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# ANNUAL REPORT

## TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: FOURTH YEAR

**JULY 2020**

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## EXECUTIVE SUMMARY

This is the fourth annual report made to the North Carolina State Education Assistance Authority (NCSEAA) and the North Carolina Alliance for School Leadership Development (NCASLD), providing summary information on results of the Transforming Principal Preparation Program (TP3)<sup>2</sup> realized by July 2020. A “Technical Report” accompanies this fourth annual report and provides GrantProse reports produced during the year with detailed information specific to many of the GrantProse evaluation activities implemented in 2019-20.

Serving as the administrator for the TP3 program, NCASLD conducted two competitions for grant funding—the first in March 2016 and the second in July 2016. As a result of these competitions, five “Provider” agencies representing a mix of institutions, including public universities, a private university, and a regional consortium, were chosen to implement TP3 programs:

- *High Point University’s (HPU) High Point University Leadership Academy*
- *North Carolina State University’s (NCSU) North Carolina Leadership Academy*
- *Sandhills Regional Education Consortium’s (SREC) Leadership: Principal Development Program<sup>3</sup>*
- *University of North Carolina-Greensboro’s (UNCG) Principal Preparation for Excellence and Equity in Rural Schools*
- *Western Carolina University’s (WCU) North Carolina School Executive Leadership Program*

Contracts between NCASLD and the five Provider agencies to implement their programs were completed in Fall 2016, and all programs began serving aspiring school principals, referred to as ‘participants’ in this document, beginning in the Spring 2017 semester. Renewal contracts were awarded to all five Provider agencies for continued program implementation with additional cohorts of program participants selected for the 2018-20 funding cycle. For the 2018-19 year, there were 128 participants selected for this second group with 33 at HPU, 34 at NCSU, 26 at SREC, 22 at UNCG, and 13 at WCU. Of these participants, 124 had completed their programs by June 2020 and two remain enrolled. An additional cohort of 13 participants selected by SREC began in 2019; this group is expected to graduate in January 2021.

GrantProse TP3 program evaluation activities conducted during the 2019-20 year took seven main forms: (1) mid-year (January 2020) and annual (June 2020) reports completed by TP3 Project Directors; (2) observations of program activities conducted during Fall 2019; (3) surveys of program participants, mentor principals, and coaches; (4) interviews with TP3 Project Directors conducted between January and March of 2020; (5) observations of Professional Learning Network activities conducted by NCASLD; (6) phone interviews with representatives of Local Education Agencies (LEAs) partnering with the TP3 programs; and (7) analysis of NCASLD and each program’s budget and expenditures. Information and data collected from these evaluation activities, along with insights into program operations offered by NCASLD leaders, inform the content of this report to NCSEAA. In particular, the NCSEAA identified four questions to be addressed in the annual report, and a brief response to these questions is provided in this Executive Summary with greater elaboration in the body of the report.

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<sup>2</sup> In earlier evaluation reports, GrantProse has referred to this program as the “TPP” program. Per legislation passed in the summer 2019, the acronym for the program is now TP3 which is used throughout this report.

<sup>3</sup> While Sandhills Regional Education Consortium is responsible for implementing the TP3 program, Hoke County Schools serves as the fiscal agent managing the funds and the University of North Carolina at Pembroke conducts the coursework.

**Q1. What were the original goals and expectations for the activity supported by this grant?**

Each Provider agency's funding proposal included specific program goals. All five funded programs had goals regarding recruitment and selection of high quality program participants, participant completion of coursework, and participant completion of a full-time clinical internship of at least five months. Full details on the goals for each program as described in the funding proposals are listed in **Table 3**.

**Q2. If applicable, how have those goals and expectations been revised or refined during the project?**

None of the programs reported revisions or refinements to their program goals for the 2019-20 year. Previous modifications are listed in **Table 3**.

**Q3. What has the activity accomplished with these grant funds? Please include specific information including facts and statistics to support conclusions and judgments about the activity's impact.**

For the 2018-20 performance period, the five funded programs undertook varied activities to implement their TP3 programs. These activities included:

- (a) Targeted recruitment of program applicants,
- (b) Use of rigorous criteria predictive of school leader success in selection of program participants,
- (c) Implementation of a cohort model,
- (d) Alignment to professional standards for school executive leadership development,
- (e) Implementation of rigorous coursework with relevant fieldwork and problem-based learning,
- (f) Establishing authentic full-time clinical internships with embedded mentoring and substantial leadership responsibilities,
- (g) Evaluation activities that inform continuous improvement to program operations.
- (h) Partnerships with 47 Local Education Agencies (LEA) and firm commitments from school leaders overseeing clinical practice, and
- (i) Processes for continuous review and program improvement including feedback loops with partnering LEAs.

On the whole, the TP3 program appears to have been quite successful and some of its major accomplishments to date are bulleted here:

**2016-18 Funding Cycle I**

- 118 (98.3%) of 120 participants initially enrolled in the first funding cycle completed all program requirements, and 103 (85.8%) had secured principal or assistant principal (P/AP) positions in North Carolina public schools by summer 2020 with 97 (80.8 %) currently holding such positions (as of July 2020).<sup>4</sup>
- Of the 97 individuals from the first funding cycle presently holding P/AP positions in North Carolina, 93 (95.9%) of these individuals are working in high need schools.<sup>5</sup>

<sup>4</sup> Some of the individuals who secured P/AP positions in North Carolina public schools have since left those positions (e.g. moved out of state, taken a position at a private school, taken a leadership position in other than a principal or assistant principal role).

<sup>5</sup> Please see GrantProse **Appendix R** of the Technical Report for the methodology used to determine whether a school meets the State's legislative definition of a high need school.

- 118 (100%) of the 118 completing the first funding cycle have been reported to presently hold a Master of Science in Administration (77), Master of Education (30), or Post Masters' Certificate in School Administration (11).
- When surveyed at the end of the funding cycle, all 31 LEA administrators indicated they 'Agreed' or 'Strongly Agreed' with the statement *"I am very satisfied with the overall quality of the program."*

### 2018-20 Funding Cycle II

- 124 (96.9%) of 128 participants initially enrolled in the second funding cycle <sup>6</sup> had completed all program requirements by June 2020, and 70 (54.7%) have been determined to have secured P/AP positions in North Carolina public schools by July 2020 with 69 (53.9%) currently holding such positions (as of July 2020).
- Of the 69 individuals from the second funding cycle presently holding P/AP positions, 51 (73.9%) are working in high need schools.
- 124 of 128 participants in Funding Cycle II had completed requirements for a Master of Science in Administration (90), Master of Education (33), or post Masters' Certificate in School Administration (1) by June 2020.
- When surveyed in the Spring 2020, participant respondents' rating of being satisfied with their TP3 program averaged 6.65 on a 7-point Likert scale with 7 representing Extremely Satisfied.
- The Spring 2020 survey of participants also revealed they agreed that features of their programs demonstrated best practices: <sup>7</sup>
  - Respondents at all five programs held **positive perceptions of their cohort structure**, ranging from an average response of 4.53 at HPU to 4.93 at SREC and UNCG on a 4-item, 5-point Likert scale, with 5 representing a strongly positive response;
  - Respondents agreed that features of their **university coursework** were satisfactory, ranging from an average response of 4.57 at SREC to 4.94 at UNCG; and
  - Respondents' perceptions of their **coaching supports** were positive, ranging from an average response of 4.62 at UNCG to 4.97 at WCU.
- When asked to rate their overall satisfaction with the TP3 program on a 1 to 5 scale (1=not at all satisfied, 5=very satisfied) at the end of the 2019-20 year, the average rating for the 31 LEA representatives responding to this question was 4.78, suggesting they were quite satisfied with the program.
- Also, pre- and post-survey results with program participants in the 2019-20 year indicated positive and significant change over the 2018-19 year in their a) self-reported commitment to seeking a principal position, b) self-reported leadership knowledge and competencies, and c) self-reported confidence in their leadership abilities.

Further details of individual program successes are provided in **Table 17** on p 34.

<sup>6</sup> SREC enrolled an additional cohort (Cohort V), due to graduate in Dec 2020, spanning Funding Cycles II and III. They are not included in the majority of outcomes reported in this report as their program is not complete.

<sup>7</sup> GrantProse has described best practices associated with the TP3 Program in its mid-year report for 2018-19. Please see **Appendix C** in the 2019 Technical Report for this discussion.

**Q4. If the activity is a continuing one, briefly summarize future plans and funding prospects.**

The five programs will all receive funding for the 2020-21 fiscal year. The HPU, SREC, and UNCG programs will continue to receive funding under the auspices of NCASLD administrative leadership while NCSU and WCU will receive funding administered by the TP3 Commission with the HPU, SREC, and UNCG programs transitioning to the Commission's administration in Fiscal Year 2021-22. **Table 32** in the section on future plans provides further detail on each program's intentions.

In addition to collecting information to address the NCSEAA questions, GrantProse evaluation activities are designed to compare and contrast differences among the TP3 programs and how these programs in turn differ from traditional programs for preparing principal leaders. The following set of best practices has been previously described in a number of GrantProse reports; brief descriptions are provided here.

- Provision of program leadership. All five TP3 programs identify Project Directors, sometimes referred to as Principal Investigators, and provide for other forms of staffing. While adequate staffing is seen as a best practice, there is considerable variation in the number of employees being supported with TP3 funding at each TP3 institution (e.g., faculty, administrators, graduate assistants, hourly workers, etc.)<sup>8</sup>.
- How participants are recruited. The extent to which programs work with LEA partners to recruit highly effective and committed educators with demonstrated leadership potential is a key difference between TP3 and traditional programs.
- How participants are selected. A highly competitive selection process is another key difference between TP3 and traditional programs. TP3 programs typically include an application and interview process and often live formative assessment of key leadership skills using tools such as simulations and group exercises. Program participants are then selected using detailed decision-making rubrics by a selection committee, typically including active LEA involvement.
- Engagement with LEAs. Traditionally, the university where participants complete their coursework has little to no engagement with the LEA where the participant is employed. In contrast, TP3 programs all have frequent contact with LEA leaders where the program participants are employed.
- Implementation of a cohort. Traditional principal preparation programs present little to no expectation for the program participants to get to know each other and develop professional relations that support or otherwise advance their preparation. However, the TP3 programs generally treat their participants as cohorts with participants taking courses at the same time and sharing in similar experiences.
- Authenticity of experiences. Authentic leadership experiences through project-based learning assignments (such as case studies and equity audits requiring interns to analyze school data), realistic simulations, and actual leadership experiences during the internship provide opportunity for growth and development of leadership skills. All of the TP3 programs integrate multiple such leadership development experiences within and beyond their courses.
- Emphasis on instructional leadership and issues of equity. TP3 programs share an emphasis on the primary role of the principal as an instructional leader responsible for working with the school community to create a culture focused on learning and equity of outcomes for students rather than just acting as a building manager. The five TP3 programs convey this emphasis through the focus of their classes, choice

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<sup>8</sup> See Report 4.09 in Appendix I of the Technical Report.

of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences.

- Emphasis on high need schools. TP3 Provider agencies are focused on preparing principals and assistant principals to serve in high need schools and LEAs with the particular approaches and challenges they emphasize. The emphasis on high need schools is seen in course work, special seminars, workshops and field experiences that address equity, social justice, and strategies for helping schools and students overcome the challenges of poverty.
- Full-time internship with coaching/mentoring. While all of the TP3 programs worked with LEA partners to create full-time internship positions for at least five months, some of the programs implemented 10-month internships for the academic year, giving their interns considerably more experience before graduation. All of the programs have multiple levels of mentoring and coaching with support provided by on-site principals, executive coaches, and university faculty.
- Independent evaluation and continuous improvement processes. Each of the TP3 programs engages in continuous review and program improvement activities. The programs utilize formal and informal data from multiple sources (e.g., participants, coaches, mentors, faculty) to identify and implement program improvements. Further, the programs conduct periodic and ongoing formal and informal meetings with LEA partners and actively seek feedback on recruiting/selecting program participants and strengthening program focus and content. Additionally, NCASLD has contracted with GrantProse, Inc. to conduct an independent evaluation of the TP3 program with the express purpose of identifying best practices and measuring outcomes especially with respect to impact on student achievement.

While the five TP3 programs each have unique features, what they have in common distinguishes these programs from traditional principal preparation programs. Efforts to recruit participants are targeted and intentional; the selection of participants is rigorous; the implementation of a cohort model provides a more supportive educational environment and an established professional network for graduates; the incorporation of professional leadership standards is expanded throughout all aspects of the program; the participants receive varied and frequent feedback from colleagues, faculty, mentors and coaches; the emphasis on inquiry-based, hands-on, and authentic learning experiences moves instruction beyond lecture and textbooks; the project-based learning methods and fieldwork prepare participants to work in high need communities and schools; the full-time internships allow participants to develop first-hand experience with the real responsibilities of the principalship; the collaborative partnerships with LEAs inform the design of program features; and the programs engage in continuous review and program improvement activities.

At the time of this report, all programs appear to be functioning well and the differences among the programs create opportunities for the program leaders to share and learn from each other. All of the programs have completion rates over 90% and both participants and LEA representatives at all programs express high levels of satisfaction. HPU and NCSU are the largest programs; UNCG and SREC have mid-sized programs while WCU is the smallest of the five programs. Hiring for the second funding cycle participants is ongoing; therefore any conclusions based on this metric are premature.

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## INTRODUCTION

### OVERVIEW

The NC General Assembly established a competitive grant program, *Transforming Principal Preparation* (TP3), to provide funds for the preparation and support of highly effective school leaders (NC S. Law 2015-241, Section 11.9, 2015). As the administrator for the TP3 program, the North Carolina Alliance for School Leadership Development (NCASLD) selected five “Provider” agencies representing a mix of institutions, including public universities, a private university, and an LEA to implement TP3 programs. The quality of the programs, their varied organizational structure, their record of service to high need LEAs, and varied geographical regions covered were criteria informing NCASLD’s selection of the five programs, permitting NCASLD to compare how programs implemented best practices:

- *High Point University’s (HPU) High Point University Leadership Academy*
- *North Carolina State University’s (NCSU) North Carolina Leadership Academy*
- *Sandhills Regional Education Consortium’s (SREC) Leadership: Principal Development Program*
- *University of North Carolina-Greensboro’s (UNCG) Principal Preparation for Excellence and Equity in Rural Schools*
- *Western Carolina University’s (WCU) North Carolina School Executive Leadership Program*

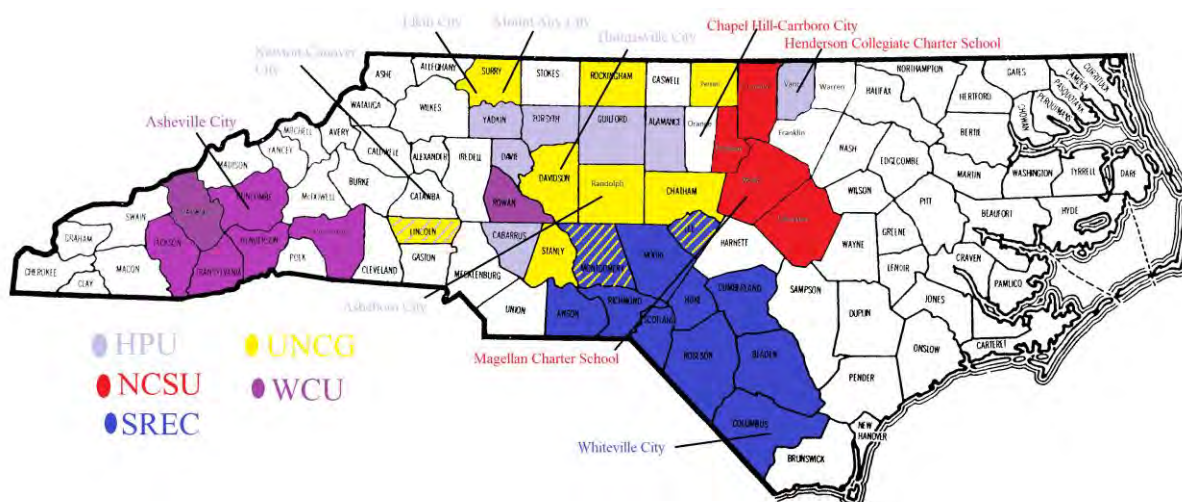
The TP3 grant program requires Provider agencies to implement innovative, research-based best practices in preparing school leaders who implement school leadership practices linked to increased student achievement. The five programs selected for funding meet this requirement through a combination of (a) Targeted recruitment of program applicants, (b) Use of rigorous criteria predictive of school leader success in selection of program participants, (c) Implementation of a cohort model, (d) Alignment to professional standards for school executive leadership development, (e) Implementation of rigorous coursework with relevant fieldwork and problem-based learning, (f) Establishing authentic full-time clinical internships with embedded mentoring and substantial leadership responsibilities, (g) Evaluation activities that inform continuous improvement to program operations, (h) Partnerships with Local Education Agencies (LEAs) and firm commitments from their school leaders overseeing clinical practice, and (i) Processes for continuous review and program improvement including feedback loops with partnering LEAs. While each of these dimensions singly differs from historical methods of principal preparation, the inclusion of all dimensions collectively in each funded program makes the TP3 program truly different from traditional programs.

