of cost, drew candidates to the NCPFP program.

"I will say, to be honest, the fact that the program is fully funded, that's a huge bonus. That is real. If I want to take that time to invest in a grad program, I wanted a program that was going to invest in me. So that was also a component of making my decision was the fully paid internship and the quality of the program."
PF candidate

Perceptions of Finances and Accessibility

I feel burdened by the financial obligations of attending my principal preparation program.

To what extent has the financial support provided to you enabled you to focus more of your time on learning to become a school leader?

Other MSA: Strongly Disagree 12%, Disagree 24%, Neither disagree or agree 20%, Agree 40%, Strongly agree 4%

NCPFP: Strongly Disagree 60%, Disagree 27.5%, Neither disagree or agree 7.5%

Legend: Strongly Disagree, Disagree, Neither disagree or agree, Agree, Strongly agree

NCPFP: A great deal 79.4%, Quite a bit 17.7%

Legend: Not at all, A little, Some, Quite a bit, A great deal

EDUCATION POLICY INITIATIVE AT CAROLINA

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Why do candidates pursue a MSA/NCPFP?

Fellows are driven to make changes within schools. Some voiced feelings of powerlessness or felt without a voice or ability to make larger impacts as teachers or counselors. Candidates expressed that moving to an administrative level would assist them in enacting further positive change. Some felt that this was the next step in long term career goals

"Personally, I just always found myself saying, man, I wish that I could change this…But as the teacher, a lot of times, your voice is heard, but it's not necessarily one that can really cause any significant change. And so that was my main reason for pursuing administration, and then I do eventually want to go to the next level. My end goal is, I would like to work at our central office because I want to continue to affect more and more change. And so I just want to work my way up so that I can impact more and more."
PF Candidate

"That was a huge part of why I liked the Principal Fellows program is I want to be able to impact change in schools in a meaningful way, and I just didn't feel like I was able to accomplish the kind of change that I wanted to see as a teacher. I was making a difference for the 30 kids in my classroom, but I wasn't making a difference beyond that, and I wanted to do more than that…"
PF Candidate

"I taught for 8 years, and by year 5, pretty much every committee, school leadership, I was on it and I just got really frustrated because I didn't feel like I was having the same impact that I was when I started teaching…the only time that I had a little reprieve is when I got to elevate my department's concerns at leadership, and kinda got to do a little bit more on that side of education. And so it took me a while to finally take the step. I knew that I wanted to do something more, and I knew I wanted to stay in education so I felt like my next step was administration, even though I was a little hesitant. But just when you look at the program, I felt that it was the right fit given my skill set and the experiences that I was coming from, so I feel like it was the best fit for me…"
PF Candidate

How did candidates learn of the MSA NCPFP Program?

"I think one of the things that my superintendent did tell me when he offered me the opportunity was that because of the role that I had just switched to, it afforded me the opportunity to be in the [NCPFP] program because I was not responsible for students on a regular basis so I'm not like [name] and serving as like an assistant principal intern. I stayed in my current role and just am partnering with a school to do all of the requirements of the program. So he told me, and the other 2 people from our district are in that same position there. The role that they currently served in afforded them the opportunity to be able to do this because he wasn't going to have to pull anyone from a classroom or pull anyone from direct student service, especially in early August."
PF Candidate

All-staff notification

Direct nomination/ solicitation from school or district leader

- **Independently:**
  - **Word-of-mouth**
  - **Twitter**
  - **Internet search**
  - **Other program**

"It was really just reaching out to someone who I'd already been through a master's program with, and just asking her because I had found out about her program. And then I just started researching the programs in general. And then I saw the video about the opportunity at [university], and it just seemed to just be in line with our county initiatives and going forward and again my passion is just putting people in the right place at the right time for children." PF Candidate

How is the NCPFP selection process experienced by fellows?

District application process, then University application:
- **District application processes of varying intensities**
- **Range of criteria, including: letter of intent, resume, letter of recommendation from supervisor, interviews, presentation**

No District application, straight to University application

"You first had to do this paper, a notice of intent and I can't remember there were a few other things, like 2 things you had to write a paper about. So we had to submit that by a certain day. From there, they were picking 5 people to interview at Central Office by the head of HR and some of the other people that were involved with this. So I got chosen to go do that. I created a slideshow. I was so dorky. I gave them a QR code and was like here's my slideshow so it was a lot, and then they were like all right, you've been chosen, and I was floored. I just did not, but then you have to apply to [university] and I'm like crap. My grades are terrible at [university], but I got my masters degree, and they're awesome, it was like 3.7 and [coordinator] was like submit your stuff, and we'll go from there. But it was stressful. Am I going to get chosen for the next level and I just kept going, and then I was accepted, and I was like oh, my gosh. It was a process." PF Candidate

How is the NCPFP selection process experienced by fellows?

Same EPP…

"So for [district], there was an application process. <u>You had to answer generic questions, give your resume, you had to have a letter of recommendation from your most recent supervisor. And then there was an interview process</u> with the Superintendent, Assistant Superintendent and HR Director. So there was a process that was involved in that"

PF Candidate

Different District Processes…

"I did not have that. I did the principal fellows application and interview process. So I completed [university]'s graduate school application. But there was <u>no internal district wide application</u>."