Contracts between NCASLD and the Provider agencies were completed in Fall 2016, and all five programs began serving aspiring school principals (program participants) beginning in the Spring 2017 semester. Renewal contracts were awarded to all five Provider agencies for continued program implementation with additional cohorts of program participants in Fall 2018. TP3 budgets as approved by NCASLD for each year along with numbers of graduates are indicated in **Table 1** below.

**TABLE 1. TP3 BUDGETS 2016-17 THRU 2019-20**

Program	Participants Graduated 2016-18	2016-17 Budget	2017-18 Budget	Participants Graduated 2018-20	2018-19 Budget	2019-20 Budget	TOTAL
HPU	30	\$888,116	\$893,299	33	\$868,088	\$868,088	\$3,517,591
NCSU	33	\$1,384,479	\$1,385,799	33	\$1,184,884	\$1,184,884	\$5,140,046
SREC	26	\$820,072	\$786,968	24	\$780,900	\$780,900	\$3,168,840
UNCG	19	\$888,682	\$893,778	22	\$866,110	\$866,110	\$3,514,680
WCU	10	\$214,027	\$186,534	12	\$350,000	\$350,000	\$1,100,561
TOTAL	118	\$4,195,376	\$4,146,378	124	\$4,049,982	\$4,049,982	\$16,441,718

In 2018-20, the five TP3 programs operated in 47 North Carolina LEAs, partnering with a mix of county-wide LEAs, city LEAs, and charter schools as shown in **Figure 1** and **Table 2**.

**FIGURE 1. COUNTY AND CITY LEAS PARTNERED WITH FUNDED TP3 PROGRAMS DURING FUNDING CYCLE II****TABLE 2. COUNTIES AND MUNICIPALITIES SERVED IN THE TP3 PROGRAMS DURING FUNDING CYCLE II**

TP3 Program	Areas Served	Count of LEAs
High Point University (Cohorts III & IV)	Alamance-Burlington, Asheboro City, Cabarrus, Davie, Elkin City, Guilford, Lincoln, Mt. Airy City, Newton-Conover City, Thomasville City, Vance, Winston-Salem Forsyth, Yadkin	13 LEAs <ul style="list-style-type: none"> <li>• 8 counties</li> <li>• 5 cities</li> </ul>
North Carolina State University (Cohort II)	Chapel Hill-Carrboro City, Durham, Granville, Henderson Collegiate Charter, Johnston, Magellan Charter, Wake	7 LEAs <ul style="list-style-type: none"> <li>• 4 counties</li> <li>• 1 city</li> <li>• 2 charter</li> </ul>
Southern Regional Education Consortium (Cohorts III, IV, and V)	Anson, Bladen, Columbus, Cumberland, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Whiteville City	12 LEAs <ul style="list-style-type: none"> <li>• 11 counties</li> <li>• 1 city</li> </ul>
UNC-Greensboro (Cohort II)	Chatham, Davidson, Lee, Lincoln, Montgomery, Person, Randolph, Rockingham, Stanly, Surry	10 LEAs <ul style="list-style-type: none"> <li>• 10 counties</li> </ul>

**TABLE 2. COUNTIES AND MUNICIPALITIES SERVED IN THE TP3 PROGRAMS DURING FUNDING CYCLE II**

<b>TP3 Program</b>	<b>Areas Served</b>	<b>Count of LEAs</b>
Western Carolina University (Cohort II)	Asheville City, Buncombe, Haywood, Henderson, Jackson, Rowan Salisbury, Rutherford, and Transylvania	8 LEAs <ul style="list-style-type: none"> <li>• 7 counties</li> <li>• 1 city</li> </ul>
<b>TOTAL</b>	<b>Three LEAs - Lincoln, Lee, and Montgomery - partnered with more than one program.</b>	<b>47 LEAs</b> <ul style="list-style-type: none"> <li>• <b>37 counties</b></li> <li>• <b>10 other</b></li> </ul>

## REPORT ORGANIZATION

NCASLD contracted with GrantProse to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TP3 Provider agencies, and (3) TP3 program participants. Reports produced in the course of this evaluation provide a record of the significant events, activities, and developments in the program and are useful for sharing information about the program with interested parties. This annual report to NCSEAA provides information on GrantProse's first-tier evaluation of NCASLD from July 2019 through June 2020, second-tier evaluation of TP3 Provider agencies from July 2018 through June 2020,<sup>9</sup> and third-tier evaluation of TP3 program participants, outputs and outcomes at the end of the Spring 2020 semester. Please see the accompanying GrantProse Technical Report for appendices that are referenced in this report.

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<sup>9</sup> In some instances, data and analyses are provided for the entire performance period of the program since its inception in 2016. Two 'Funding Cycles' are characterized. Funding Cycle I covers the first two years for the 2016-18 period and Funding Cycle II covers the most recent two years for the 2018-20 period.

## PROGRAM GOALS <sup>10</sup>

### NCASLD

The mission of NCASLD is to grow the leadership capacity of school leaders through programs that are aligned to state and national research-based performance evaluation standards and competencies for highly effective school leadership. Through oversight of the TP3 program, NCASLD's goal is to transform school leader preparation in the state by identifying Provider agencies with diverse models of evidence-based principal preparation, analyzing and identifying their best practices, and recommending to the NC State Board of Education the best practices for the development of school leaders in North Carolina. NCASLD provides technical assistance to TP3 Provider agencies to build capacity and identify and integrate evidence-based approaches to school leader development. NCASLD also facilitates discussion among Provider agencies and stakeholders to share successes and lessons learned. NCASLD identifies seven key areas of responsibility in the TP3 program as follows:

1. Issue a Request for Proposal,
2. Evaluate and select eligible applicants,
3. Recommend grant recipients and duration to the NCSEAA,
4. Collect and report program data from grantee Provider agencies,
5. Evaluate grantee Provider agencies for grant renewal,
6. Provide technical assistance to grantee Provider agencies, and
7. Establish and convene a statewide Professional Learning Network.

### PROVIDER AGENCIES

Each Provider agency's funding proposal included specific program goals. The original goals for each program as described in the funding proposal are listed in **Table 3** below, as well as any revisions or refinements made to these goals during the course of the program as identified in the mid-year and/or annual evaluation reports collected by GrantProse from each Provider agency. No programs made revisions to their program goals for the 2019-20 year.

TABLE 3. PROGRAM GOALS AND MODIFICATIONS		
Program	Original Goals	Revisions or Refinements
<i>HPU</i>	HPULA will recruit and select two cohorts of 20 program participants. Each participant will complete 36 credit hours and a 6-month full-time clinical internship in one of seven partnering districts, graduating with an alternative license in administration, preparing them to lead in high need schools.	<p><b>2016-17:</b> Reduction from 40 to 30 participants and addition of participants earning MEd in administration.</p> <p><b>2017-18:</b> No revisions noted.</p> <p><b>2018-19:</b> HPU will serve a total of 33 participants in the 2018-20 funding cycle.</p> <p><b>2019-20:</b> No revisions noted.</p>
<i>NCSU</i>	NCLA will recruit and select one cohort of 18 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of three partnering districts in order to be ready	<p><b>2016-17:</b> The program selected 20 individuals to participate rather than 18.</p> <p><b>2017-18:</b> No revisions noted.</p> <p><b>2018-19:</b> The program expectations have changed per new legislative guidelines. (Also, the two TP3 programs NCSU operated during the 2016-18 funding cycle (DPLA and NCLA) have been</p>

<sup>10</sup> This section corresponds to NCSEAA Report Questions 1 & 2 seen in Exhibit B also submitted with this annual report: (1) *What were the original goals and expectations for the activity supported by this grant?* (2) *If applicable, how have those goals and expectations been revised or refined during the course of the project.*

**TABLE 3. PROGRAM GOALS AND MODIFICATIONS**

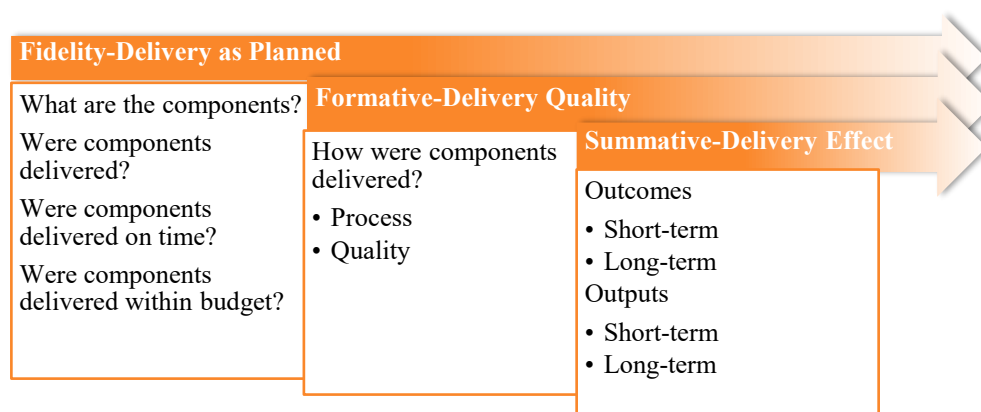
Program	Original Goals	Revisions or Refinements
	for service as a leader in a high needs school.	combined into a single program.) NCSU will serve 34 participants in 7 LEAs in the 2018-20 Funding Cycle. <b>2019-20:</b> No revisions noted.
<i>SREC</i>	SLP will recruit and select two cohorts of 13-18 program participants. Each participant will complete 18 credit hours and a five-month full-time clinical internship in one of 13 partnering districts in order to be ready for service as a leader in a high needs school.	<b>2016-17:</b> The number of credit hours toward the Master's degree has increased and includes 12 hours (face-to-face courses) with UNCP full-time faculty, 6 hours (Synergy classes) with Executive Coaches who are UNCP adjunct faculty, and 6 hours internship for a total of 24 credit hours. Interns who do not hold a Master's degree are required to complete the MSA with UNCP, while interns who already hold a Master's degree are encouraged to complete the MSA. <b>2017-18:</b> The program began working with UNCP on any issues regarding courses that would prohibit a 10-month internship. <b>2018-19:</b> We had anticipated including two cohorts during this period with one 5-month internship during the Fall semester (August-January) and the second during the Spring semester (January-June). However, funding did not allow for required intern salaries, so Cohort III is completing its internship in Fall 2018 and Cohort IV will complete its internship in Fall 2019. <b>2019-20:</b> Cohort V will complete the program in December 2020.
<i>UNCG</i>	PPEERS will recruit and select two cohorts of 10 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of 12 partnering districts to be ready for service as a leader in a high needs, rural school.	<b>2016-17:</b> While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants. <b>2017-18:</b> A single cohort of 22 participants will be selected. <b>2018-19:</b> No revisions noted. <b>2019-20:</b> No revisions noted.
<i>WCU</i>	NCSELP will recruit and select two cohorts of program participants. There will be 40 participants in the first cohort and 24 in the second. Each participant will complete 36 credit hours and a 10-month full-time clinical internship in one of 18 partnering districts in order to be ready for service as a leader in a high needs, rural school.	<b>2016-17:</b> With the expectation for full-time, fully released, 5-month internships, nearly all of the year two funds will be spent on supporting that expectation. Therefore, only 10 participants will be supported by TP3 funding. <b>2017-18:</b> No revisions noted. <b>2018-19:</b> Since we have increased funding, we are doing MORE with our original budget line items (ex. coaching, mentoring, conferences, etc.), but we are not implementing many new things. Changes: <ul style="list-style-type: none"> <li>• 10 scholars <sup>11</sup> will be selected for the 2018-20 funding cycle and they will serve 10-month internships.</li> <li>• TP3 funding will support the interns' fringe benefits related to 10-month, full-time internship. (salaries will be supported by MSA Internship funding provided by the state.) If interns earn more than the \$41,650 provided by the MSA funding, the TP3 grant will make up the difference, holding interns harmless.</li> <li>• Leadership for Social Justice Institute in Madison</li> <li>• Additional courses: Leadership for Equity and Social Justice I and II.</li> <li>• More robust coaching model (collaborative coaching) including hiring two part-time coaches.</li> </ul> <b>2019-20:</b> No revisions noted.

<sup>11</sup> WCU added another 3 participants to its 2018-20 program, bringing their total for the second funding cycle to 13.

## EVALUATION MODEL

NCASLD contracted with GrantProse to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TP3 Provider agencies, and (3) TP3 program participants. Three forms of evaluation (fidelity, formative, summative) are being used to evaluate NCASLD and the Provider agencies, and two forms (formative, summative) to evaluate the program participants. As shown in **Figure 2** below, fidelity evaluation monitors program operations and fiscal expenditures for adherence to scope of work and timelines. Formative evaluation assesses implementation of program strategies and activities, while summative evaluation assesses program outputs and outcomes. A mixed-methods approach using quantitative and qualitative data is being used to determine program success, provide in-process review and recommendations, and measure progress toward proposed outcomes.

**FIGURE 2. THREE-TIERED EVALUATION MODEL**



## LOGIC MODEL

In collaboration with NCASLD, GrantProse developed a logic model for second-tier evaluation of the TP3 programs that adheres to characteristics of logic models described by the W. K. Kellogg Foundation (2004)<sup>12</sup>. Inputs, activities, outputs, outcomes, and impacts are identified in this model. Following recommendations of the Measurability Assessment conducted by the state's Program Evaluation Division, the logic model described in the GrantProse annual report for the 2016-17 year was updated. **Figure 3** provides a visual depiction of this updated logic model for the TP3 program.

## DATA SOURCES

To support Tier I evaluation, GrantProse participates in periodic evaluation meetings and invoice reviews with NCASLD and produces quarterly reports of activities to date.<sup>13</sup> As part of Tier II evaluation activities, TP3 Provider agencies submitted semi-annual performance reports in early 2020 and annual reports in June 2020. GrantProse also conducted observations, interviews, and surveys during 2019-20 to observe and document program processes and activities.

<sup>12</sup> Available at <https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf>

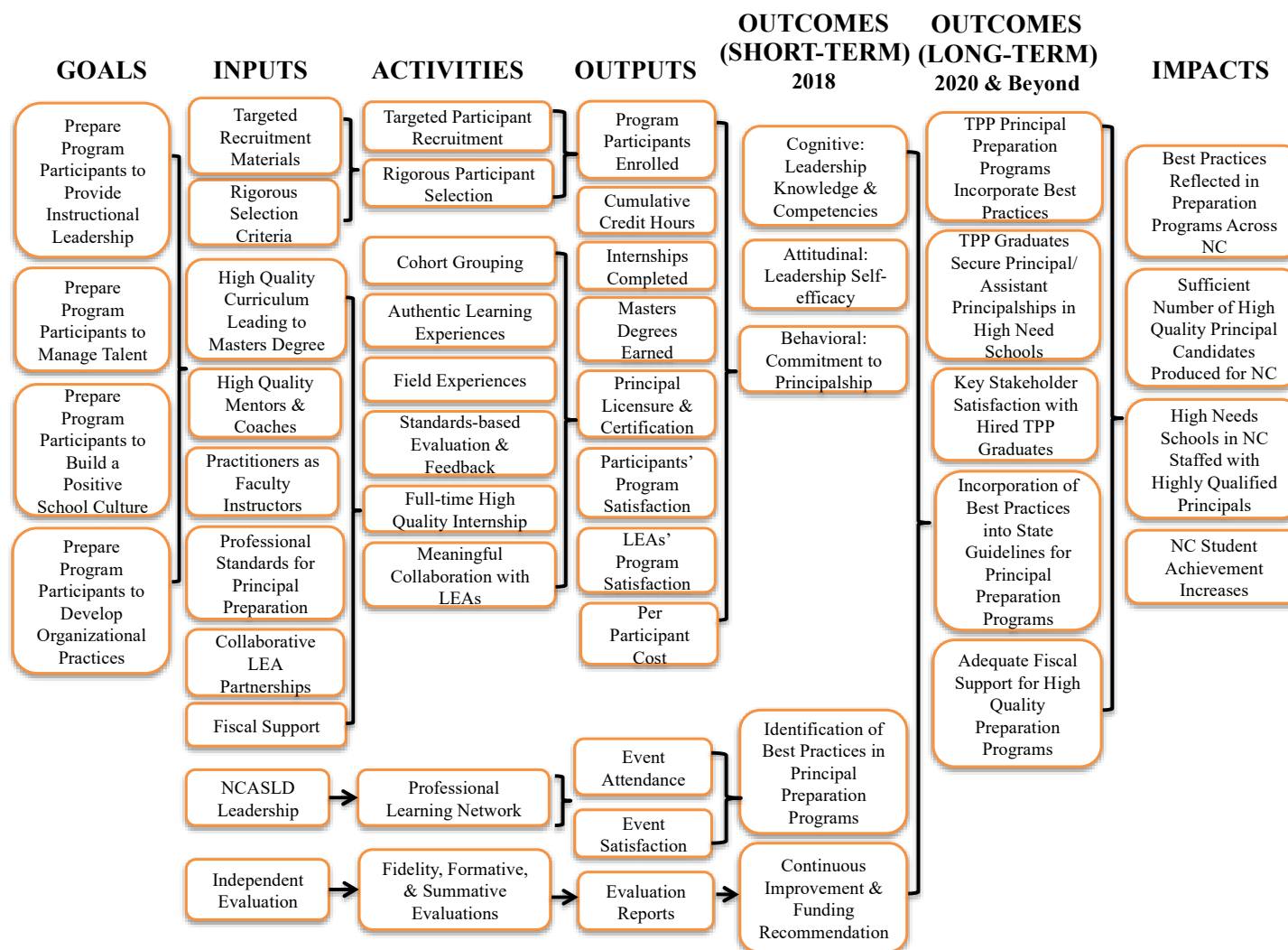
<sup>13</sup> Please see **Appendices F, J, and N** in the Technical Report for quarterly reports produced in 2019-20.