PF Candidate

Characteristics of Program Enrollees

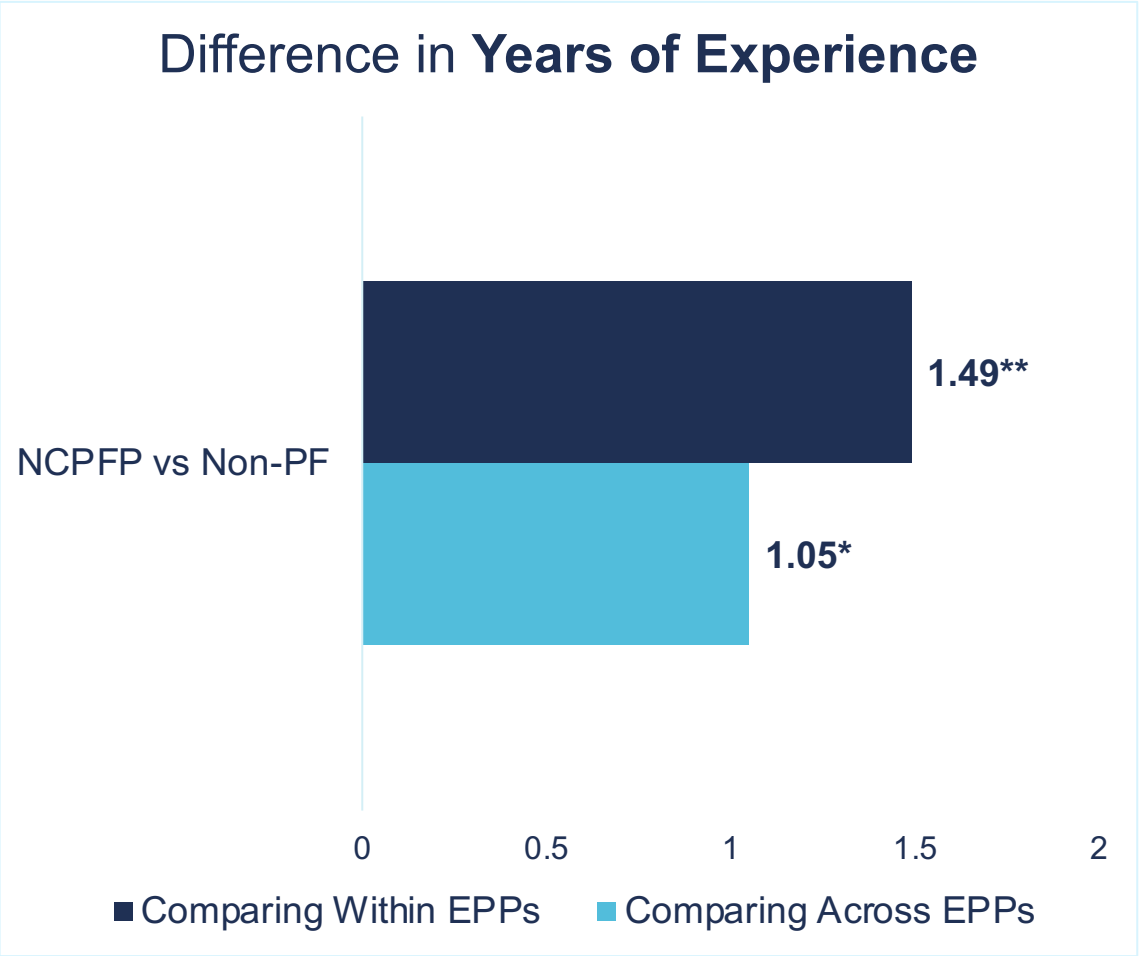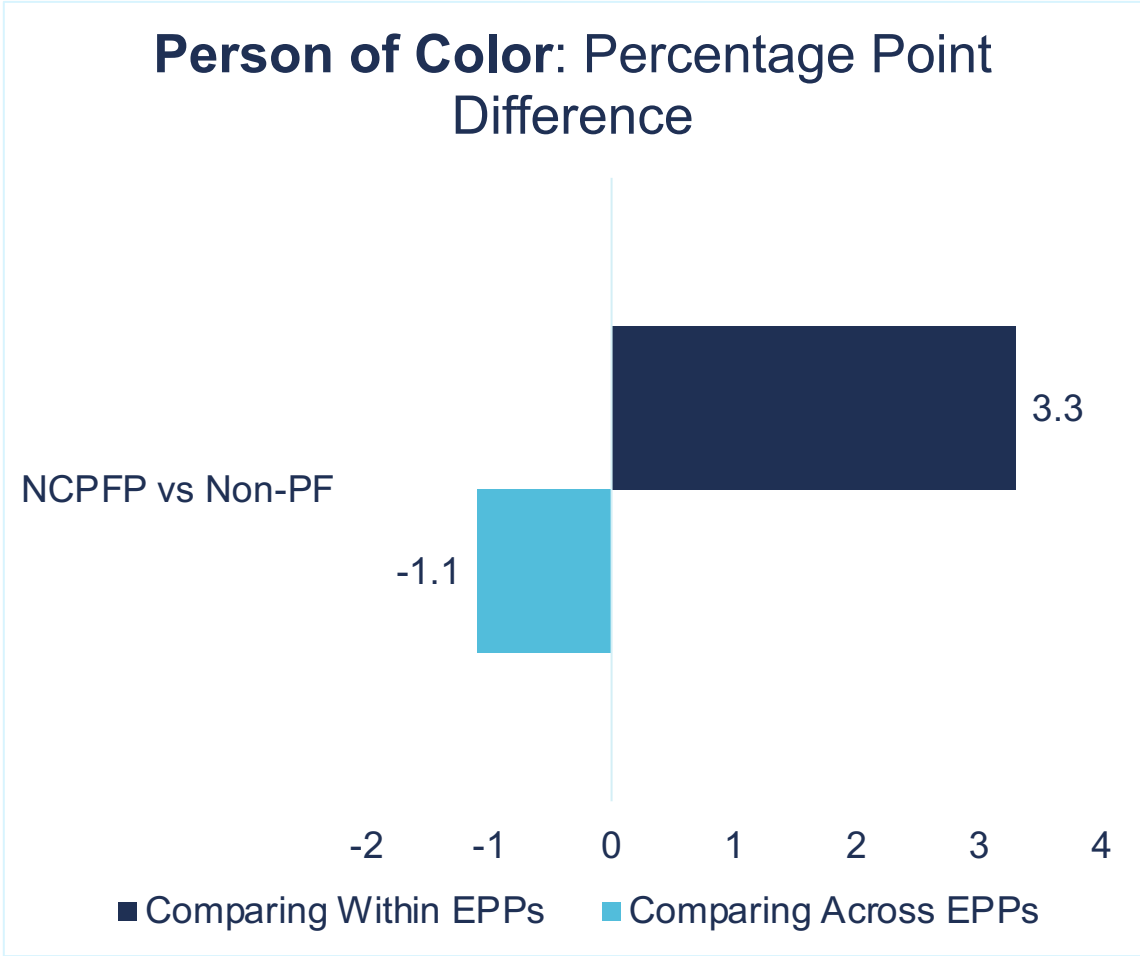|	Other UNC	NCPFP
Demographics		
% Reported as Female	73.6	70.2
% Reported as Person of Color	35.6	34.4
% Reported as Asian	0.9	0.0
% Reported as Black	29.3	31.2
% Reported as Hispanic	2.8	1.6
% Reported as American Indian	2.4	1.1
% Reported as Multiracial	0.2	0.5
% Reported as White	64.4	65.6
Age (at Program Entry for NCPFP and Other UNC)	34.2	36.0
Roles Held		
% Administrator	2.5	1.6
% Teacher	84.5	82.6
% Instructional Support Personnel	5.9	7.6
% Instructional Facilitator	7.0	8.2

- Of the 188 NCPFP enrollees in 2022-23 (1st and 2nd year), approximately 70% report as female and 66% as White. On average, Fellows are 36 years old at program entry.