At Tier III, evaluation activities collected data on the number of participants completing their programs, the number of university credit hours earned by the participants, the nature of the advanced degrees and licensure participants earned, the number of participants hired in positions as principals (P) and assistant principals (AP), and the number of individuals serving in P/AP positions at high need schools, among other output and outcome variables. Additionally, program participants completed surveys in the Summer/Fall 2019 and Spring 2020.



FIGURE 3. TP3 PROGRAM EVALUATION LOGIC MODEL



## ACCOMPLISHMENTS <sup>14</sup>

### TIMELINE

The timeline in **Table 4** provides a synopsis of major milestones completed to date in the NCASLD administration and GrantProse evaluation of the TP3 program.

**TABLE 4. PROGRAM MILESTONES TO DATE**

Date	Activity
Feb 16, 2016	Contract signed with NCSEAA to oversee and administer TP3 grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to NCSEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to NCSEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TP3 Project Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for GrantProse evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and GrantProse conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	<i>Transforming Principal Preparation in NC: Program Update Summary</i> report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Project Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and GrantProse met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	GrantProse submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, GrantProse, and NCSEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, GrantProse, and NCSEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships

<sup>14</sup> This section corresponds to NCSEAA Report Question #3: *What has the activity accomplished with these grant funds? Include specific information including facts and statistics to support conclusions and judgments about the activity's impact.*

**TABLE 4. PROGRAM MILESTONES TO DATE**

<b>Date</b>	<b>Activity</b>
August 2017	Programs conducted formative assessment of interns.
August 30 & September 13, 2017	Project Directors attended digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11–22, 2017	GrantProse conducted observations of project activities.
October, 2017	NCASLD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
October 5, 2017	NCASLD and GrantProse met to review the Criteria & Scoring Rubric for Continued Funding Recommendations as well as discuss each program's internship-related learning activities during GrantProse's TP3 observations conducted in September 2017.
October 31, 2017	GrantProse submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first <i>face-to-face</i> Professional Learning Network meeting.
November 6 – December 7, 2017	GrantProse conducted on-site Project Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Project Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TP3 programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TP3 program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first <i>virtual</i> Professional Learning Network meeting.
December 23, 2017	GrantProse disseminated the mid-year report template to TP3 Project Directors with a request to return the completed form by 1/31/18.
January 15, 2018	GrantProse submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TP3 mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	GrantProse conducted observations of project activities.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to NC Legislature.
March 13, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TP3 Project Directors and staff.
March 22, 2018	NCASLD meets with Representative Blackwell and BEST NC to provide update on the program.
March 22, 2018	GrantProse provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TP3 Provider agency
March 28, 2018	NCASLD and GrantProse modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TP3 Provider agencies of NCASLD proposal to continue funding TP3 programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and GrantProse attend PED Measurability Assessment results presentation to NC Legislature.
April 24, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TP3 Project Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TP3 Project Directors and staff.

**TABLE 4. PROGRAM MILESTONES TO DATE**

<b>Date</b>	<b>Activity</b>
April/May 2018	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TP3 programs, (2) Program participants completing their internships in May/June, (3) Principal mentors of program participants completing their internships in May/June, and (4) Executive Coaches.
May 24 – June 28, 2018	GrantProse conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	GrantProse disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	GrantProse submits the Year 2 annual evaluation report to NCASLD.
August 8, 2018	NCASLD hosts virtual legislation update for TP3 Providers
August 31, 2018	NCASLD and NCDPI execute an MOA for sharing NCDPI data on graduates of all principal prep programs in the state.
September 2018	NCASLD approves four of the five TP3 Provider budgets.
September 7, 2018	NCASLD hosts a virtual discussion of Financial Handbook for TP3 Providers
October – December 2018	GrantProse continues observing select coursework/authentic learning experiences for each Provider
October 2, 2018	NCASLD hosts in-person meeting of the PLN at the NCSU Friday Institute
October 17, 2018	GrantProse releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	GrantProse submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TP3 Mid-Year Report
January-March 2019	GrantProse continues observing select coursework/authentic learning experiences for each TP3 Provider
January-March 2019	GrantProse conducted interviews with faculty members from each course observed this quarter
January-March 2019	GrantProse continued to develop electronic surveys for participants to be disseminated in April 2019.
January 15, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
February 18, 2019	GrantProse submits the eleventh quarterly (Year 2, Quarter 4) NCASLD evaluation report.
March 20, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TP3 Project Directors and staff.
April 2, 2019	NCASLD hosts in person meeting of the PLN at the Center for School Leadership Development at UNC-CH.
June 18, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TP3 Project Directors and staff.
July 31, 2019	GrantProse submitted the Year 3 annual evaluation report to NCASLD.
August 27, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October 25, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October-November 2019	GrantProse observed select LEA partnership activities for each Provider.
October-November 2019	GrantProse conducts follow-up survey for participants that had completed a TP3 program
December 2019	GrantProse conducts surveys of mentor principal and TP3 participants who completed their program in the Fall 2019 semester
January-March 2020	GrantProse conducts interviews with Project Directors to discuss best practices being implemented in TP3 programs.
January-March 2020	Surveys prepared for use with participants, executive coaches, and principal mentors in the spring 2020. Continue monitoring assistant principal and principal placements.
January 22, 2020	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

**TABLE 4. PROGRAM MILESTONES TO DATE**

Date	Activity
March 12, 2020	NCASLD presents to the Professional Educators Standards Committee an update on the progress of the five TP3 projects, which included providing comparative data and discussing emerging recommendations for scaling as the TP3 program as it enters the final year of the five-year transformation process.
March 19, 2020	NCASLD hosts a conference call to check on program adjustments due to pandemic closures of schools.
March-April 2020	GrantProse conducts survey for executive coaches
March-April 2020	GrantProse conducts surveys of mentor principal and TP3 participants who completed their program in the Spring 2020 semester
April 21, 2020	NCASLD hosts a virtual meeting providing the opportunity for NCSEAA to share information on the new forgivable loan requirements.
June-July 2020	Annual evaluation reports submitted by all six programs.
July 2020	GrantProse conducts interviews for LEA representatives.
July 31, 2020	GrantProse submitted the Year 4 annual evaluation report to NCASLD.

**TIER I EVALUATION: NCASLD*****Program Staffing***

NCASLD program staffing needs were determined based on the seven key areas of responsibility outlined in the Scope of Work in the NCASLD initial application to serve as administrator of the TP3 program. Throughout the 2019-20 year, NCASLD staffing for the TP3 program consisted of Dr. Shirley Prince, serving as the Program Director and committing approximately 52% of her time/effort to administering the project. Dr. Prince was contracted through the office of the North Carolina Association of School Administrators (NCASA). Others associated with NCASA who provided support to the project include Mrs. Tracy Story (approximately 54% time/effort) serving as the program coordinator, and Ms. Katherine Joyce and Ms. Katrina Harrell each contributing less than 5% time/effort during the 2019-20 year. Ms. Jamie Woodlief provided assistance in a part-time (16% of time/effort) capacity through December and then transitioned to a contractor role.

***Financial Accounting System***

NCASLD has provided GrantProse with invoices that NCASLD submits to NCSEAA for expenses associated with administering the TP3 program. Along with expenses associated with staff time/effort, NCASLD also incurred expenses for varied contracts, services, materials and supplies. **Table 5** summarizes NCASLD expenses for the 2018-19 and 2019-20 years, as reported by NCASLD to GrantProse.

**TABLE 5. NCASLD EXPENSES FOR 2018-19 AND 2019-20**

Expense Category	2018-19 *	2019-20 *
Contractor Services	\$295,113.65	\$288,219.79
Facilitator Services	\$34,118.74	\$36,817.50
Legal	\$4,993.95	\$350.00
Supplies	\$817.04	\$2,968.22
Travel	\$2,306.51	\$2,436.50
Venue	\$2,450.68	\$3,452.99
Catering	\$2,581.04	\$2,014.07
F&A	\$16,204.45	\$15,702.35
TOTAL	\$358,586.06	\$351,961.42

\* Note: NCASLD expenses noted in Table 5 for June of each year were projections submitted to NCSEAA mid-June.

In the 2016-17 year, TP3 Provider agencies submitted monthly invoices to NCASLD. Upon finding these invoices were sufficiently documented, NCASLD permitted the Provider agencies to submit quarterly invoices in the 2017-18 year. During 2017-18, GrantProse undertook a review of the Provider agencies' quarterly invoices and backup documentation to develop a more detailed understanding of how the Provider agencies were expending TP3 funds, referred to in this report as a 'secondary' budgetary analysis. GrantProse continued to support this function in the 2018-20 funding cycle. The backup documentation from Providers sometimes consists of hundreds of pages. Although the documentation is extensive, the information that GrantProse collects from this documentation is helpful to identify differences and unique features among the TP3 programs. Also, apparent errors or omissions in the Provider agency invoices that GrantProse noted were shared with NCASLD administrators, and NCASLD has worked with the Provider agencies throughout the 2019-20 year to correct any such errors.

### ***Program Oversight***

During the 2019-20 reporting period, NCASLD has undertaken key activities in the oversight of the TP3 program including: (a) Collecting and reporting program data from Provider agencies, (b) Providing technical assistance to Provider agencies, (c) Conducting a statewide Professional Learning Network, and (d) Evaluating Provider agencies for grant renewal. Each section below includes a description of these programmatic activities based upon NCASLD's monthly evaluation meetings and invoice reviews with GrantProse.

#### **A. Collect and report program data from grantee Provider agencies**

The results of the mid-year reports submitted by the Provider agencies are summarized in a separate report found in **Appendix L** of the Technical Report). Project Directors at the Provider agencies also participated in GrantProse interviews focused on implementation of best practices, and some findings of these interviews are discussed in the Provision of Program Leadership Report found in **Appendix I** of the Technical Report. And, the Provider agencies submitted annual reports in June 2020; the findings from these are included within this annual report.

#### **B. Provide technical assistance to grantee Provider agencies**

NCASLD provided ongoing technical assistance to the TP3 Provider agencies during this fourth funding year. This assistance was typically provided in phone calls and or email communications to individual members of the leadership teams at the each of the five Providers. Examples of this assistance include:

- Work with TP3 Providers to ensure budgets are reasonable, allowable, and allocable,
- Work with TP3 Providers to assist with financial submissions and questions regarding documentation,
- Communicate ongoing legislative changes affecting contracts and use of funds,
- Work with providers to clarify forgivable loan requirements,
- Address questions TP3 Providers raise regarding how carry-over funds may be used,
- Maintain an electronic reporting system to facilitate TP3 Providers' invoicing procedures,
- Resolve issues with providers and policy makers as to how state MSA funds can be accessed,
- Communicate expectations with grantees in regard to the number of TP3 participants, and
- Participate in meetings with the Principal Fellows Director, TP3 Commission, NC legislators, and NCSEAA regarding the merger of principal preparation programs, among other forms of technical assistance.



### C. Establish and convene a statewide Professional Learning Network

During 2019-20, NCASLD continued to hold Professional Learning Network meetings, which are summarized below. These included three in-person and one virtual meeting. An additional phone conference call was held to ensure that interns would be able to meet program requirements despite the statewide closure of schools. Further information is provided in **Appendix C** of the Technical Report.

- The goals of the August 27, 2019 meeting were to kick off the PLN work for 2019-20, review and discuss legislative updates, program expansion, and evaluation plans for the year, and provide opportunities for team-based work time and cross-team sharing to encourage collaboration, with focus on strengthening and differentiating the residency experience for individual students.
- The goals of the October 25, 2019 meeting included a discussion regarding issues related to the use of North Carolina's MSA funds, overview and discussion of the forgivable loan process and how it applies to TP3, and a discussion about the current TP3 RFP and the newly-combined NCPFP/TP3 Commission.
- The goals of the January 22, 2020, meeting included reflecting on lessons learned nationally and within North Carolina about best practices in transforming principal preparation and providing a forum for networking and connecting with peers engaged in this work.
- A phone conference call was held March 19, 2020 to review how programs and internships had been affected in light of the pandemic shutdown. All of the Project Directors reported that interns would be able to complete their internships and assignments despite the shutdown.
- A virtual PLN meeting was held on April 21, 2020, with the goal of enabling NCSEAA to share information on new forgivable loan requirements attached to North Carolina MSA funding.

**Table 6** provides results of the survey that PLN participants completed at the end of the August 27, 2019 and January 22, 2020 meetings, expressing their level of satisfaction with varied features of the program that day.

<b>TABLE 6. RATINGS GIVEN BY TP3 ATTENDEES AT PLN MEETINGS</b>			
<b>Survey Question (5-point Likert Scale)</b>	<b>Percentage Responding Agree + Strongly Agree to Question</b>		
	<b>8/27/2019 Mtg N = 9</b>	<b>10/25/2019 Mtg</b>	<b>1/22/2020 Mtg N = 14</b>
This PLN had clear objectives	100%	Because of the structure of the meeting, no evaluation form collected	92.9%
This PLN was relevant to my professional needs	100%		85.7%
This PLN was led by effective facilitators	100%		92.8%
This PLN was well structured	100%		92.9%
This PLN provided me with useful resources	100%		92.8%
This PLN was engaging	100%		85.8%
This PLN included adequate opportunities for participants to consider applications to their own professional practice	100%		92.8%
This PLN was of high quality overall	100%		92.9%

### D. Evaluate grantee(s) for grant renewal

The original five TP3 Provider institutions operating in the 2016-18 funding cycle were all recommended to continue operations in a second funding cycle for the 2018-20 period. All five programs recruited and selected a new cohort of participants for the 2018-20 period, implemented programs and graduated participants. The five programs will all receive funding for the 2020-21 fiscal year. The HPU, SREC, and UNCG programs will continue to receive funding under the auspices of NCASLD administrative leadership while NCSU and WCU will

receive funding administered by the TP3 Commission with the other programs transitioning to the Commission's administration in Fiscal Year 2021-22.

NCASLD and GrantProse continue to refine the 3-tier evaluation described in the previous section of this report.

### ***Recommendations***

NCASLD was further charged with making recommendations to agencies revising state guidelines for school leadership programs. Dr. Shirley Prince with NCASLD periodically informs members of relevant state committees and associations of developments in the TP3 program. In line with this responsibility, Dr. Prince made a formal presentation to the NC Professional Educator Preparation and Standards Commission (PEPSC) on March 12, 2020. GrantProse staff attended with Dr. Prince. See **Appendix S** in the Technical Report for a copy of the PowerPoint presentation Dr. Prince distributed at the meeting. Due to the developing COVID-19 pandemic, the meeting was held virtually with only the Commission Chair and recorder present in the room. Other members of the Commission called in.

Dr. Prince presented a number of recommendations for the Commission's consideration, bulleted here:

- Optimize the number of principal candidates served and assure a more consistent ROI by instituting a cap on cost-per-student and, similar to Federal grant programs, a cap on percentage of grant funds going toward covering institutional expenses.
- Optimize recruiting and selecting of the most qualified participants, by holding participant salaries harmless during their internship and paying the full cost of university tuition and fees.
- Provide additional TP3 funding to support a goal of preparing at least 200 principals each year and prioritize awarding future grants to underserved regions and highest need schools. (Would require roughly an additional \$7 million TP3 funds annually if ROI is optimized)
- TP3/Principal Fellows Commission should continue **ongoing oversight, support, and evaluation** of the TP3 funded programs and provide mid-year and annual reports to the SBE and Joint Legislative Education Oversight Committee.
- Continue to implement an **independent evaluation** of the program and **examination of long-term outcomes**.
- Study the **impact of the new "forgivable loan"** requirement for TP3 candidates, particularly regarding whether this could hinder recruiting the most qualified candidates.
- Consider revising the **current definition of high-needs schools and districts**. With the current definition, 80% of schools meet the definition of high-needs and 112 of the 115 LEA's meet the high-need district definition.
- Continue to **recruit minority candidates** to the TP3-funded programs and seek to **establish TP3-funded programs in minority-serving universities**.
- Continue **redesigning MSA programs** to incorporate more of the current TP3 program enhancement experiences.
- Provide support to low-wealth school districts and consortiums of low-wealth school districts to fund **district-driven principal pipeline initiatives**.