- A large majority of Fellows (83%) are teachers immediately prior to program entry; others are in instructional support and facilitation roles.
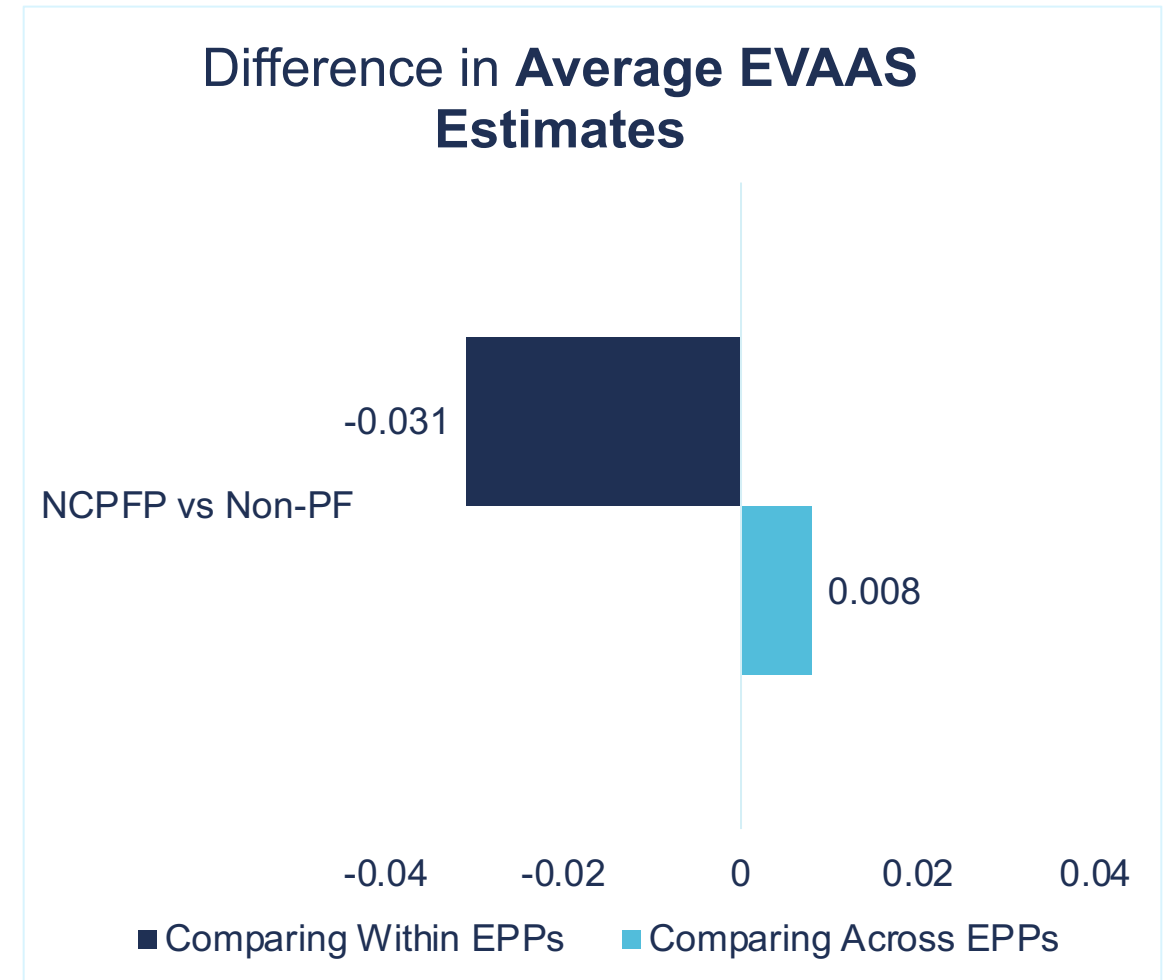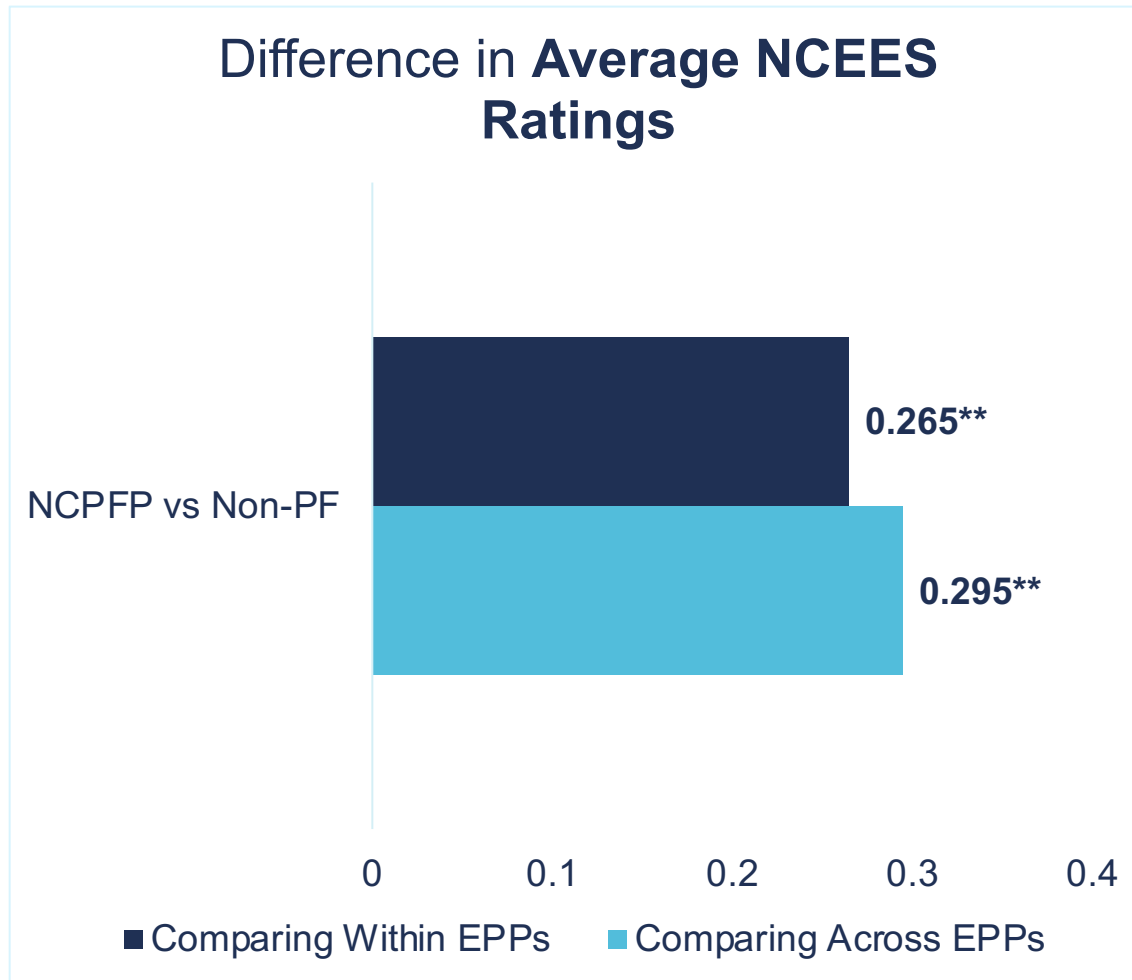
Characteristics of Program Enrollees

	Other UNC	NCPFP
Credentials		
Years of Experience	8.8	9.9
% Graduate Degree	31.6	38.3
% NBC	7.3	10.6
Exam Scores (Std)	0.02	0.09
Performance Measures		
Standard 1: Leadership	3.84	4.18
Standard 4: Facilitating Learning	3.73	3.98
Avg NCEES Ratings	3.77	4.07
Avg EVAAS Estimate (Std)	0.056	0.064

- At program entry, Fellows average nearly 10 years of experience, nearly 40% already have a graduate degree, and approximately 10% are Nationally Board Certified (NBC).

- Prior to program entry, Fellows have average NCEES ratings of 4.07 (accomplished) and standardized EVAAS estimates slightly above the statewide mean.

NCPFP Enrollees vs. Other UNC Non-PF

Person of Color: Percentage Point Difference

NCPFP vs Non-PF   3.3

-1.1

-2 -1 0 1 2 3 4

■ Comparing Within EPPs   ■ Comparing Across EPPs

Difference in **Years of Experience**

NCPFP vs Non-PF   **1.49****

1.05*

0 0.5 1 1.5 2

■ Comparing Within EPPs   ■ Comparing Across EPPs

NCPFP Enrollees vs Other UNC Non-PF

Difference in **Average NCEES Ratings**

NCPFP vs Non-PF

0.265**

0.295**

| 0 | 0.1 | 0.2 | 0.3 | 0.4 |

■ Comparing Within EPPs   ■ Comparing Across EPPs

Difference in **Average EVAAS Estimates**

NCPFP vs Non-PF

-0.031

0.008

| -0.04 | -0.02 | 0 | 0.02 | 0.04 |

■ Comparing Within EPPs   ■ Comparing Across EPPs

How Do First Year Experiences Contribute to Development?

How do fellows perceive first year experiences as contributing to leadership development?

1. Coursework
2. Enrichment Experiences
3. Coaching
4. Equity-focused Leadership

Fellows highlighted the following aspects of coursework:

Hybrid coursework provides some flexibility for commuters

Common courses/topics include:
- human resources
- policy
- social context of education
- principalship overview
- instructional leadership
- research methods
- education technology
- educational law
- action research
- organizational theory
- data-driven decisions
- school safety

How do Fellows perceive first year experiences as contributing to leadership development?

"We have been extremely lucky to be part of this experience, and <u>our professors, I feel like we are really connected with them</u>. They are quick to answer, quick to help. They speak with each other very well, and I feel like they try to make our classes cohesive and work together on being flexible with us so I feel like they have done their due diligence, and more to make sure that we are ready. But I won't know till I get there." *PF Candidate*

"Our resources class. I think that class alone did a great job. <u>He did a great job of giving us so many scenarios, so many things that could go wrong in a school, and how to handle them as an administrator</u>. It was all the first-hand experience and the things that we may directly come in contact with, anything from finances, to school crisis, school shootings. That class I took a lot away from more than any of them I've had so far" *PF Candidate*

"I will say, I appreciate that we have had an online course each semester which means we haven't had to drive to [city]. I think our <u>online courses have been weaker than our face-to-face courses</u> in terms of quality of content. And that's not to speak ill of the professors. I think it's just harder to focus, and I think it's harder to get all the things than what we get from our professors that are face-to-face. And <u>I think [university] has done a really nice job of making sure that our face-to-face professors all have experience doing the job</u>, and they're not just academics, not that there's anything wrong with being an academic. But there's something to be said for somebody going, so you probably should keep a pair of muck boots in your closet because you may have to go clear drains, and you need to be prepared to do that." *PF Candidate*

Activities Beyond Coursework

- **Beyond coursework, there is a wide variety of quantity and type of activities offered to fellows across EPPs. A few highlighted by Fellows include crucial conversations training, district and school site visits, and the Ron Clark Academy.**
- **Sometimes it is difficult for commuters to access these opportunities while working full-time.**

"We've had LETRS training which is a reading program that a lot of elementary schools are using in our county, state." PF Candidate

"It's nice to see things outside of your own district because it opens your eyes to possibilities that you might not have even been aware of. I was not even aware that dual immersion programs were happening in [district], and here I am on top of the mountain with a large Hispanic population, and that would be an excellent resource, and I came straight back and talked to our principal about it." PF Candidate

Coaching

- There are strong relationships with director/coordinators at the EPPs
- Some Fellows have structured meetings for their EPP directors/coordinators/mentors while others are meeting as needed
- Most first-year fellows do not have an specific "coach" assigned to them.

"Leadership coaches are <u>serving more, as a confidante,</u> someone we can talk to about different things as we go through the internship and even life beyond from the way it seems." PF Candidate

"I know they're insanely busy, but if I had something super crazy at work that I just don't know who else to ask. I would definitely ask them. I would go to them. <u>I know they're just so busy so I always try to problem solve, but I sent them an email the other day just about an email I had gotten and she responded immediately.</u>" PF Candidate

"We've actually started thinking about what it means to move out of the classroom and into this position and <u>they have been just wonderful for guidance for practical advice.</u> They've momed us, and it's been great." PF Candidate

"Our coordinator, and <u>she checks in with us</u>, and we had a few problems. She has definitely stepped up to the plate for us." PF Candidate

Equity-Focused Leadership

Fellows engage in learning about topics of equity and inclusion through enrichment activities, specific courses, books and assignments within courses.

"I would say just how we've been exposed to some so many different things, so it does all tie together. But a little bit of racism, a little bit of ableism, a little bit of homelessness and foster care and economically disadvantaged. And then we've talked about being culturally relevant. And so I just feel like all those little pieces together have really come together to teach to make me just more aware, as I walk through my building or the things that I say." PF Candidate

"But I feel like equity for the most part is embedded in everything that we do literally, every class has an equity component to, even the data class. So, I think that's something that [the program] definitely drives home…" PF Candidate

"I loved that [omit] class. It was really really powerful and I think it makes you question a lot about yourself as well, and what you truly believe." PF Candidate

"Yeah, we reflect on that. But there hasn't been true instruction on equity within our reading or our coursework. It's just been embedded into what we're doing, or, in my case, what we're doing through our [project], but they're not asking us to discuss it or bring any of that to the table when we're in class." PF Candidate

Leadership Qualities

The PF program highlighted areas of knowledge growth pertaining to leadership qualities and necessities (eg; time management, distributive leadership, positive workplace culture)

"Time management, especially within this program, <u>our eyes have been opened to how much is involved being a school principal.</u> Some of it, I already knew, but there's a lot more to it. I think time management is really important. We've learned a lot about distributive leadership, which goes hand in hand with time management so knowing the strengths and weaknesses of yourself and your staff, so that you can distribute those tasks and get as much done and be efficient with your time."
PF Candidate

<u>Candidates named the following leadership qualities:</u>

1. Knowing and supporting the people in a school community (teachers, students, families, community members); knowing how to support and engage them
2. Taking care of school needs, indiscriminately (leaking faucets, crossing guard duty, whatever needs to get done)
3. Patience and the ability to adapt and change for the betterment of staff and students.
4. Reflective, innovative, transformative.
5. Leadership from a place of service

"We've learned so much. <u>My answer wouldn't probably have been the same a year ago as it is now.</u>"
PF Candidate

Feelings of Preparedness for the Internship and What Fellows Hope to Gain

How prepared do fellows feel for internship placements and what do they hope to gain throughout their practicum experience?

Fellows are looking forward to:

- Active learning in the field (budget development, hiring, evaluations, busses, master scheduling)
- Safe space to make mistakes
- Opportunities for level changes
- Working with strong principal mentor
  - Defined by fellows as strong leaders, good reputations, established relationships, positive rapport with school communities, positive school culture
- Coaching opportunities

Overall, Fellows feel prepared for a placement in a high-needs school. Often this feeling is due to prior work experiences more so than the program coursework and enrichments.

What do Fellows hope to gain throughout their practicum experience?

"I would love to have <u>as much responsibility that I feel capable of handling</u> as possible because I think that's where you learn." PF Candidate

"The internship to give us that <u>umbrella of protection to make mistakes</u> without losing our job…." PF Candidate

"I think the thing that I'm looking most forward to is the idea of <u>having that safety net.</u> It being a year of internship and then, knowing that, hey, I'm gonna fail, but I want to fail forward." PF Candidate

"I'm just looking forward to and praying so hard that I'm at one particular school because <u>this leader, he's just incredible</u>. He's human." PF Candidate

How prepared do fellows feel for placements in high needs schools?

"All of my teaching years were in a title one school in the city in what's considered one of the most dangerous cities in the state, and so I'm not worried so much for student behaviors. In my current role working with MTSS and working on behavior interventions, I feel like I've worked with those kids who, other new teachers or new staff might be afraid to unknowingly upset just through interactions. And so I feel comfortable working with the kids. I'm most worried about the needs of staff in high need schools range from don't talk to me to I need to talk to you every second of the day." *PF Candidate*

"I think probably almost as much as taking the classes with our instructors just hearing the experiences from other fellows, how tight knit we were, almost every day when we got on class we're talking about. Well, here's what happened today. Here's how we handled."
PF Candidate

"...equity focused and culturally focused and we've learned everything from homelessness and foster care to trauma, and how exceptional children and regular ed and so all those are things you'll get into in high needs, and so I feel like we've had a lot of exposure to it. We've read a lot." *PF Candidate*

"I think it depends on the location. I'm used to working in high need schools that are on the outskirts of the county, so I know the outskirts of the county is very different than the city of [name]. So things that I am used to…"
PF Candidate