- Recruitment of rigorously selected future principals should begin in the districts with intentional identification and nurturing of proven educators with potential to be highly effective leaders of adults
- Initiatives could be modeled after the successful implementation of principal pipelines featured in the recent Rand study sponsored by the Wallace Foundation.

## TIER II EVALUATION: PROVIDER AGENCIES

GrantProse Tier II evaluation activities during 2019-20 are summarized in **Table 7** below and discussion of these evaluation activities follows.

TABLE 7. GRANTPROSE TIER II EVALUATION ACTIVITIES: 2019-20						
Evaluation Activity		TP3 Program				
		HPU	NCSU	SREC	UNCG	WCU
A. Program Observations		11/18/19 12/6/19	10/1/19 10/2/19	10/11/19 10/17/19	10/3/19 11/13/19	12/10/19
B. Surveys	2018-20 Program Participants	12/19 4/20-5/20	4/20-5/20	12/19 4/20-5/20	4/20-5/20	4/20-5/20
	2016-18 Program Participants	10/19-11/19	10/19-11/19	10/19-11/19	10/19-11/19	10/19-11/19
	Executive Coaches	4/20-5/20	4/20-5/20	4/20-5/20	4/20-5/20	4/20-5/20
	Principal Mentors	12/19 4/20-5/20	4/20-5/20	12/19 4/20-5/20	4/20-5/20	4/20-5/20
C. Interviews	Program Leaders	1/30/20	2/26/20	1/29/20	1/16/20	2/6/20
	LEA Representatives	7/20	7/20	7/20	7/20	7/20
D. Program Mid-Year Reports		1/10/20	1/21/20	12/19/19	1/20/20	1/14/20
E. Program Annual Reports		7/6/20	6/17/20	7/7/20	6/18/20	6/16/20
F. 2019-20 Secondary Budget Analyses		Ongoing with all TP3 programs				
G. Developments in the Research Design		Ongoing with all TP3 programs				

### A. Program Observations

During this reporting period, GrantProse staff contacted project directors and requested to observe LEA partner/TP3 program interactions. The goal of the observations was to document ways in which the TP3 programs engage LEA partners, such as partnership meetings and professional development opportunities. GrantProse staff members observed nine such activities in the fall, two meetings for four of the programs and one for the other program, as listed in **Table 8** below. See **Appendix K** of the Technical Report for the full report on these observations.

The TP3 programs engaged with LEA partners in a variety of small and large meetings. A range of topics were addressed including recruitment, common vision, mentor principal training, and intern support. LEA partners were represented by superintendents, central office staff, and mentor principals. The number of meeting participants ranged from 2 to 54. The observers noted that the meetings had clear purposes, including planning for new cohorts, regular communication, mentor training, celebrations, and providing feedback to the program. Activities during the meetings included TP3 leadership presentations, LEA partner presentations, and whole/small group discussion. Overall, the observations provided evidence of close collaboration and strong relationships between TP3 programs and LEA partners.

**TABLE 8. GRANTPROSE OBSERVATIONS OF TP3 PROGRAMS**

TP3 Program	Date	Activity Observed
HPU	11/18	District Partnership Meeting. Format: Face to face. Location: HPU Campus. Attendance: 15. Purpose: Planning meeting for new cohorts. Activities: presentation, small group discussion, and feedback.
	12/6	Culminating Activity. Format: Face to face. Location: HPU Campus. Attendance: 54. Purpose: Celebration of a cohort group completing the internship and program. Activities: Intern-led presentations and small group discussion.
NCSU	10/1	District Partnership Meeting. Format: Face to face. Location: NCSU Campus. Attendance: 17. Purpose: Update on activities within LEAs and at NCSU. Activities: Presentation and whole group discussion.
	10/2	District Partnership Meeting. Format: Face to face. Location: NCSU Campus. Attendance: 2. Purpose: Planning meeting with a specific LEA. Activities: Discussion and feedback.
SREC	10/11	Superintendents' Council Meeting. Format: Face to face and Virtual. Location: Moore County Schools. Attendance: 15. Purpose: Regular scheduled meeting. Activities: Presentation and whole group discussion.
	10/17	Mentor Principal Meeting. Format: Face to face. Location: Richmond County Schools. Attendance: 11. Purpose: Mentor training. Activities: presentation, small group discussion, and feedback.
UNCG	10/3	District Partnership Meeting. Format: Virtual. Attendance: 10. Purpose: Regular meeting. Activities: Presentation and whole group discussion.
	11/13	Mentor Principal Meeting. Format: Face to face. Location: UNCG Campus. Attendance: 14. Purpose: Mentor training. Activities: Presentation, small group discussion, and feedback.
WCU	12/10	Mentor Principal/District Liaison Meeting. Format: Face to face. Location: WCU Biltmore Town Square Campus. Attendance: 13. Purpose: Updates on Intern Activities, Mentor training and support, Planning for next cohort. Activities: Presentation and whole group discussion.

### **B. Surveys**

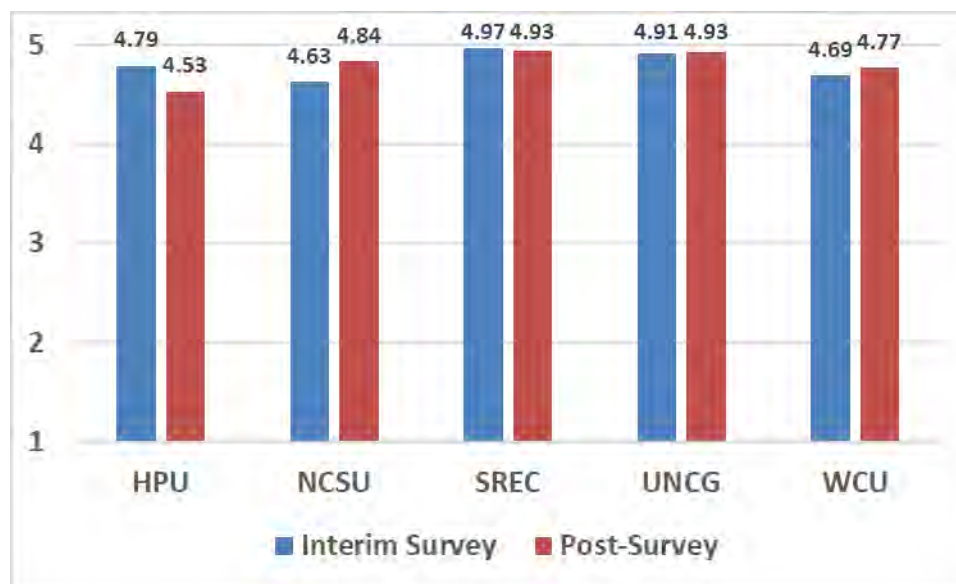
GrantProse conducted surveys with participants, executive coaches, and mentor principals during 2019-20. In addition, GrantProse conducted follow-up surveys with participants from the first funding cycle in Fall 2019.

#### **Participant Surveys**

TP3 participants in the second funding cycle for the 2018-20 performance period completed three surveys: 1) A pre-survey conducted in the Summer/Fall of 2018, 2) An interim survey conducted in the Spring 2019, and 3) A post-survey conducted in the Spring 2020. The surveys included pre-post measures of change on participants' self-reported commitment to becoming a principal, their self-reported knowledge and competency with the NC Standards for School Executives, and their self-reported confidence that they can be successful as a school administrator. Results on these pre-post measures for TP3 participants are discussed in Tier III of this report. The interim and post-surveys also provide two points in time when participants' perceptions of their cohort, university coursework, and executive coaching were measured as reported below. The post-survey, administered in Spring 2020, also included two open-ended questions measuring participants' perceptions of their TP3 program and two further open-ended questions addressing the effects of the COVID-19 pandemic on their experience. Further analysis of these results can be found in **Appendix M** of the Technical Report.

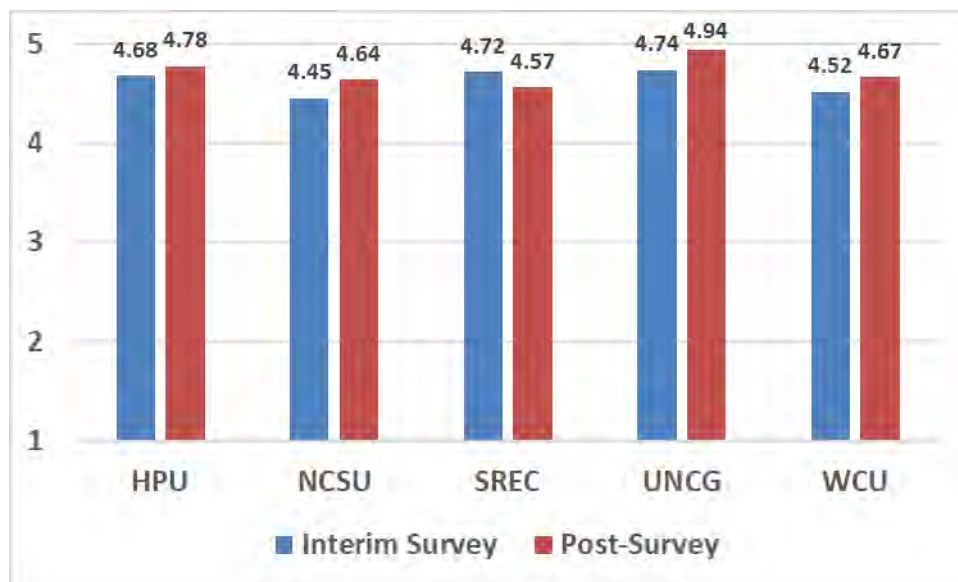
**Perceptions of the program’s cohort structure.** The anchors on this 4-item scale ranged from ‘Not at all true’ (1) to ‘Somewhat true’ (3) to ‘Very true’ (5). Responses at the high end (i.e., 4 or 5) suggested the respondent held a positive attitude towards best practices associated with their cohort structure (e.g., *My program cohort serves as a source of social and professional support*). **Figure 4** shows that respondents at all five programs held positive perceptions of their cohort structure with relatively small variation between the interim survey and the post-survey.

**FIGURE 4. Respondents’ Perceptions of Their Cohort Structure Averaged for 4 Items**



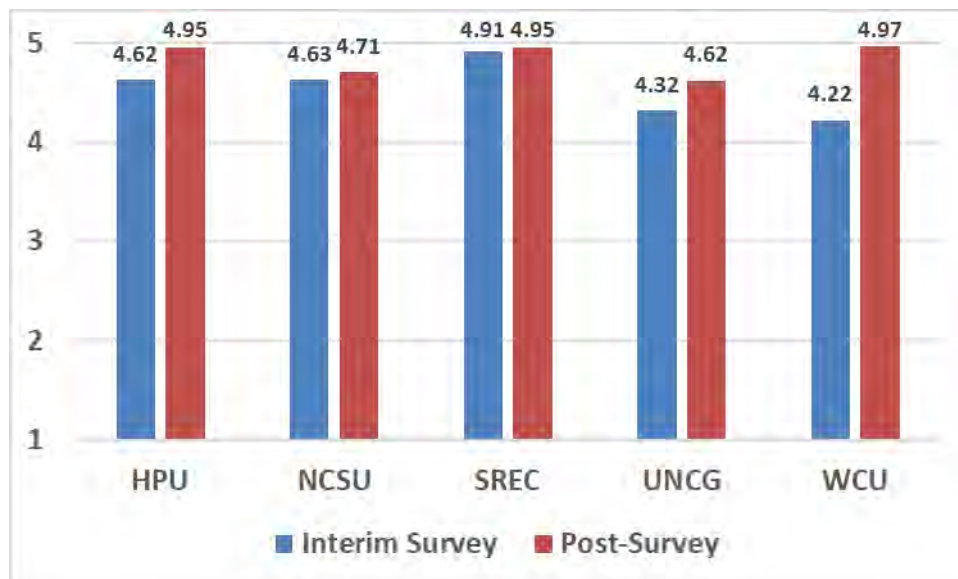
**Perceptions of the University Coursework.** The survey included eight Likert-scale items measuring attitudes towards the university coursework. The items were scored on a 5-point scale with 1 representing ‘Not at all true’ and 5 representing ‘Very true.’ Responses at the high end (i.e., 4 or 5) suggested the respondent held a positive attitude towards best practices associated with the conduct of their university coursework (e.g., *My coursework is comprehensive and provides a coherent learning experience*). Respondents’ scores on the eight items were totaled and averaged for each respondent to produce a scale score. **Figure 5** depicts the average of all respondents’ scale scores for each TP3 Provider and shows that respondents at the five programs held positive perceptions of their university coursework with small gains on the post survey at four of the institutions.

**FIGURE 5. RESPONDENTS' PERCEPTIONS OF THEIR UNIVERSITY COURSEWORK AVERAGED FOR 8 ITEMS**



**Perceptions of coaching supports.** The anchors on this 3-item scale ranged from ‘Not at all true’ (1) to ‘Somewhat true’ (3) to ‘Very true’ (5). Responses at the high end (i.e., 4 or 5) suggested the respondent held a positive attitude towards best practices associated with the coaching (e.g., *My leadership coach is an experienced educator with an understanding of and expertise in effective school practice*). **Figure 6** shows gains for all five programs between the interim survey and the post-survey with WCU showing the largest gain.

**FIGURE 6. RESPONDENTS' PERCEPTIONS OF THEIR COACHING SUPPORTS**



The post-survey also included four open-ended questions. Content analyses conducted with these questions identified common themes as described here.

*Q. Overall, what do you think the program does best to prepare you to become an effective principal?*

Of the 118 individuals completing post-surveys, 115 (97.5%) offered comments with 33 of these individuals noting the internship was a feature that best contributed to prepare them to become an effective principal. Authentic learning experiences (or similar phrases connoting the same meaning) were mentioned by at least 19 individuals while 17 individuals commented that their programs did a good job blending theory with practice. Many individuals identified multiple features of their programs that were strong, and other program features mentioned as strengths by multiple individuals include developing greater self-awareness (14 individuals), the coaches and coaching (12 individuals), the cohort model (11 individuals) and networking with other participants and professionals (9 individuals), and the faculty (9 individuals) and university courses (8 individuals).

*Q. Overall, what do you think the program could do to improve its ability to prepare effective principals?*

Of the 118 individuals completing post-surveys, 28 (23.7%) offered no comment to this question or indicated that they found the program to be satisfactory as it was. Example comments include:

- *My training has been phenomenal. I would not change anything. (HPU)*
- *This program is amazing! (NCSU)*
- *The program gives us the best on the job training with real life learning situations. (SREC)*
- *I cannot think of anything. (UNCG)*
- *Overall, there are no other things for the program to improve upon. (WCU)*

Sixteen individuals made suggestions involving increasing practice and practical experience. Fifteen individuals, all at HPU or SREC where most internships were only five months, suggested that internships should be longer, in most cases for a year. Other interns made suggestions specific to their programs.

*Q. In light of COVID-19 and schools being closed across the state, how did the internship experience change?*

This question only appeared on the Spring 2020 post-survey; 80 (67.8%) of the 118 respondents commented on the question. No respondents with SREC commented and only half of the HPU respondents commented; however, those individuals at HPU and SREC who did not comment had completed their internship before schools were cancelled due to COVID-19. Among those commenting, most indicated that the pandemic altered their internship experience but typically in a manner that had positive or beneficial impact on their internship experience as well as negative impacts such as missing the face-to-face relations they had with other participants, their faculty, and school staff. Individuals noted that they were freed from some responsibilities such as student discipline, testing, bus and lunch duty, and/or internship projects they had started, and this in turn created more opportunity to participate in varied meetings and/or assume different leadership roles. One benefit that was often mentioned by the respondents is that they became more accomplished with online technologies and/or found themselves assisting school staff to develop online skills to conduct remote learning.

*Q. In light of COVID-19, how did the relationship between you and your program change?*

This question only appeared on the post-survey and 77 (65.3%) of the 118 respondents commented on the question. Most respondents commented that there was not significant change to their program other than classes going online and gatherings such as extra-curricular trips being cancelled. On the whole, the respondents were complimentary towards their program leaders, professors and coaches, saying that these individuals stayed in frequent contact and showed caring and concern for their well-being. A few respondents indicated that the quality of their online experiences sometimes suffered due to cancellations or instructors not being well-versed with the

online technology. And, many of the respondents mentioned missing the face-to-face, in-person relations that they had established with their cohort members, professors and program leaders.

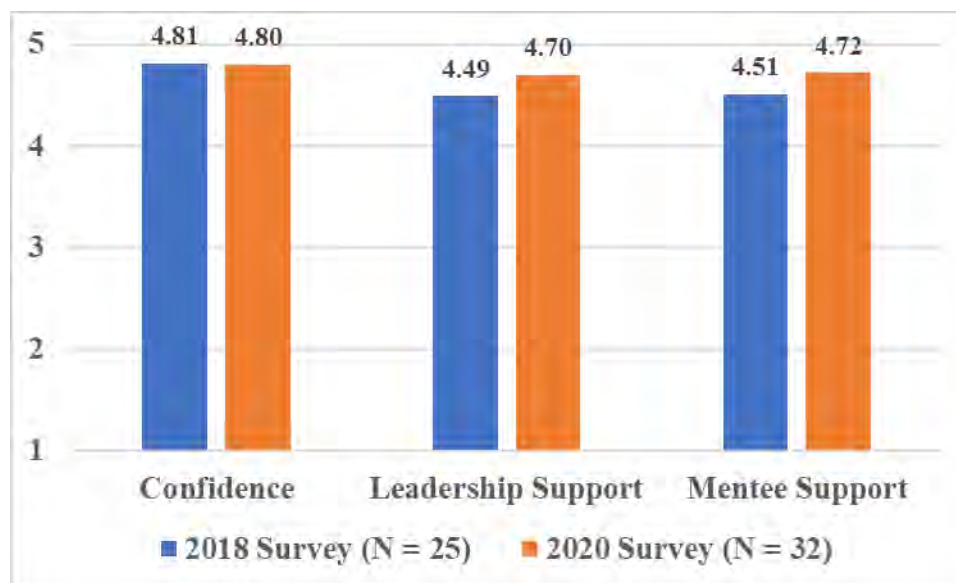
Additional information from these surveys is reported in the Tier III Evaluation Section of this report in the discussion of outcomes. See **Appendix M** in the Technical Report for the full report on these surveys.

### Executive Coach Survey

Executive coaches supporting the TP3 participants in the 2018-20 performance period were surveyed in April 2020, with 39 coaches and assorted others being surveyed among the five TP3 provider agencies. An earlier survey was conducted with Executive Coaches supporting participants in the 2016-18 performance period. Thirty-two (32) of 39 individuals surveyed completed the April 2020 survey for an overall 82.1% response rate. Surveys were completed by individuals with all five programs. The survey results are not disaggregated by program in this report due to three of the programs having less than five coaches. All of the respondents reported that they had more than ten years of experience as a school leader (e.g. principal, assistant principal, superintendent).

Likert-scale items on the survey were constructed for four scales. One scale titled **Personal Confidence** with eight items, asked respondents to indicate their level of confidence serving in the role of a coach. A second scale titled **TP3 Leadership Support** with 12 items, asked respondents to describe their perceptions of the support they received from TP3 program leaders. A third scale titled **TP3 Mentee Support** with nine items, asked respondents to describe their perceptions of TP3 program support being provided to the principal candidates. Likert anchors on these three scales ranged along a 5-point continuum (Strongly Disagree to Strongly Agree). **Figure 7** below shows the average for each scale in each funding cycle. A fourth scale titled **Overall Satisfaction** with three items, asked the respondents to rate their overall satisfaction with the program leaders, their mentees, and their ability to provide a high-quality mentoring experience. Anchors on the Satisfaction scale ranged along a 7-point continuum (Very Dissatisfied to Very Satisfied), with the higher point values on each scale reflecting more positive perceptions towards the program, its leaders, and the mentees. The overall average on this scale was 6.57 in 2018 and 6.76 in 2020.

**FIGURE 7. SURVEY RESULTS WITH EXECUTIVE COACHES: BOTH FUNDING CYCLES**





Further results from these surveys can be found in **Appendix O** of the Technical Report.

### Mentor Principal Survey

An online survey of the school principals (Principal Mentors) who mentored the TP3 participants during their internship was conducted with the Principal Mentors for participants in the 2018-20 funding cycle. The survey was released in two stages—December 2019 for HPU and SREC participants completing their internships at the end of the Fall 2019-20 semester and again in April 2020 for HPU, NCSU, UNCG and WCU participants completing their internships at the end of the Spring 2019-20 semester. An earlier survey was conducted with Principal Mentors supporting participants in the 2016-18 funding cycle.<sup>15</sup> Likert-scale items constituted four scales: 1) Collaboration with Program Leaders - measuring the relationship with and support provided by the TP3 program leaders, 2) On Being a Mentor - measuring confidence in their ability to support mentees, 3) About My Mentee - measuring mentee performance on the NC Standards for School Executives, and 4) Overall Satisfaction. Likert anchors on the first three scales ranged along a 5-point continuum (e.g., Strongly Disagree to Strongly Agree) and anchors on the Overall Satisfaction scale ranged along a 7-point continuum (Very Dissatisfied to Very Satisfied), with the higher point values on each scale reflecting more positive perceptions towards the program, its leaders, and the mentees. **Table 9** shows the results of these surveys for each funding cycle. Overall, these survey responses indicate high levels of collaboration, confidence in mentoring, mentee performance, and overall satisfaction with TP3 programs. Further details of these surveys can be found in **Appendix P** of the Technical Report.

TABLE 9. SURVEY RESULTS WITH PRINCIPAL MENTORS: BOTH FUNDING CYCLES						
TP3 program	Year of Survey	Number of Respondents	Average of Collaboration with TP3 program Leaders	Average of On Being a Mentor	Average of About My Mentee	Average of Overall Satisfaction with Program
HPU	2018	19	4.50	4.67	4.55	6.98
	2020	26	4.48	4.56	4.23	6.57
NCSU	2018 *	14	4.41	4.69	4.29	6.66
	2020	12	4.19	4.67	4.46	6.58
SREC	2018	14	4.42	4.58	4.41	6.62
	2020	6	4.44	4.70	4.56	6.67
UNCG	2018	12	4.34	4.55	4.52	6.78
	2020	20	4.56	4.62	4.42	6.80
WCU	2018	5	4.36	4.56	4.33	6.53
	2020	11	4.58	4.61	4.47	6.61
TOTAL	2018	64	4.42	4.62	4.45	6.76
	2020	75	4.47	4.61	4.38	6.65

\* Note: Survey results for NCSU in 2018 are combined for its two programs: DPLA and NCLA.

### Funding Cycle I Participants

GrantProse distributed a follow-up survey by email to 120 participants in the 2016-18 funding cycle in the fall of 2019. For these individuals, the survey came 12 to 18 months after they had completed their TP3 program. At the time the survey was closed, 55 (45.8%) of the 120 individuals surveyed consented to participate and completed at least one item with participants from all five programs represented among the respondents. The 55 respondents

<sup>15</sup> See Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Principal Mentors Survey Results: 2017-18*. Garner, NC: GrantProse, Inc.



represented at least 30 different school districts. Forty-three (78.2%) of respondents reported they were serving in a principal or assistant principal (P/AP) position at the time of the survey. Relative to serving in a P/AP position, respondents to the follow-up survey appear to be generally representative of those from the entire group of 120. The 43 individuals in P/AP positions reported they had held such positions for varied amounts of time—3 individuals reported holding P/AP positions for 3 or more years, 14 individuals for 2-3 years, 15 individuals for 1-2 years, and 9 individuals for less than a year.

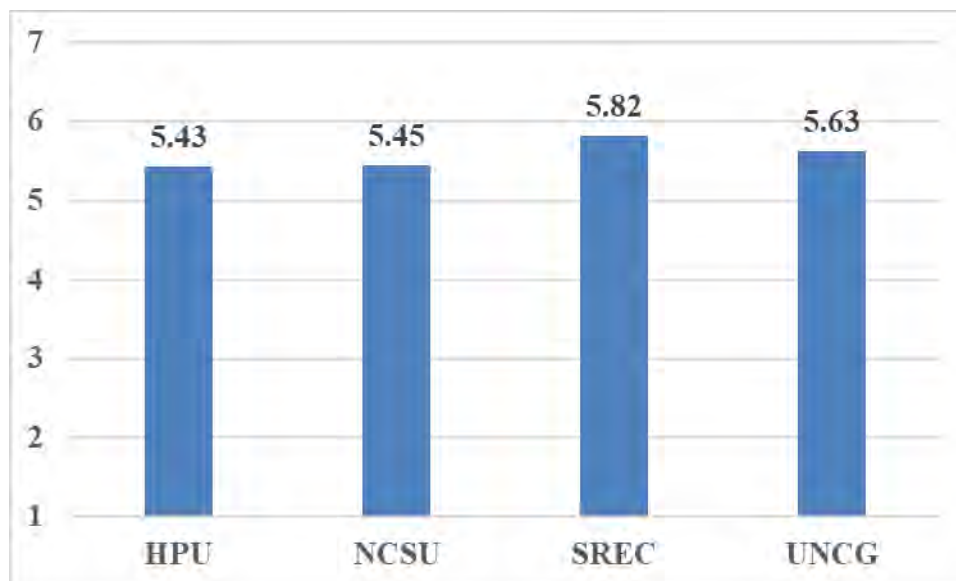
The survey consisted of a number of Likert-scale items, fixed choice items, and open-ended items. Two of the Likert items addressed questions of commitment to and confidence with being a principal or assistant principal.

*Q: At this time, how committed are you to being a principal/assistant principal?* All 55 participants answered this question and the average rating was 6.35 on a 7-point Likert scale ranging from “Not at all committed” to “Extremely committed,” suggesting a high degree of commitment in the group. Thirty-eight (38) individuals rated this question a 7.

*Q. At this time, how confident are you that you can be successful as a principal/assistant principal?* Fifty-two (52) individuals answered this question and the average rating was 5.87 on a 7-point scale ranging from “Not at all confident” to “Very confident.” Fifteen (15) individuals rated this question a 7.

Another set of Likert items scored along a 1-7 scale ranging from “Not at all knowledgeable/competent” to “Extremely knowledgeable/competent” were designed to collect information on respondents’ perceptions towards the eight standards of executive leadership among school administrators. When an average score is calculated for all 22 Likert items on the eight Executive Standards scales, SREC posted the highest average among the four TP3 Providers, as indicated in **Figure 8**.<sup>16</sup>

**FIGURE 8. AVERAGE SCORE FOR ALL EXECUTIVE STANDARDS SCALES**



The survey included a number of other items about features of their preparation programs and experiences. Generally, the respondents were positive about their programs—both those presently serving in P/AP positions

<sup>16</sup> The average score for WCU is not reported due to their having fewer than five respondents.

and those not in such positions. Please see **Appendix H** in the Technical Report for additional findings from this follow-up survey with Funding Cycle I participants.

### C. Interviews

During the 2019-20 year, GrantProse staff conducted interviews with TP3 Project Directors overseeing the TP3 program and with LEA Representatives of the partnering LEAs for each program. Summaries findings from the interviews are reported below.

**Project Directors Interviews.** Interviews were conducted with Project Directors at the five TP3 programs and others involved in leadership roles. The interviews included from one to seven members of the leadership team at each program. The interview protocol included questions designed to aid in understanding implementation of the set of best practices which GrantProse has previously described. Please see **Appendix I** in the Technical Report for the GrantProse report on Program Leadership based on these interviews with TP3 Project Directors. Subsequent reports analyzing different programs' implementation of best practices are scheduled for release during 2020-21.

**LEA Representative Interviews.** During the month of June 2020, GrantProse conducted telephone interviews with LEA representatives that the TP3 Project Directors identified as their main point of contact during the 2018-20 funding cycle. The Project Directors identified 45 representatives and 34 responded to the GrantProse request for an interview, with 31 (68.9%) of the 45 representatives agreeing to be interviewed. This represented 34 partnerships with TP3 programs as three of the responding LEAs have partnerships with more than one TP3 program. Among the 31 representatives interviewed, there were 5 school district superintendents, 12 associate/assistant/area superintendents, 11 chiefs/executive directors/directors of varied departments (e.g., Human Resources, Academics and Student Support Services, Curriculum Support, etc.), 2 principals, and 1 other, indicating respondents were generally highly placed in the LEA organization. **Table 10** indicates the number and percentage of LEA representatives who were interviewed for each TP3 program.

<b>TABLE 10. LEA REPRESENTATIVES PARTICIPATING IN THE 2018-20 FUNDING CYCLE</b>						
<b>Variable</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
Number of LEA Reps Identified	12	6	12	10	8	45
Number of LEA Reps Interviewed	7	5	8	8	6	34
% Interviewed	58.3%	83.3%	66.7%	80.0%	75.0%	68.9%

One of the interview questions asked the respondents to *Please rate on a 1 to 5 scale (1=Not very closely at all, 5=Very closely) how closely does this program collaborate with your district?* The average rating for the 30 of 31 individuals responding to this question was 4.74, suggesting they perceived a high degree of collaboration between the TP3 program and their school district. Another of the interview questions asked respondents to *Please rate your overall satisfaction with the TP3 program on a 1 to 5 scale (1=Not at all satisfied, 5=Very satisfied).* The average rating for the 31 of 31 individuals responding to this question was 4.78, suggesting they were quite satisfied with the program and, by extension, with individuals they may have hired in Principal or Assistant Principal positions. There was only one instance of an individual giving either of these questions a rating less than 4.

In their response to the interview open-ended questions, the LEA representatives made many comments that were complementary of the program. Example comments include:

- *All three [assistant principal] placements are doing great jobs and are on their way to being principals....So, you know, they've produced some quality folks for us. (HPU)*

- *I can definitely speak in relation to our most current individual. He has truly developed, and we can see that sense of development of him being a future leader and, at some point, running the school on his own with his tenacity. (NCSU)*
- *Well, just that we've had some great administrators come out of the program. I feel like they do a great job with training. They expose them to a—such a well-rounded experience. (SREC)*
- *Well, we have three assistant principals now who—well, we have four who completed the program, and three are serving in assistant principal roles very successfully. (UNCG)*
- *...since the program has started, all of the TP3 participants from [redacted] County hold an administrative position in the district somewhere, either as a director, as an assistant principal, or as a principal. (WCU)*

At the time of this report to the NCSEAA, GrantProse is preparing a report with the complete findings from the interviews with the LEA representatives.

#### **D. Program Mid-Year Reports**

Each of the Provider agencies was asked to complete a mid-year report on activities and accomplishments undertaken with state funds during the reporting period of July 1, 2019 through December 31, 2019. Provider agencies were asked to update information on funds expended, program goals and expectations, program participant progress toward degrees/licensure, program challenges and successes, and future plans. The full GrantProse report of the mid-year reports is provided in **Appendix L** of the Technical Report.

Language in the authorizing legislation related to the key activity of participant recruitment found in NC S. Law 2015-241 at Section 11.9.f (Item 2a) indicates programs will implement “a proactive, aggressive, and intentional recruitment strategy.” All five programs implemented active recruitment and selection strategies with high levels of LEA involvement for their 2018-20 cohorts as reported on in the 2019 Annual Report.<sup>17</sup> The recruitment and selection strategies utilized resulted in full enrollment. **Table 11** provides information on the number of program participants who enrolled in each program. The five programs initially selected a total of 128 participants for the second funding cycle, which is 8 more than the 120 participants the programs enrolled in the first funding cycle. By June 2020, 124 of these individuals had completed their programs, two individuals remain enrolled, and two individuals withdrew from their programs. Additionally, SREC enrolled 13 individuals into Cohort V, scheduled to complete in December 2020.

<b>TABLE 11. ENROLLMENT BY TP3 PROGRAM</b>						
<b>Funding Cycle</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
2016-18	30	34	26	20	10	120
2018-20	33	34	39	22	13	141
Total	63	68	65	42	23	261

Information on the overall racial and ethnic demographics of the initially selected program participants is presented in **Table 12**. Participants across the five programs in the 2018-19 funding cycle are predominantly female (67.3%) and white (73.8%). While the 67.3% of females in this second funding cycle is similar to the 66.4% in the 2016-18 funding cycle, the 73.8% of whites in this second funding cycle is almost 10 percentage points higher than the 64.2% in the first funding cycle. While these demographics do not provide comparable representation of minorities relative to North Carolina's student population, in comparison to North Carolina's

<sup>17</sup> Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

teacher population, which is 80.1% white, the programs are having modest success with recruiting minority candidates.