"Yeah, that's all I ever worked in. I've only ever worked in title one schools, restart schools. I don't know any different. And that's in my wheelhouse. I love those kids. I build relationships with those kids."
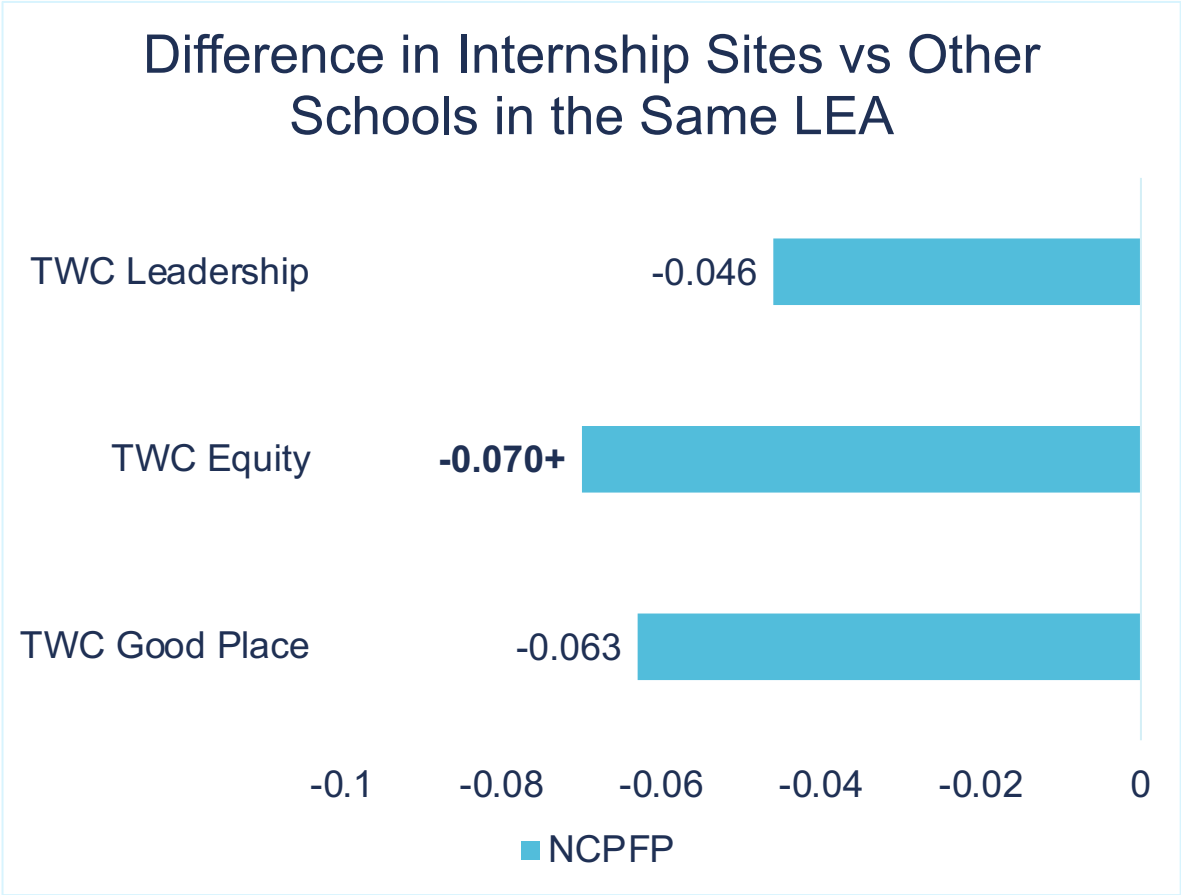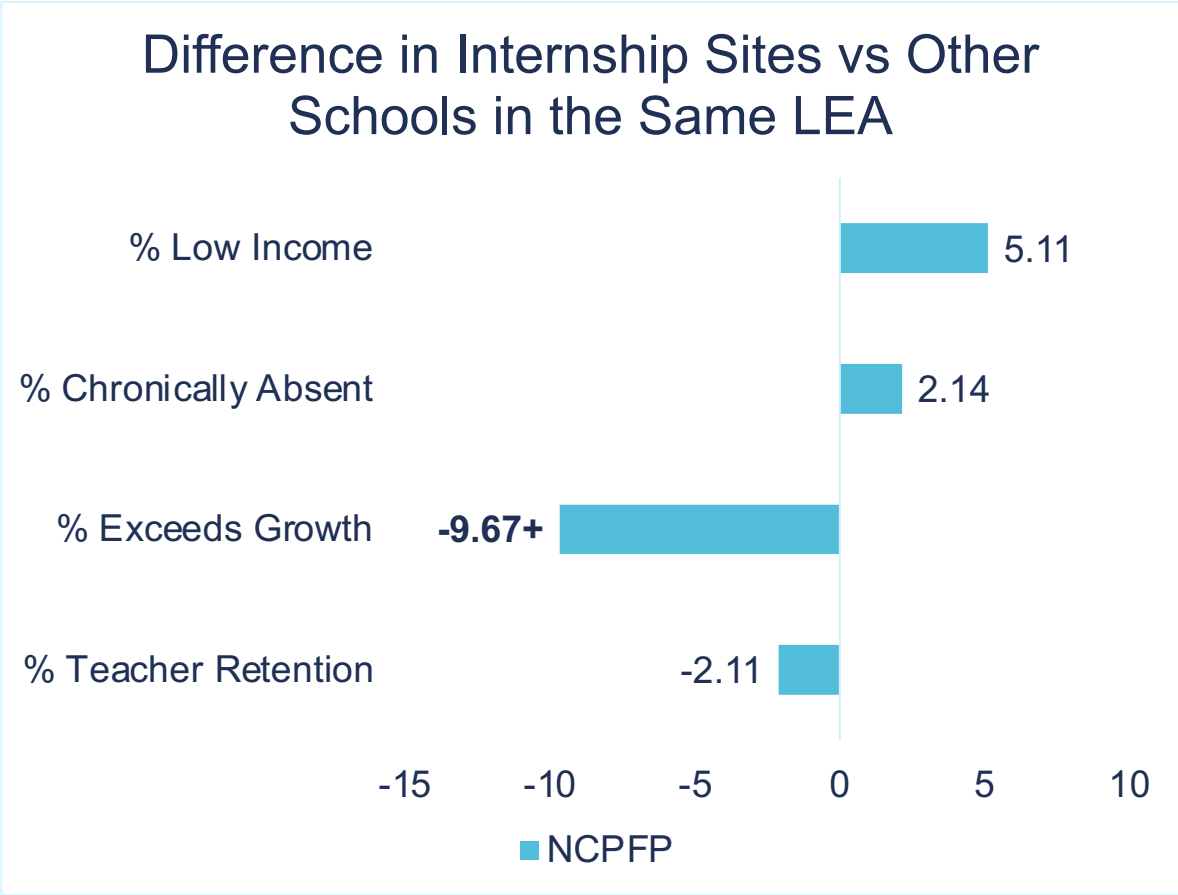*PF Candidate*

Characteristics of Internship Schools

	Non-PF Internship Sites	NCPFP
% Urban/Suburban	41.42	32.18
% Rural/Town	58.58	67.82
% Students of Color	55.12	63.08
% Low-Income	57.56	63.78
Short-Term Suspension Rate (Per 100 Students)	16.55	23.70
% Students Chronically Absent	31.65	34.19
Overall Performance Composite	49.54	45.63
% Exceeds	30.18	21.18
% Meets	40.60	43.53
% Does Not Meet	29.22	35.29
Teacher Retention Rate	79.10	76.92
TWC: School Leadership	3.23	3.19
TWC: Equity	3.08	3.01
TWC: Good Place to Work/Learn	3.27	3.22
School Count/Number of NCPFP Placements	2,453	51
Unique Intern Count	---	45

- These are data from the year before the internship (2021-22).

- Fellows are placed into schools where 63% of students are low-income and students of color and 34% of students are chronically absent.

- Fellows are placed into schools where approximately 46% of tests are passed and 21% of schools exceed growth.

- Fellows are placed into schools where 77% of teachers return to the school.

Internship Schools vs Other Schools

Difference in Internship Sites vs Other Schools in the Same LEA

% Low Income — 5.11

% Chronically Absent — 2.14

% Exceeds Growth — **-9.67+**

% Teacher Retention — -2.11

-15   -10   -5   0   5   10

■ NCPFP

Difference in Internship Sites vs Other Schools in the Same LEA

TWC Leadership — -0.046

TWC Equity — **-0.070+**

TWC Good Place — -0.063

-0.1   -0.08   -0.06   -0.04   -0.02   0

■ NCPFP

Characteristics of Mentor Principals

	Non-PF Internship	NCPFP
% Reported as Female	62.43	61.11
% Reported as a Person of Color	28.75	30.00
Principal Experience	6.03	6.16
Principal Tenure at School	4.02	3.96
Licensure Exam Scores (Std)	0.134	0.160
Std 1: Strategic Leadership	3.81	3.98
Std 2: Instructional Leadership	3.83	4.04
Std 3: Cultural Leadership	3.91	4.04
Std 4: Human Resource Leadership	3.78	3.93
Std 5: Managerial Leadership	3.87	4.10
Std 6: External Development Leadership	3.81	3.90
Std 7: Micropolitical Leadership	3.80	4.06
Avg. School Executive Ratings	3.83	4.01
School Count/Number of NCPFP Placements	2,453	51
Unique Intern Count	---	45

- These data on principals are from the year before the internship (2021-22).