**TABLE 12. AGGREGATED RACIAL/ETHNIC DEMOGRAPHICS OF THE SELECTED PROGRAM PARTICIPANTS.**

Racial Categories	Ethnic Categories				
	Hispanic or Latin(x)		Not Hispanic or Latin(x)		TOTAL
	Female	Male	Female	Male	
American Indian/Alaska Native				1	1
Asian				2	2
Native Hawaiian or Other Pacific Islander					
Black or African American			24	7	31
White	1	1	65	24	91
More than One Race					
Unknown/Not reported			2	1	3
TOTAL	1	1	91	35	128

The legislation also emphasizes that TP3 programs should have “*A proposed focus on and, if applicable, a record of serving high-need schools, high-need local school administrative units...*” with the definition of a high need LEA being a school district in which the ‘majority’ of the schools in the district meet the high need definition specified for individual schools. The determination of whether a school meets the legislative criterion of high need and whether an LEA has a majority of its schools meeting these criteria hinges chiefly on how the word ‘identified’ is interpreted in the following clause of the legislative definition: *Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.* Schools may participate in the Title I program in a number of different models, two of which are school-wide programs and targeted assistance programs. The major difference between the two models is that school-wide programs could impact any of the students at the school regardless of their poverty status, while targeted assistance programs only impact a select few students at the school.

Without specific guidance on how to interpret the word ‘identified’ GrantProse adopted a liberal interpretation of this word to include all schools participating in either school-wide or targeted assistance programs, as indicated in the most current dataset available at the North Carolina Department of Public Instruction. While this approach has an advantage of ensuring that all possible candidate schools for high need status are identified, it has a disadvantage in possibly identifying too many schools as high need. Following the GrantProse approach, 81.4% of the schools in the state meet one or more of the four legislative criteria. Please see **Appendix R** in the Technical Report for a report describing how GrantProse determined the number of schools meeting the legislative criteria in 2019-20. This report concludes with a recommendation that in light of the high stakes expectation that TP3 program graduates’ forgivable loans may be forgiven at different rates depending on the high needs status of the school where they take a principal or assistant principal position, NCSEAA and the TP3 Commission should clarify the interpretation of the criteria defining high need schools.

To address NC S. Law 2015-241, Section 11.9.f (Item 2i), programs should include “*a process for continuous review and program improvement based on feedback from partnering local school administrative units and data from program completers, including student achievement data*”. In addressing Section 11.9f (Item 2j), programs should establish relationship and feedback loops “*...with affiliated local school administrative units that is used to inform and improve programmatic elements from year to year based on units’ needs*”. The TP3 programs use

multiple formal and informal data from varied sources to identify and implement program improvements. For further information on LEA partner feedback for each TP3 program, please see the GrantProse 2019 Annual Report to the NCSEAA.

As part of the mid-year report, programs were asked to describe any unexpected barriers or challenges encountered to date, as well as strategies for overcoming them. This information is presented in **Table 13** below.

<b>TABLE 13. UNEXPECTED BARRIERS OR CHALLENGES</b>		
<b>Program</b>	<b>Barriers/Challenges</b>	<b>Strategies for Overcoming</b>
<i>HPU</i>	There are shifts in superintendencies which require additional communications. Districts have more difficulty in recruiting because fewer individuals are seeking positions in school administration. Without increased funding in the face of higher tuition costs, it is not possible to maintain the same number of candidates in the program without decreases in programmatic areas.	The expansion of the five-month internship into a full year internship seems to have helped as interest numbers have been higher as we recruit for the next cohort.
<i>NCSU</i>	<ol style="list-style-type: none"> <li>1. Ensuring that each Principal Resident has an effective mentor principal experience.</li> <li>2. Change of pace, size as well as complexity of comprehensive high schools for Principal Residents who formerly served in elementary and middle schools.</li> <li>3. Life -pregnancies, health and career moves of both students and mentor principals</li> </ol>	<ol style="list-style-type: none"> <li>1a. Having one-on-one meetings with mentor principal to discuss progress and experiences of Principal Resident.</li> <li>1b. A network for mentor principal support (peer/across districts).</li> <li>2a. Create a quick guide for completing residency at a different school level with common transitional aspects to be aware of that can be given to fellows during their summer session.</li> <li>3a. Be understanding, supportive and patient. Change is inevitable.</li> </ol>
<i>SREC</i>	Our greatest difficulty right now is providing a full internship program in only 5 months. We look forward to the possibility of a 10 month full -time internship.	Applied for MSA funding for next funding cycle.
<i>UNCG</i>	Throughout the two PPEERS cohorts, we have encountered various challenges that we have worked to overcome. Recently, a challenge has been the turnover of DPPs (District Point Persons). There is always turnover in districts, and that includes turnover of DPPs at times.	We have worked to orient and induct new DPPs into the PPEERS program through visits, phone calls, WebEx, and revisiting our conceptual framework at the beginning of each DPP meeting. Superintendents also assist in the transitioning of new DPPs and – when possible – the outgoing DPP helps as well.
<i>WCU</i>	There are no challenges to report for this period.	<p>The following paragraph discusses earlier challenges that have since been mitigated: Unanticipated Financial Challenges</p> <p>After receiving proposal approval and funding in year one (2016-2017), we learned that our intentions for executing the grant did not match those of the grant administrator (NCASLD). Although we had planned for part-time administrative internships, we were asked to implement full-time, fully released administrative internships. Our budget (significantly smaller than other grantees) did not support the provision of full-time, fully released internships. We were instructed to find a way to pay for full-time, fully released internships or have</p>

**TABLE 13. UNEXPECTED BARRIERS OR CHALLENGES**

Program	Barriers/Challenges	Strategies for Overcoming
		<p>the grant funds revoked. A grant budget increase was not provided and, at the time, we were not aware of the MSA Internship funding source that other programs were using to support their students' released internships. (We learned of that funding through our collaboration with other TP3 grantees two years after this situation occurred.) Full-tuition scholarships had already been provided to students so we decided to find a solution. We found funding by significantly changing our original budget (using nearly all of the funds to support fully released internships and paid tuition scholarships) and reaching out to the partnering districts for whatever financial assistance they could provide. Fortunately, our strong and trusting relationships with district partners allowed for student placement in either 5 or 10 month, fully-released internships. Going into budget renewal for years 3 and 4, we requested and received substantially more funding to support more students, the fully-released internships, and the other innovative components we were forced to cut from our original proposal. Unfortunately, the unanticipated financial challenge in years 1 and 2 kept us from implementing several innovative practices until recently (years 3 and 4). As a result, we are just beginning to see the positive outcomes/data associated with those practices. (See list below.)</p> <ul style="list-style-type: none"> <li>• Doctoral-level course work that increases leadership capacity for equitable educational practices and student outcomes</li> <li>• Professional Development Experiences (Equity Systems Change/ICS for Equity; Course Guest Speakers/Experts: Attorneys Campbell-Shatley, PLLC and experts on mental health issues/response, homelessness, foster-care, and immigrant youth and families)</li> <li>• Curated conference learning experience focusing on leadership for equity (UCEA and AERA) and the students' Change/Improvement Projects</li> <li>• Collaborative Internship Coaching Model focusing upon leadership interpersonal skill development/social-emotional learning</li> </ul>

### ***E. Program Annual Reports***

As of June 2020, 242 (97.6%) of the 248 initially selected TP3 program participants across both funding cycles were reported to have completed their program requirements, as shown in **Table 14**.

**TABLE 14. COMPLETERS TO DATE BY PROGRAM**

HPU	NCSU	SREC	UNCG	WCU	TOTAL
<b>2016-18 Funding Cycle</b>					
30	33	26	19	10	<b>118</b>
<b>2018-20 Funding Cycle</b>					
33	33	24	22	12	<b>124</b>
<b>Total for Both Funding Cycles</b>					
<b>63</b>	<b>66</b>	<b>50</b>	<b>41</b>	<b>22</b>	<b>242</b>



The TP3 programs' courses, specialized trainings, and clinical internships provide multiple opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders. The courses and specialized trainings incorporate project-based learning methods, authentic learning experiences, and fieldwork. In several of the programs, participants reflect on what they learned during field experiences by creating digital artifacts or presenting the information to faculty or executive coaches. The programs also provide multiple opportunities for participants to learn from exposure to diverse settings and varied situations. **Table 26** in the Tier III Evaluation Section presents a summary of credit hours earned by participants by June 2020.

In order to address NC Session Law 2015-241, Section 11.9.f (Item 2e), programs are to implement *"full-time clinical practice of at least five months in duration in an authentic setting, including substantial leadership responsibilities where candidates are evaluated on leadership skills and effect on student outcomes as part of program completion."* All of the programs have arranged to conduct a full-time internship with supervision by both university and field-based supervisors for at least five months, and in some cases, one academic year. In addition, programs must address Section 11.9.f (Item 2h) by *"evaluation of school leader candidates during and at the end of the clinical practice based on the North Carolina School Executive Evaluation Rubric"*. All programs conduct multiple evaluations of program participants' leadership skills, both formative and summative, during the participants' full-time internships. To address NC Session Law 2015-241, Section 11.9.f (Item 2f), programs must provide *"multiple opportunities for school leader candidates to be observed and coached by program faculty and staff."* All five programs meet these requirements with a site-based principal mentor, faculty internship supervision, and additional leadership coaching independent of the host school district.

To address NC Session Law 2015-241, Section 11.9.f (Item 2g), authentic partnerships between LEAs and preparation programs are to provide *"clear expectations for and firm commitment from school leaders who will oversee the clinical practice of candidates."* The TP3 programs consistently engage practitioners in program planning, development, content, fieldwork, and quality internships. The programs conduct frequent and ongoing formal and informal meetings with LEA partners and actively seek feedback on recruiting/selecting program participants and strengthening program focus and content. The majority of the programs have formal Memoranda of Understanding with partner LEAs that include detailed descriptions of responsibilities and expectations for partnerships, designated contacts for program involvement, and expectations for continuous communication.

To address Section 11.9f (Item 2j), programs should establish relationship and feedback loops *"...with affiliated local school administrative units that is used to inform and improve programmatic elements from year to year based on units' needs."* The TP3 programs used formal and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements. The programs' principal mentors and coaches also provided regular feedback regarding training and support received. **Table 15** describes continuous improvement evaluation activities and modifications based on feedback reported by the TP3 Provider agencies.

**TABLE 15. MODIFICATIONS MADE BASED ON CONTINUOUS IMPROVEMENT PLANNING ACTIVITIES OF PROVIDER AGENCIES**

TP3 Program	Modifications
HPU	We have continued to update seminar offerings and improve course content based on candidates' feedback. For example, we added topics such as Standards and Equity, SEL for Teachers, SEL for Students, Title I Budgeting, and Marketing Your School, among others.
NCSU	<ul style="list-style-type: none"> <li>• We created a committee that was tasked to improve how we receive on-going feedback from students for the purpose of continuous improvement. We have strategically restructured the way we solicit feedback, the platform used to compile the data, and the process for analyzing the data that maintains an optimal feedback loop. Hired a superintendent liaison/coordinator (who is also the coaching coordinator), Bill Harrison. Changed some of the program sequence.</li> <li>• Refocused our regular check-in meetings to coordinate and streamline our activities with our students. For example - instructors coordinating their teaching more to reinforce previously learned material.</li> <li>• In response to the Covid-19 crisis and accompanying university and PreK-12 school closures, we moved all trainings, courses and interactions to a virtual format.</li> </ul>
SREC	The pandemic has impacted our recruitment schedule for Cohort 6 but we have made progress. It was slower than we had planned because of changes for the LEAs. We are back on track now and will begin seeking the next cohort in September.
UNCG	<p><b>Recruitment</b> In addition to holding one information session in each of our partner districts, each of which was co-facilitated by current PPEERS interns, alumni, and district leaders (and sometimes members of the PPEERS leadership team), we also held two online information sessions. Both were well-attended, and a number of the attendees ultimately applied to the program. We will definitely continue this practice in the future.</p> <p><b>Selection</b> We have a strong two-stage selection process for new cohort members. This year, we developed a new performance task (simulation) to include in our Interview Day to replace panel interviews, which tend not to yield very rich data about candidates beyond other sources (e.g., Stage 1 information, written application). The simulation is based on an authentic situation that one of our interns and her Mentor Principal experienced this school year. While we ultimately chose not to use this simulation for Interview Day, due to the fact that we had to move Interview Day to an online platform and thus tried to reduce new variables in the process, we look forward to using the simulation with our new cohort during one of their Performance Learning Days (day in the life of a new principal simulations). More broadly, this new simulation exemplifies our ongoing efforts to create authentic, meaningful simulations through which our participants can develop leadership skills in an environment where it is safe to <i>fail forward</i>.</p> <p><b>Leadership Coaching</b> We have worked to strengthen our Leadership Coaching component in PPEERS 2 in three ways: 1) We had coaches begin to work with our cohort during Year 1 of the program to establish relational trust and build connections. This helped coaches hit the ground running with interns from their first official coaching session in August, 2019. 2) Coaches meet on-site with interns twice monthly. During PPEERS 1, coaches met on-site once monthly and had a second coaching contact per month via phone or distance technology. 3) Our PPEERS leadership team meets monthly with coaches for the following purposes:</p> <ul style="list-style-type: none"> <li>○ <b>Catch up and plan ahead</b> (with what is happening with interns, coursework, coaching sessions, etc.)</li> <li>○ <b>Identify &amp; address</b> (any concerns/needs)</li> <li>○ <b>Same page, one voice</b> (ensure we're on the same page and speaking with one, consistent voice)</li> </ul> <p><b>Curriculum and Instruction</b> The curriculum for our courses is vertically and horizontally aligned such that the content builds upon previous content throughout the program, and we work together to ensure that there are neither gaps nor undue overlap across courses. Additionally, instructors work in conjunction with one another to connect course content across courses.</p>



**TABLE 15. MODIFICATIONS MADE BASED ON CONTINUOUS IMPROVEMENT PLANNING ACTIVITIES OF PROVIDER AGENCIES**

TP3 Program	Modifications
	Instructionally, we use research-based pedagogy for leadership preparation, including case studies, simulations, and fieldwork. We also include a practitioner element within each course, through the instructor of record, guest instructor, or panel of practitioners. These approaches ensure a strong praxis of theory and practice.
WCU	We are working closer with partnering districts to identify their strongest aspiring leaders. We have provided them with some research support for strong leadership qualities/characteristics and a recommended process for identifying (“tapping”) potential scholars for this program. We have also looked at the candidates who self-selected to be in the NCSEL program (through application review) and alerted district office liaisons to these individuals as potential scholars for this program. We have found that district leaders are not always aware of their aspiring leaders in their pipelines and reliance on principals for recommendations may be limiting.

Project Directors were also asked to describe any unexpected barriers or challenges the program had encountered in the most recent reporting period, as well as strategies for overcoming them, including adjustments, if any, made due to COVID-19. **Table 16** presents the responses provided by the Project Directors.