- Of the mentor principals for Fellows, 61% are reported as female and 30% as a person of color.

- Mentor principals for Fellows have more than 6 years of principal experience and nearly 4 years of being a principal at their school.

- Mentor principals for Fellows have average NCEES ratings of 4.01 (accomplished).

Mentor Principals vs Other Principals

Difference in Mentor Principals vs Other Principals in the Same LEA

Principal of Color   -4.88

-6   -5   -4   -3   -2   -1   0

■ NCPFP

Difference in Mentor Principals vs Other Principals in the Same LEA
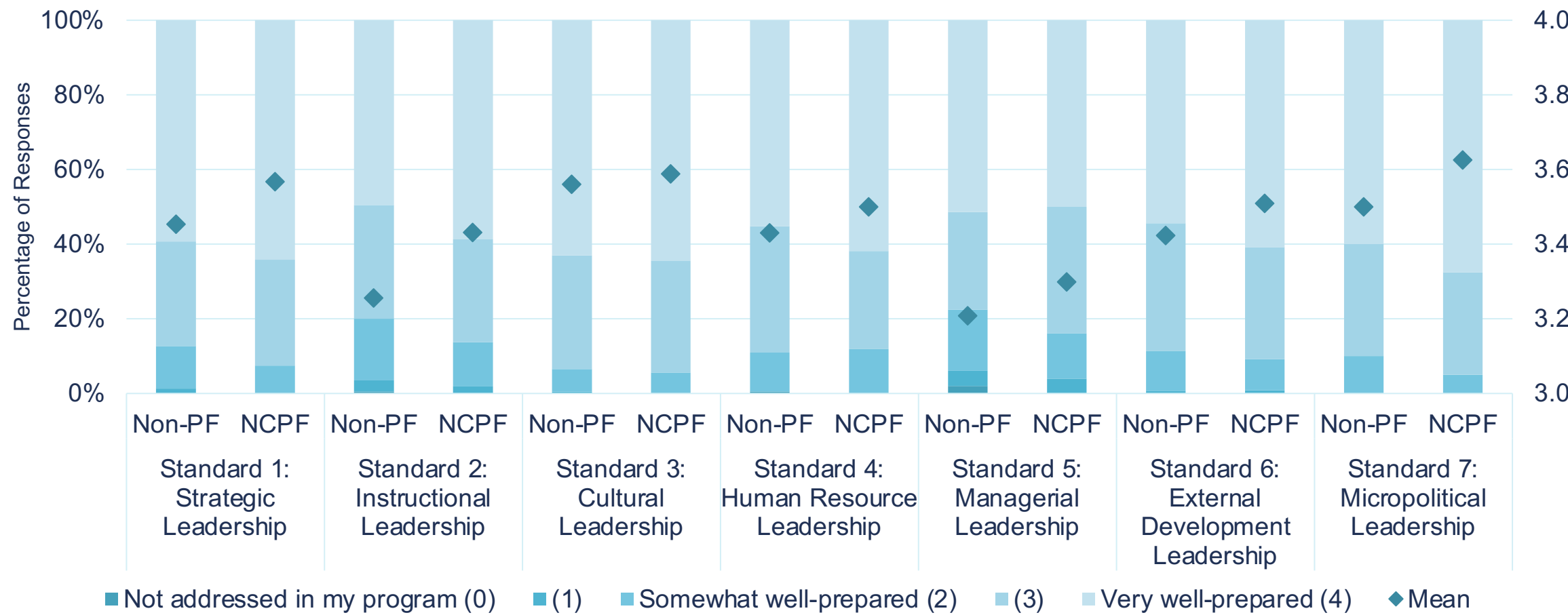
Avg NCEES Rating   **0.174***

0   0.1   0.2   0.3
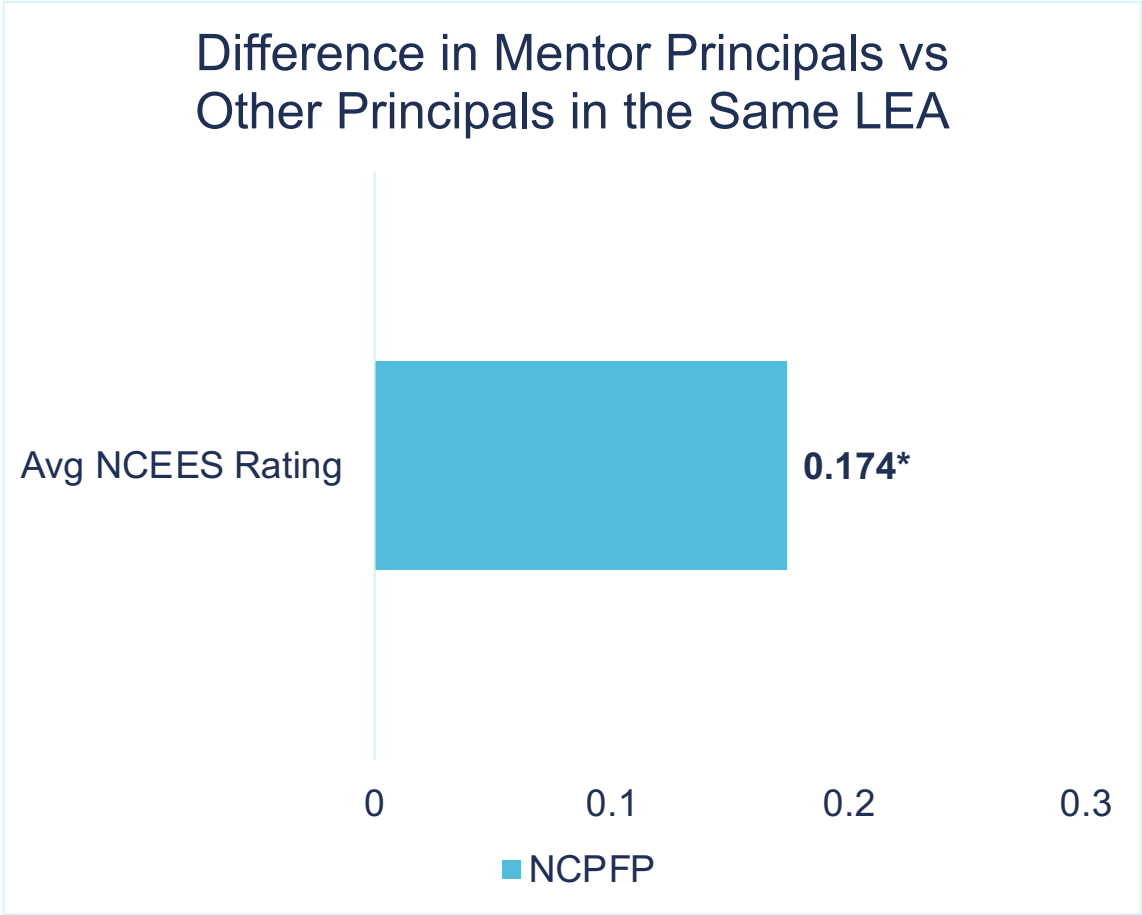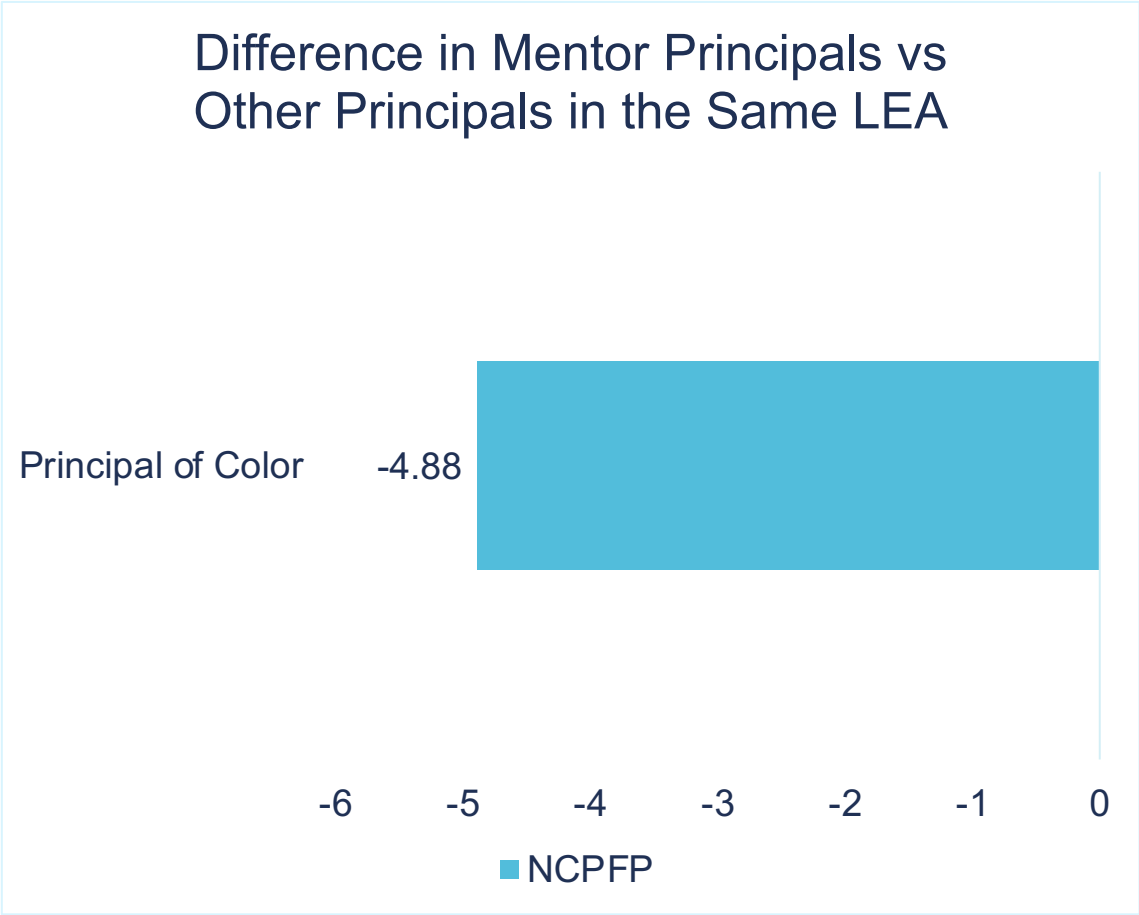
■ NCPFP