**TABLE 16. CHALLENGES/ADJUSTMENTS INCLUDING THOSE DUE TO COVID-19**

TP3 Program	Challenges and Adjustments
HPU	COVID-19 forced internships to follow the protocol of the district, with interns working to monitor and support students and teachers virtually, in addition to working in an empty school to handle tasks as well. In complying with the “stay home” order, we moved our seminars to virtual sessions as well as our final Assessment Day for Cohorts V and VI. All travel for the Academy Director for conference presentations could not occur. Our final culminating event and graduation were also canceled.
NCSU	<ul style="list-style-type: none"> <li>• An unexpected barrier was that due to COVID-19 crisis, we had to cancel travel to two conferences with our students this spring – one national conference and one state conference. We provided online learning experiences/conferences instead.</li> <li>• As a response to COVID-19, coaches and cohort directors intensified support for both the principal resident and their mentor principal. We served as thought partners and resource providers during this unprecedented time. We leveraged Zoom meetings as a way to remain connected and made a weekly 1:1 check-in schedule available to check on each fellow’s social, emotions, academic, and professional well-being. We made ourselves accessible at all time. Additionally, we provided career coaching and virtual practice as they conducted job searches and interviewed using new web-platforms. We worked with them intensively in preparation prior to the interviews and then reflected with them after interviews. This led to the acceptance of job offers and successful transitions into their new roles. One strategy that we put in place is helping the Fellows develop their 90-day plan once they have accepted a job. This has been well received and greatly appreciated by hiring principals. It has also helped the fellow translate their learning from the program into action. We used many of the activities they completed during their time with us into their plans. During this unprecedented time, the Fellows needed help figuring out where to start considering that there is so much uncertainty about the 2021 school year.</li> </ul> <p>Other challenges include:</p> <ul style="list-style-type: none"> <li>• Continual changes in district leadership makes forming relationships a continuous work in progress.</li> <li>• Changing leadership means district routines and practices are continually being redesigned which makes learning what they are and adjusting to incorporate them also a continuous process. Example - redesigning principal and assistant principal interview process.</li> <li>• Lack of sufficient lead time to prepare for switch to virtual and social distancing environment was challenging for students, teachers, and school leaders of both public school and universities. Our principal residents had to adjust both as learners in a preparation program and as administrative interns in their residencies.</li> </ul>

**TABLE 16. CHALLENGES/ADJUSTMENTS INCLUDING THOSE DUE TO COVID-19**

TP3 Program	Challenges and Adjustments
	<ul style="list-style-type: none"> <li>The resignation of the superintendent in Johnston County and the related problems - political, budgetary, etc. Fortunately, we have strong relationships within the Johnston County Public Schools who worked to continue to support our program.</li> </ul>
SREC	<p>Our major barrier was the Covid-19 virus and all the changes that impacted schools. The staff spent extra time assisting fellows with change to virtual and with supporting and encouraging during the stress. We did not, however, allow the issues to stop our work. We continued with virtual classes, virtual coaching sessions, virtual cohort check-ins for previous groups as well as the current one, virtual workshops and webinars.</p>
UNCG	<p><b>Uneven Candidate Quality Across Partner Districts</b>          With each cohort, we have had – to some degree – uneven candidate quality across partner districts. This was particularly noteworthy with the selection process for PPEERS 3: One of our strongest partner districts, Chatham County Schools, did not have any candidates (of the five who applied) who they deemed strong enough to move on to Stage 2 of the selection process. Additionally, while Stanly County was expecting to have two “seats” in PPEERS 3, only one of their candidates succeeded at Stage 2 and was invited into the cohort. Conversely, we had other districts, such as Davidson and Rockingham, who had a very strong field of candidates. As such, we modified our structure: Typically, most of the “seats” in the program are earmarked for our district partners (1-3, depending on district anticipated need), while ~2 seats are “at large” for other strong candidates from any county. To address this imbalance, this time we had three at large candidates. This is a suitable solution, given our commitment to the “grow your own” model and being responsive to districts’ anticipated needs, but it is a structure that we will continue to monitor and adjust, if needed.</p> <p><b>COVID-19</b>          We transitioned PPEERS to an online platform from March through June of 2020, including coursework, Internship Seminars (every other Thursday), Summer Institute, and Interview Day for selecting the next cohort (150 Zooms over the course of three half-days!). We also conducted internship site visits and coaching visits virtually. While not ideal, we made it work. There were some things that we could not adjust: A couple of conferences that our interns were planning to attend were cancelled (e.g., Assistant Principals Conference), and we could not provide Mental Health First Aid Training and Certification during Summer Institute, because it must be held face-to-face. We were, however, able to replace that session with one by the Center for Creative Leadership on how neuroscience can inform leadership.</p> <p><b>Reduced University Support</b>          Due to reduction of available resources – exacerbated by Covid-19 – we had to reduce our next cohort from 22 to 20 because we could not hire an additional guest instructor.</p> <p><b>Effects of COVID-19 on Districts’ Human Resources</b>          As a function of challenges faced by districts due to Covid-19, some of our partners’ HR processes have been delayed. Additionally, we are also seeing a further reduction – due to budget challenges exacerbated by Covid-19 – in assistant principalships. Both of these factors are affecting the hiring of our recent grads.</p>
WCU	<p>COVID-19 stay-at home orders and school closures caused the following:</p> <ul style="list-style-type: none"> <li>Incomplete Change Projects. Some scholars could not collect data to determine the results of their projects. They presented their existing data in different ways as an alternative.</li> <li>All internships continued through COVID-related shutdowns; however, the school contexts/environments were different for all of our scholars since the students were not in the buildings and many staff were working from home. For most of our scholars, this was a learning opportunity, not a barrier or challenge.</li> <li>Students were unable to attend the AERA conference and participate in the Curated Conference Learning Experience (one of our program’s signature pedagogies). We are hoping to postpone this event to April, 2021 and are presently working out the logistics of doing so.</li> <li>Students were unable to attend and present their Change Project scholarship at the School Leadership for Equity Summit because the summit was postponed. The scholars will attend the postponed event in April, 2021.</li> <li>Students were unable to attend the WRESA Leadership Institute in June, 2020 but will attend the postponed event in June, 2021.</li> </ul>

Despite varied challenges, the programs reported many successes during Funding Cycle II as presented in **Table 17**.

<b>TABLE 17. SUCCESSES OF TP3 PROGRAMS</b>	
<b>TP3 program</b>	<b>Successes</b>
HPU	<ul style="list-style-type: none"> <li>• HPU LA served 12 school districts and 33 schools.</li> <li>• Each candidate completed 20 leadership assessments and surveys, as well as developed their “why” and videoed a leadership platform Ted talk. Candidates also completed a wide range of leadership simulations and audits, six detailed evidences, a “story/narrative” of their schools and an action plan.</li> <li>• Candidates participated in over 202 hours of experiential learning activities and seminars.</li> <li>• Each candidate participated in over 42 hours of guided instructional visits and coaching conversations</li> <li>• Executive coaches provided over 1500 coaching visits.</li> </ul> <p>Thirteen of the 33 graduates are now serving as assistant principals.</p>
NCSU	<ul style="list-style-type: none"> <li>• The NCSU MSA program secured two more grants (renewal of NCASLD and one under NC Principal Fellows Program).</li> <li>• NC State University won a highly prestigious national award - the <a href="https://news.ncsu.edu/2019/11/nc-state-wins-aplu-national-award/">APLU National Economic Engagement Award</a> based in part on the work of our Principal Prep Program. NELA (MSA Program) was one of three initiatives on NC State’s campus that were highlighted in this award application. <a href="https://news.ncsu.edu/2019/11/nc-state-wins-aplu-national-award/">https://news.ncsu.edu/2019/11/nc-state-wins-aplu-national-award/</a> See related story in Higher Ed Works here: <a href="https://www.higheredworks.org/2019/11/ncsu-aplu/">https://www.higheredworks.org/2019/11/ncsu-aplu/</a></li> <li>• The Master of School Administration Program also won NC State <a href="#">Opal Mann Green Engagement and Scholarship Award</a>. This recognition is awarded to a team of individuals whose significant contributions and accomplishments have demonstrated excellence as engaged scholars who practice collaborative democratic strategies reflected in the Kellogg Commission Seven Part Test.</li> <li>• The US News and World Reports rankings came out in March 2020. NC State's Educational Leadership Program is now ranked #14 in the nation (and #1 in NC)!</li> <li>• We also had a successful SACS accreditation visit regarding our MSA program, and NC State did not have any recommendations for improvement (with is highly unusual/virtually unheard of in such reviews)!</li> <li>• As successive cohorts graduate and get jobs, districts benefit from increased supply of well-prepared school leaders and they appreciate how our graduates network with each other. See <i>Appendix A: Unsolicited Email from Partner Superintendent</i>.</li> <li>• Despite the challenges of March-June related to Covid-19, our principal residents carried an extraordinary load in helping their schools through the challenges and took on major roles such as directing food pick up through Durham Feast.</li> <li>• We noticed an increase in job offers within a district that historically has been reluctant to hire new graduates. This has been a wonderful highlight and demonstrates the power of a strong partnership between our program and their organization.</li> <li>• Despite COVID-19, many of our fellows were able to measure their impact within their schools based on their problem of practice. They each were able to leave next steps with their mentor principals so their work can continue past their residency.</li> <li>• The Robotic Therapy Pets assignment was a huge success. We provided the Fellows with robotic therapy pets (purchased with other funding and Not from NCASLD grant funding), and gave the Fellows an assignment to utilize them in their residency schools. The impact was tremendous and many schools ended up purchasing more of the therapy pets to continue to use in their schools</li> <li>• Virtual Graduation: We have a thoughtfully planned celebration for the fellows. It was greatly appreciated and helped us transition during this challenging time.</li> <li>• We are also proud of our 33 awesome graduates! We hear from them often about the impact the program as had on them and their professional practice. See <i>Appendix B: Unsolicited Email from 2018 Program Graduate Who is a Principal</i>.</li> <li>• We are excited to have welcomed 46 new Fellows (Class of 2022)!</li> </ul>
SREC	<p>We are pleased that the cohort members selected in 2019-20 are our strongest, most focused and mature to date. The program has experienced success in that most fellows that have completed the program have obtained administrative positions. We are still working with a few to help them get that first administrative</p>

**TABLE 17. SUCCESSES OF TP3 PROGRAMS**

TP3 program	Successes
	<p>job, but 3 of our 13 LEAs have closed 1 to 3 schools so there are fewer administrative positions in those systems this year. Also, 100% of Cohort 4 members will graduate by December 2020 and all but one member of Cohort 5 will graduate this Fall (2020). The one C-4 member already has a master's degree and has decided to apply her credits to add-on licensure, which is allowable under our grant. This means that 100% of Cohort 5 will have completed the program by December 2020 with one member choosing the add-on path. In addition, we are pleased that our graduates who are principals are now being selected to mentor new fellows during the internship period. PDP graduates are also being placed in schools with PDP "principals" for the purpose of "teaming" for school improvement.</p>
UNCG	<p><b>Early Placement Data</b> To date, 10 of our 20 grads (50%) have been awarded AP positions. Given budget restrictions and delayed HR timelines due to Covid-19, we are pleased with these numbers. We expected that in the coming weeks, our district partners will post additional school administrator openings.</p> <p><b>Intern Graduation and Licensure</b> All 22 interns (100%) have successfully completed their yearlong internship, according to summative assessments completed by their Mentor Principals. Interns added value to their internship schools through their Hallmark projects (required for licensure). Additionally, all 22 have graduated from UNCG with their MSA degree and are eligible for principal licensure.</p> <p><b>Shift to Online Program Delivery</b> While face-to-face programming is certainly preferable, we successfully transitioned PPEERS to an online platform from March through June of 2020, including coursework, Internship Seminars (every other Thursday), Summer Institute, and Interview Day for selecting the next cohort.</p> <p><b>Equity and Diversity</b> A core component of the PPEERS conceptual framework it to cultivate leaders who are social justice/equity advocates. All PPEERS coursework includes a theme/thread focused on equity and social justice. Evidence of these efforts is reflected in 360 degree data (completed on interns by their supervisors, teachers in their buildings, and peers), which indicated that the cohort as a whole had a composite score of 8.2 ("exceptional strength") in the area of <b>valuing diversity of groups and perspectives</b> and was the second overall strength for the cohort.</p> <p><b>Recruitment and Selection of a Diverse Pool of Candidates</b> We have worked hard to recruit a diverse cohort of candidates that reflects the diversity of the students in the districts we serve. This has been a real struggle for us. Our 1<sup>st</sup> cohort had 10% people of color, which was on par with the percent of people of color amongst certified educators in our partner districts but lower than the percent of students of diversity in the districts we serve. Our 2<sup>nd</sup> cohort had only 1 student of color (5% of cohort), which was incredibly disappointing. We worked diligently with our districts to recruit – and specifically tap – promising people of color. Our 3<sup>rd</sup> cohort is comprised of 30% people of color, and it is our strongest cohort yet. We're excited about our progress in this area.</p> <p><b>Partnership</b> Our partnerships are strong with our districts. We meet with District Point Persons (DPPs) monthly via WebEx. We incorporate at least one "Co-Design It" segment during each meeting. During a Co-Design It segment, DPPs and the PPEERS leadership team design some event (e.g., mock interviews), curricular element (e.g., budget/finance modules), or program feature (e.g., switch/shadowing experience). The group IQ and expertise of DPPs makes whatever we co-design stronger than if UNCG faculty designed it independently. Additionally, our partner districts make recruitment and selection of a strong cohort and program events like the Performance Learning Day and mock interviews possible. Our partnerships are arguably second only to the fulltime, yearlong internship, in terms of importance.</p> <p><b>Return of Lexington City Schools to Partnership</b> Lexington City Schools partnered with us for PPEERS 1 and will be back with us in PPEERS 3 with three</p>

**TABLE 17. SUCCESSES OF TP3 PROGRAMS**

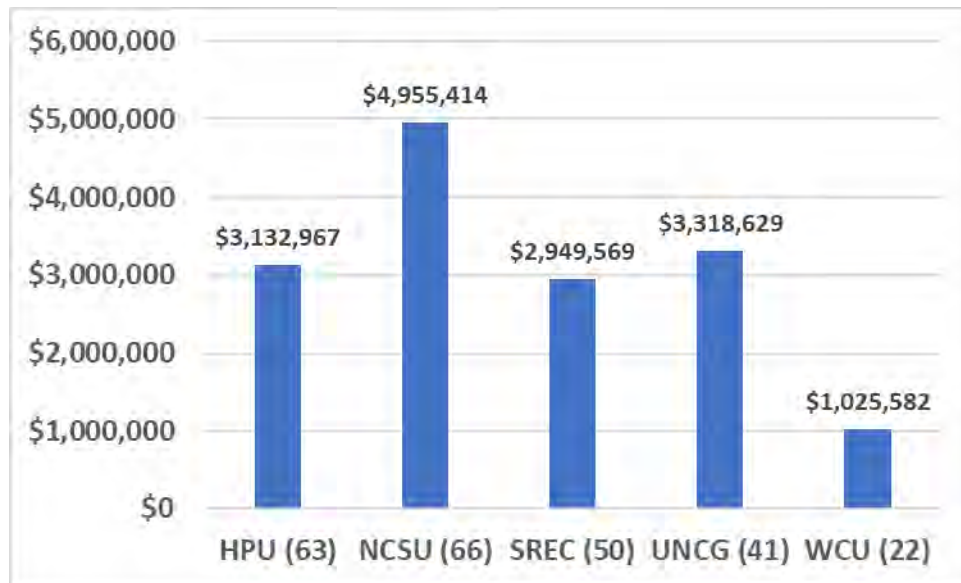
TP3 program	Successes
	cohort members from Lexington City Schools. (At the point of commitment for PPEERS 2, Lexington City was in the process of transitioning from the outgoing superintendent to the incoming superintendent and therefore could not commit at the time.) Lexington City has two seats in PPEERS 3 and was awarded one of our three “at large” seats (open to the strongest candidates beyond a district’s earmarked seats), for a total of three PPEERS 3 cohort members from Lexington City.
WCU	<ul style="list-style-type: none"> <li>12 of 13 TP3 Scholars have successfully completed the program with a MSA degree and administrative licensure (May, 2020 graduation)</li> <li>4 of the 12 have already been placed in administrative positions</li> <li>All District Liaisons and Principal Mentors reported glowing reviews for their administrative interns</li> <li>TP3 Scholars Attended Leadership for Social Justice Institute, UW-Madison and the University Council for Education Administration Conference for a “curated conference experience”</li> <li>TP3 Scholars lead school-based teams in equity-focused change projects within their internships</li> <li>Our mentor training sessions and our collaborative internship coaching (CIC) sessions have been well attended and feedback suggests the mentor training and CIC program have had an impact on intern growth, as well as, the growth of mentors to build leadership capacity in aspiring leaders</li> </ul>

### F. 2018-20 Budgetary Analyses

**Table 18** shows that a total of \$16,441,718 was allocated to the five Provider agencies for implementation of the TP3 Programs over the four years of this program to date. Of this amount, \$15,382,160 was invoiced by the Provider agencies over the four years, representing 93.6% of the allocation. **Figure 9** depicts the total TP3 expenditures for each program over the four-year period of the program to date.

**TABLE 18. TP3 ALLOCATIONS AND EXPENDITURES OVER FOUR YEARS: 2016-20**

Fiscal Years	HPU	NCSU	SREC	UNCG	WCU	TOTAL
2016-18	\$1,781,415	\$2,770,278	\$1,607,040	\$1,782,460	\$400,561	\$8,341,754
2018-20	\$1,736,176	\$2,369,768	\$1,561,800	\$1,732,220	\$700,000	\$8,099,964
Total Allocation	\$3,517,591	\$5,140,046	\$3,168,840	\$3,514,680	\$1,100,561	\$16,441,718
Total Invoiced	\$3,132,967	\$4,955,414	\$2,949,569	\$3,318,629	\$1,025,582	\$15,382,160
% Invoiced of Allocation	89.1%	96.4%	93.1%	94.4%	93.2%	93.6%

**FIGURE 9. TOTAL TP3 EXPENDITURES BY PROGRAM: BOTH FUNDING CYCLES\***

\* Note: Numbers in parentheses along the X-axis indicate the number of graduates from each program over the four years.

### **Secondary Budgetary Analyses**

As part of its budgetary analyses, GrantProse maintains a ‘secondary’ analysis of the TP3 agency invoices. While the Provider invoices make use of a common set of budget categories, how particular expenses that had similar purposes were assigned to the budget categories differed widely among the agencies. In an effort to align like expenses with like expenses, GrantProse created a number of expense categories for a secondary analysis, particularly for the purpose of distinguishing ‘institutional’ expenses charged by the TP3 Provider agencies to implement the program (e.g., institutional salaries and fringe benefits, contractual expenses including executive coaches, travel and materials/supplies benefiting institutional staff, etc.) from ‘participant’ expenses that most directly supported the participants and/or LEAs (e.g., tuition, salary stipends and associated fringe benefits, books used in coursework, travel directly benefiting the participants, cost of substitutes for LEAs, etc.). **Table 19** provides a description of the secondary budget categories used in this analysis and the type of expenses included in each category.