Completer Survey: Perceptions of NCPFP Program Quality

NCPFP COMPLETERS VS NON-PF COMPLETERS
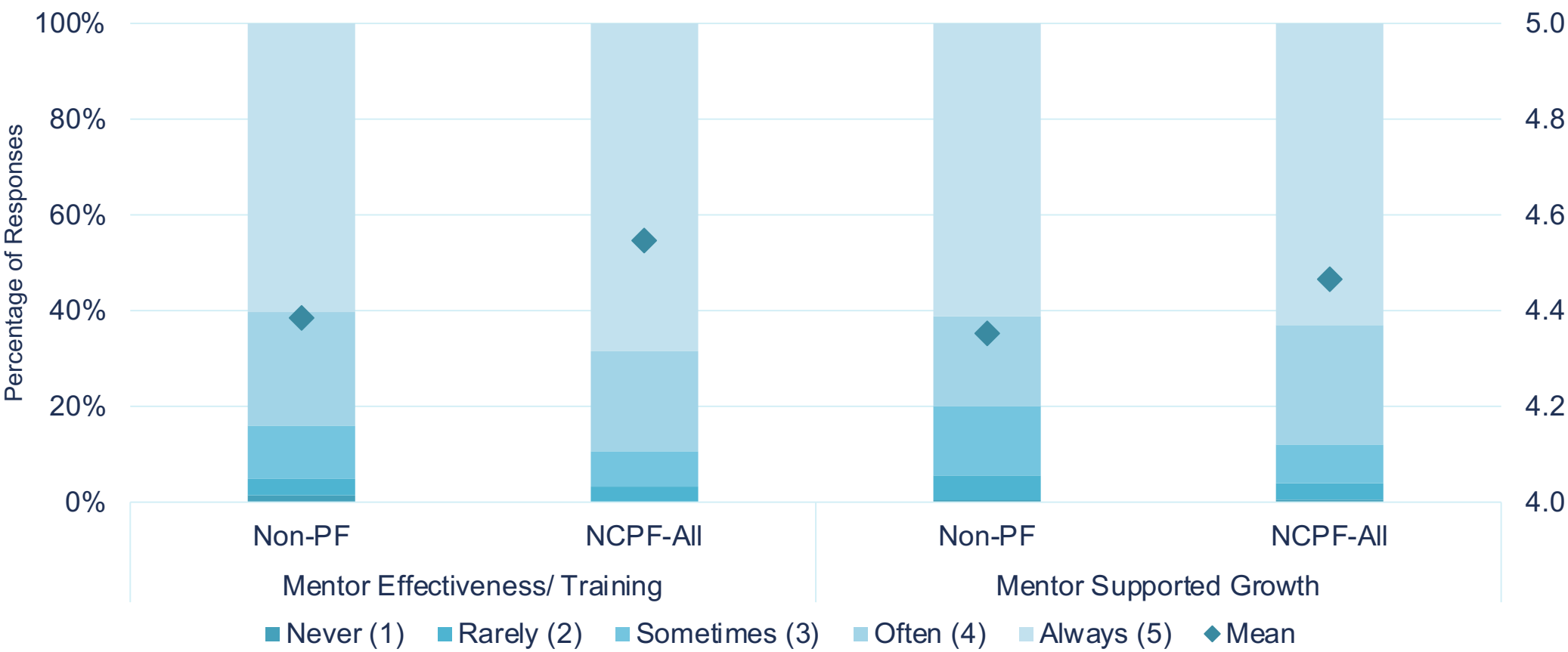# Sense of Preparedness for School Leadership

Perceptions of Mentor Principals

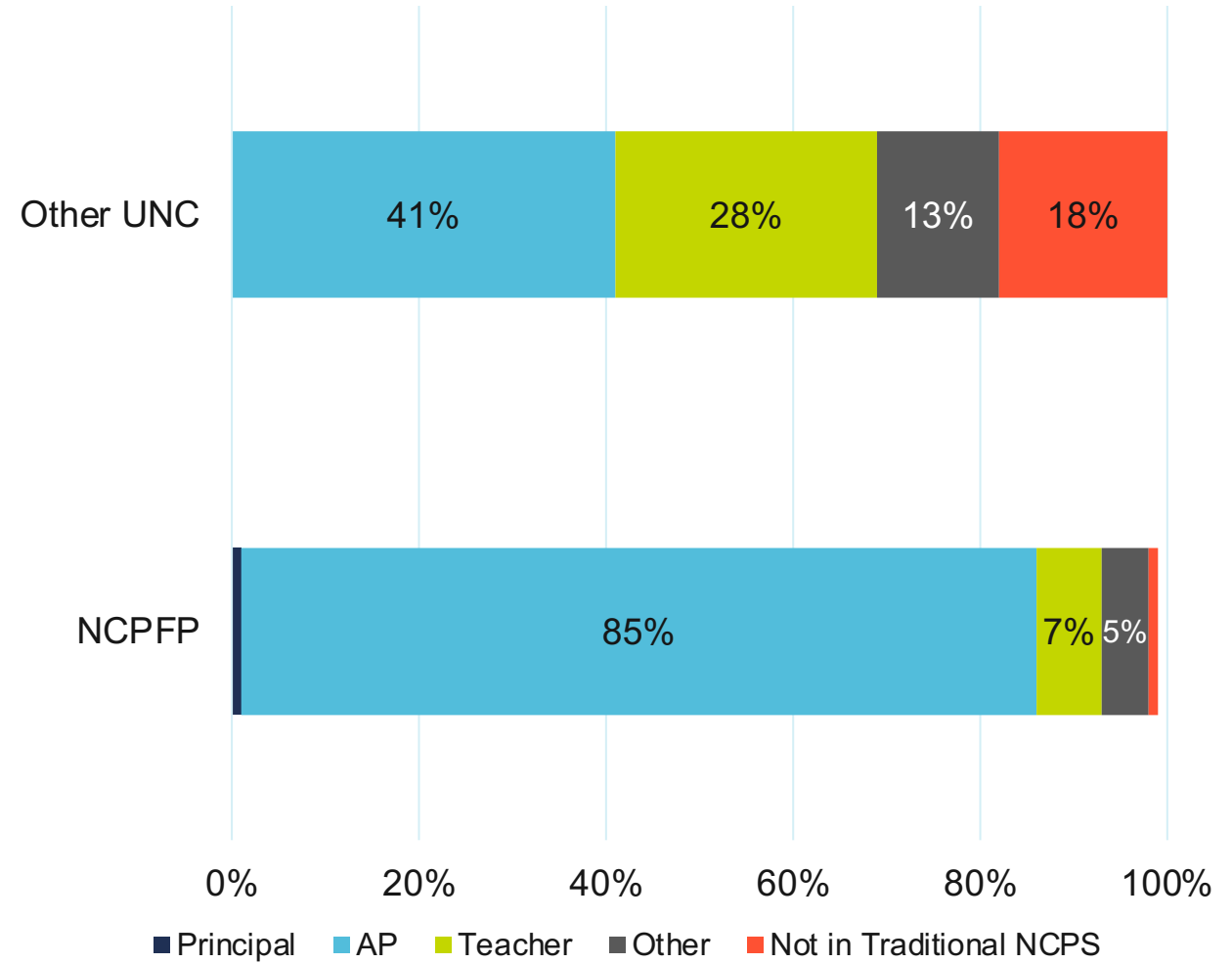# Confidence for School Leadership Positions
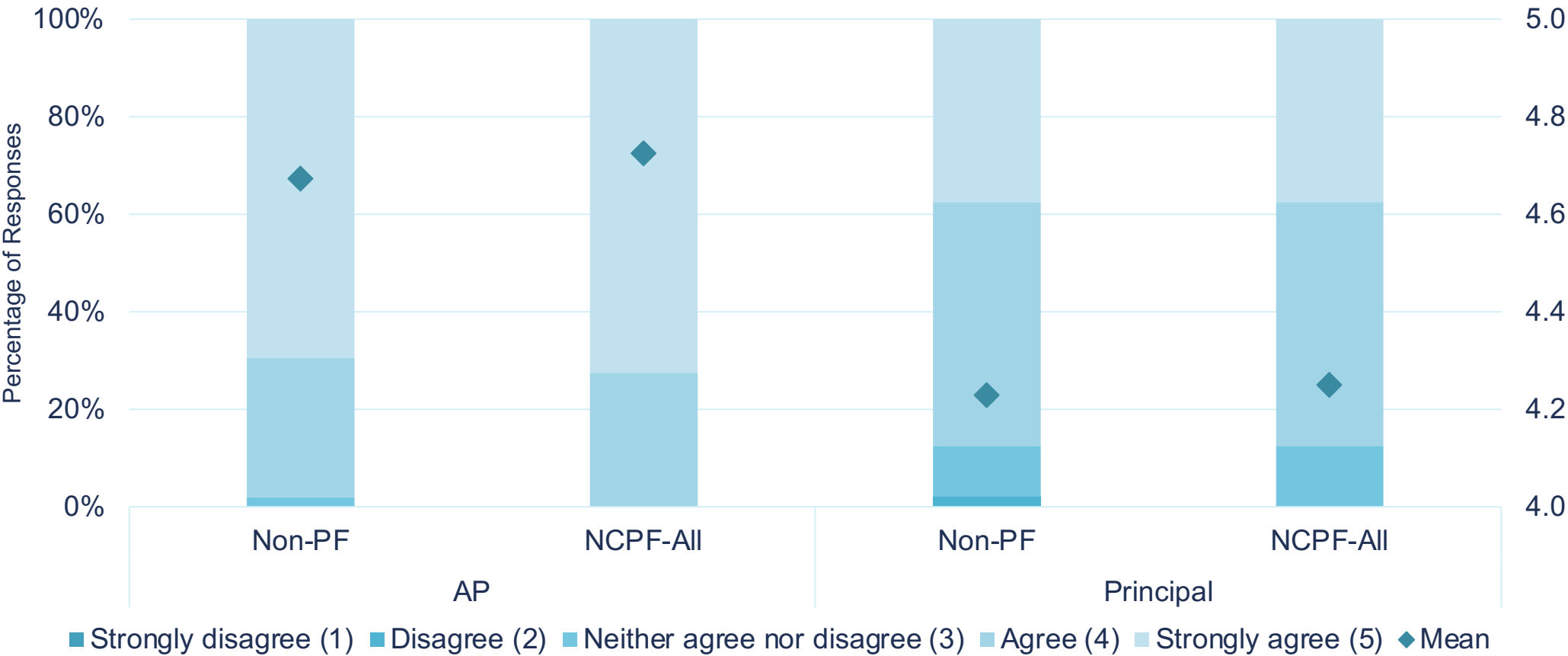
Initial Employment Outcomes for Spring 2022 Completers

September 2022 Employment Outcomes

- Comparing NCPFP/TP3 completers from 2021-22 with other UNC MSA completers from 2021-22.

- In September 2022, 85% of Fellows/TP3 graduates working in an AP position, compared to 41% for other UNC MSA.

- Future analyses to examine full year data and characteristics/location of employment schools.

Other UNC: 41% AP, 28% Teacher, 13% Other, 18% Not in Traditional NCPS

NCPFP: 85% AP, 7% Teacher, 5% Other

Legend: Principal, AP, Teacher, Other, Not in Traditional NCPS

Next Steps

Evaluation Tasks in 2023-24

- Collect and analyze survey data from early career school administrators in NCPS, with a focus on NCPFP graduates

- Conduct focus groups with select LEA and EPP personnel

- Conduct focus groups with year two NCPFP candidates

- Collect and analyze survey data for spring 2024 NCPFP completers

- Analyze internship placements for spring 2024 NCPFP completers

- Assess employment outcomes for spring 2022 and spring 2023 NCPFP completers

- Assess performance outcomes for spring 2022 NCPFP completers

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Appendix

Survey Response Rates (Spring 2023)

Response Rates	Overall	ASU	BC	CU	ECU	FSU	NCSU	QU	SC	UNCC	UNCCH	UNCG	UNCP	WCU
NCPFP	87.0%	n/a	n/a	n/a	62.5%	n/a	84.2%	n/a	n/a	100.0%	n/a	n/a	n/a	n/a
non-NCPFP	32.1%	10.0%	33.3%	100.0%	0.0%	0.0%	n/a	16.7%	60.0%	60.0%	36.7%	14.3%	27.9%	52.6%
Total	44.6%	10.0%	33.3%	100.0%	50.0%	0.0%	84.2%	16.7%	60.0%	86.2%	36.7%	14.3%	27.9%	52.6%