<b>TABLE 19. DESCRIPTION OF BUDGET CATEGORIES FOR SECONDARY ANALYSES</b>	
<b>Institutional Expenses</b>	
Personnel	Individuals carried as employees by the TPP institution including faculty, other staff, hourly employees, and graduate assistants. Personnel are distinguished from contractors on the basis of personnel being paid one or more fringe benefit(s) by the institution while contractors are not paid fringe benefits.
Fringe Benefits	Fringe benefits for institutional personnel are associated with the payments made to personnel and include FICA, retirement, hospitalization, etc.
Travel	Travel expenses for institutional personnel include vehicle mileage, airfare, conference registration, hotel lodging, ground transportation, per diem, etc.
Materials/Supplies	Material and supply expenses for institutional operations and personnel include textbooks that are purchased for the use of faculty and staff.
Contractual including Executive Coaches <sup>18</sup>	Includes contracts with private vendors to provide services such as executive coaching, speaking engagements, training programs, leadership institutes, retreats, and the like.
Other	Tuition and fees paid for graduate assistants.
Indirect	Indirect cost charged by the institution to the grant program, not to exceed 8% of all direct costs.
<b>Participant Expenses</b>	
Participant Support	Includes costs of participant tuition and fees, salary replacement and fringe benefits paid to participants during their internship, and other expenses such as books associated with university courses, membership fees, participant travel/lodging/registration/per diem, and stipends that are paid for extra responsibilities.
LEA Support	Includes costs of LEA substitutes needed by the participants and stipends paid to principal mentors.

**Table 20** indicates how the TP3 Providers expended their funds over the four years of the program per the secondary budgetary analyses GrantProse conducted.

<sup>18</sup> In the 2019 report GrantProse submitted to the NCSEAA, expenditures for the executive coaches were grouped with the participant expenditures but are grouped with the institutional expenditures in this report. How the different Providers made use of the coaches varied considerably, including how many coaches each Provider contracted. Because their role in the TP3 program supports implementation, the decision is made in this report to group this expense with institutional expenditures.

**TABLE 20. ALL EXPENDITURES OF TP3 FUNDS FOR 2016-20 PERIOD \***

Budget Category	HPU		NCSU		SREC		UNCG		WCU		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Salaries	\$77,498	2.5%	\$1,284,445	25.9%	\$160,004	5.4%	\$525,995	15.8%	\$82,227	8.0%	\$2,130,169	13.8%
Fringe Benefit	\$14,294	0.5%	\$247,003	5.0%	\$0	0.0%	\$144,776	4.4%	\$16,959	1.7%	\$423,031	2.8%
Travel	\$16,563	0.5%	\$54,590	1.1%	\$9,473	0.3%	\$28,999	0.9%	\$29,402	2.9%	\$139,027	0.9%
Materials	\$4,271	0.1%	\$43,785	0.9%	\$5,854	0.2%	\$9,070	0.3%	\$13,779	1.3%	\$76,760	0.5%
Contractual	\$590,849	18.9%	\$500,104	10.1%	\$519,322	17.6%	\$675,804	20.4%	\$152,104	14.8%	\$2,438,183	15.9%
Other	\$0	0.0%	\$24,154	0.5%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$24,154	0.2%
Indirect	\$68,565	2.2%	\$367,068	7.4%	\$141,280	4.8%	\$114,034	3.4%	\$76,288	7.4%	\$767,235	5.0%
<b>Institutional SubTotal</b>	<b>\$772,040</b>	<b>24.6%</b>	<b>\$2,521,150</b>	<b>50.9%</b>	<b>\$835,932</b>	<b>28.3%</b>	<b>\$1,498,678</b>	<b>45.2%</b>	<b>\$370,758</b>	<b>36.2%</b>	<b>\$5,998,559</b>	<b>39.0%</b>
LEAs	\$32,700	1.0%	\$58,270	1.2%	\$7,795	0.3%	\$0	0.0%	\$27,388	2.7%	\$126,152	0.8%
Participants	\$2,328,227	74.3%	\$2,377,853	48.0%	\$2,101,994	71.3%	\$1,819,486	54.8%	\$627,435	61.2%	\$9,254,995	60.2%
<b>Participant SubTotal</b>	<b>\$2,360,927</b>	<b>75.4%</b>	<b>\$2,436,123</b>	<b>49.2%</b>	<b>\$2,109,788</b>	<b>71.5%</b>	<b>\$1,819,486</b>	<b>54.8%</b>	<b>\$654,823</b>	<b>63.8%</b>	<b>\$9,381,148</b>	<b>61.0%</b>
Undesignated	\$0	0.0%	-\$1,859	0.0%	\$3,848	0.1%	\$464	0.0%	\$0	0.0%	\$2,453	0.0%
<b>TOTAL</b>	<b>\$3,132,967</b>	<b>100%</b>	<b>\$4,955,414</b>	<b>100%</b>	<b>\$2,949,569</b>	<b>100%</b>	<b>\$3,318,629</b>	<b>100%</b>	<b>\$1,025,582</b>	<b>100%</b>	<b>\$15,382,160</b>	<b>100%</b>

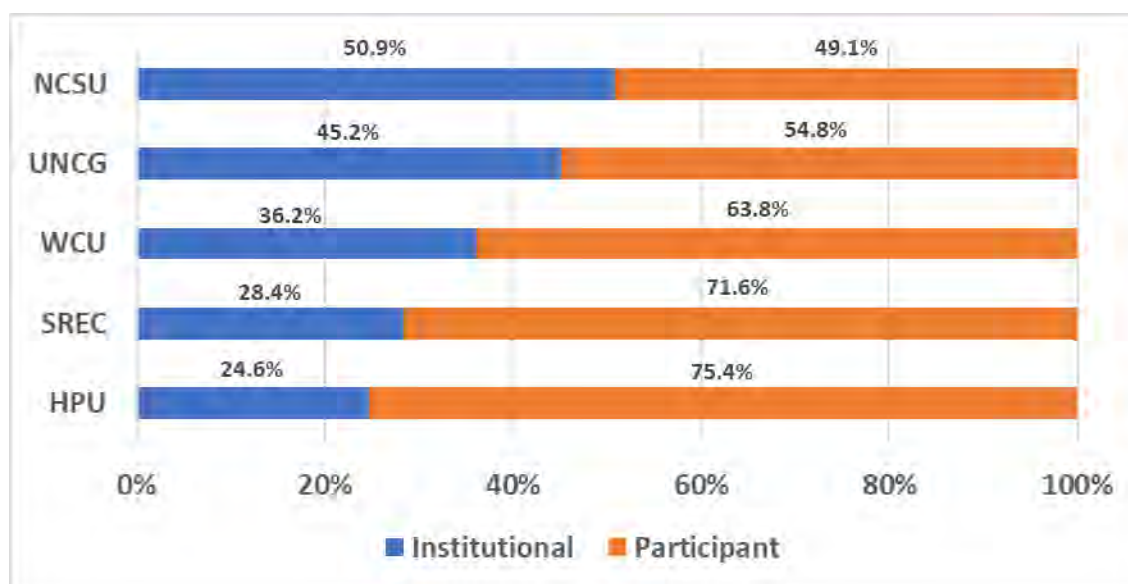
\* Note: Figures in this table are based on invoices the Provider agencies submitted to NCASLD.



The total of expenditures over the four years for the five TP3 Providers combined was \$15,382,160. Of this amount, \$5,998,559 (39%) was expended for institutional expenses and \$9,254,995 (61%) was expended for participant expenses per the budget categories described in **Table 19**.<sup>19</sup>

When institutional and participant expenses are disaggregated by Provider, there is considerable variation in how much funding the different Providers expended in these two categories, as indicated in **Table 20** and shown in **Figure 10**. HPU expended the smallest percentage of their TP3 funds for institutional expenses (24.6%) and NCSU expended the largest percentage for institutional expenses (50.9%).

**FIGURE 10. INSTITUTIONAL AND PARTICIPANT EXPENSES AS A PERCENTAGE OF TOTAL EXPENDITURES: 2016-20**



#### Ad Hoc Budgetary Analyses: Average Cost Per Graduate

After four years of operation, one budgetary figure of particular interest is the average cost to produce a graduate in the TP3 program. Such information can be useful to Project Directors planning their budgets as well as other stakeholders interested in funding the TP3 program. If the program is to be scaled and replicated across the state, a cost per graduate metric would be helpful for policymakers to establish funding levels.

Upon first thought, one might think this is a relatively easy calculation to make by simply dividing the total amount of TP3 funds expended by the total number of graduates. However, complicating this calculation is the fact that the TP3 programs all accessed additional funding sources to support their operations, in particular to support salary payments made to the participants during their internships. Another complication is differing length of internships at the programs. In the 2018-20 period, programs at NCSU, UNCG and WCU conducted 10-month internships while programs at HPU and SREC conducted 5-month internships for the most part.<sup>20</sup>

<sup>19</sup> GrantProse was unable to categorize a very small amount of the Provider expenditures, totaling \$2,453, with this figure having no significant impact on these percentages.

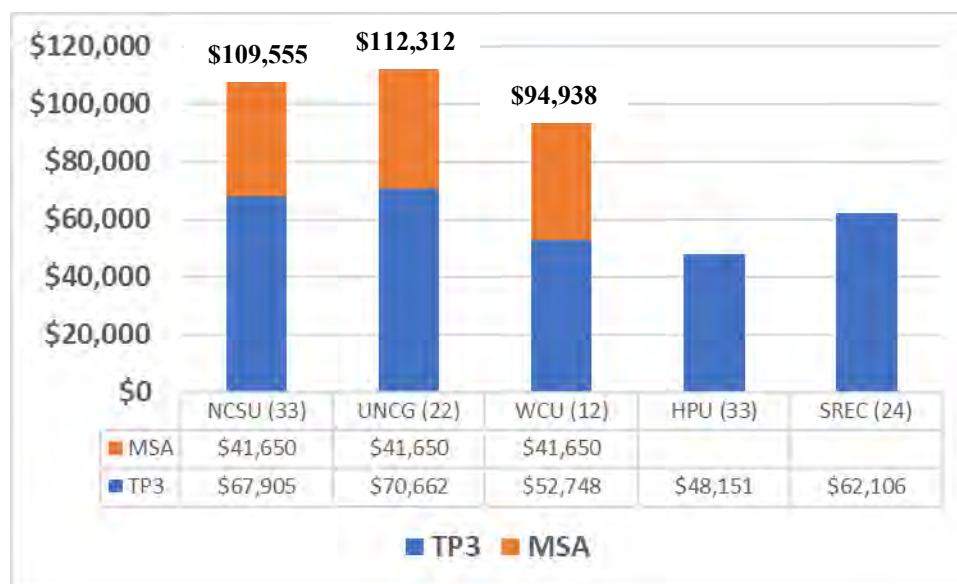
<sup>20</sup> HPU has indicated that there were a few instances where LEAs provided extra support so that a 10-month internship could be conducted.

Still, dividing the total funding by the total graduates does offer a starting point for discussion. As noted, for the 2018-20 funding period, HPU and SREC accessed LEA funds which have proven difficult to document due chiefly to their variability from one LEA to the next. However, programs at NCSU, UNCG and WCU all accessed the state's MSA funds in 2018-20 to support their payment of salaries and fringe benefits during the internship. This amount was \$41,650 per individual in the 2018-20 funding cycle. Accordingly, it is possible to calculate the average cost per graduate made with TP3 funds and add to this the MSA funds expended on each graduate to then derive a total for an average cost per graduate for the NCSU, UNCG and WCU programs while averages shown in **Table 21** and **Figure 11** for HPU and SREC represent only TP3 funds.

**TABLE 21. AVERAGE PER GRADUATE COSTS WHEN TP3 AND MSA FUNDS ARE COMBINED: 2018-20 FUNDING CYCLE**

TP3 Program	Total TP3 Expenditures 2018-20 A	Number of Graduates 2018-20 B	Average TP3 Cost Per Graduate C = A/B	MSA Funding Per Graduate D	Average TP3 + MSA Cost Per Graduate C + D
NCSU	\$2,240,869	33	\$67,905	\$41,650	\$109,555
UNCG	\$1,554,555	22	\$70,662	\$41,650	\$112,312
WCU	\$632,979	12	\$52,748	\$41,650	\$94,398
HPU	\$1,588,970	33	\$48,151		
SREC	\$1,490,543	24	\$62,106		

**FIGURE 11. AVERAGE PER GRADUATE COSTS WHEN TP3 AND MSA FUNDS ARE COMBINED: 2018-20 FUNDING CYCLE II**



Considering the challenges presented when programs access multiple revenue sources, a different approach to estimating an average cost per participant<sup>21</sup> is to determine averages for the major participant expenses from documentary sources other than the TP3 expenditures and then add to this an average for the institutional

<sup>21</sup> Not all 'participants' graduated from their TP3 program; however, there were very few participants among the five TP3 programs who did not graduate and an average per participant cost is a useful indicator of an average per graduate cost with the former cost being slightly higher than the latter cost.

expenses seen in the TP3 funding. Per the secondary budgetary analysis GrantProse maintains, the major participant expenses are salary and fringe benefits during the internship, university tuition and fees, assorted other participant expenses such as travel, books and conferences, and funds paid to LEAs to support operations. Estimates for these expenses are presented here.

Average Cost of Salary and Fringe Benefits. Deriving an estimate for average salary and associated fringe benefits can be derived from other documentary sources, three of which are bulleted here:

- What is the average years of experience individuals have in education at the time they enter the TP3 program? This figure can be estimated from North Carolina's teacher pay schedule to locate an average salary. Of the 106 respondents to a survey conducted with participants in the spring and summer 2018, 75 (70.8%) indicated they had been employed as a regular education teacher (67 respondents) or special education teacher (8 respondents) before beginning the TP3 program.<sup>22</sup> The average number of years of experience in education for the 106 respondents was 11.7. At 12 years of experience, North Carolina's Salary Schedules for 2019-20<sup>23</sup> for a certified teacher with a Bachelor's degree indicates a 10 month salary to be \$47,000 or \$52,640 if the individual holds NBPTS Certification. For an individual with a Master's degree the salary is \$51,700 or \$57,340 with NBPTS Certification. Data from the spring/summer 2018 survey also reveals that almost half of the survey respondents held Bachelor's degrees with the others holding Master's or advanced degrees.
- What is an average amount for the local supplement that school districts pay their staff? Selected Statistics of Local Salary Supplements, a North Carolina document found online for 2018<sup>24</sup> indicates the average teacher supplement for the state to be \$4,337, with a range from \$0 in a number of school districts to \$8,649 in the Wake County Public School System.
- What is an average percentage that school districts pay for fringe benefits, including FICA, retirement, and hospitalization? In our personal experience writing grant proposals for varied organizations, we have found universities sometimes use 33% while school districts sometimes use 28%. For the purposes of this calculation, we will use 28%.

Using the 2019-20 teacher salary schedule for individuals averaging 12 years of experience, with local supplement averaging \$4,300, and fringe benefits averaging 28%, an average salary with fringe benefits ranges between \$65,000 for an individual with a Bachelor's degree without NBPTS to \$79,000 for an individual with a Master's degree and NBPTS. Considering about half of the participants in the second funding cycle held a Bachelor's degree and half held an advanced degree, then the average of these two averages is \$72,000. This figure will likely be lower in the more rural settings where local supplements will be smaller and NBPTS Certifications could be fewer and higher in the more urban settings where these variables will be greater. A spreadsheet provided by UNCG for participant intern salaries in the 2018-20 period suggests an average for salary and fringe of almost \$67,000, and a spreadsheet provided by NCSU suggests a figure approximating \$65,000, indicating the GrantProse \$72,500 figure calculated here may be high but is generally on target. As noted earlier, this calculation is based on teacher salaries but almost 30% of participants in the 2018-20 funding cycle held different and often leadership positions where salaries could be higher. To error on the side of estimating high, a

<sup>22</sup> Other positions noted by the remaining 31 respondents included counselor, social worker, curriculum coach, preschool coordinator, magnet schools director, and other.

<sup>23</sup> Retrieved from <https://files.nc.gov/dpi/documents/fbs/finance/salary/schedules/2019-20schedules.pdf>

<sup>24</sup> Retrieved from <https://www.ncacc.org/DocumentCenter/View/4044/2018-Selected-Statistics-of-Local-Salary-Supplementsdocx?bidId=>

cautious estimate of the average expense to hold harmless participant salary and all fringe benefits during a 10-month internship would be \$68,000 to \$74,000 per person.

*Average Cost of University Fees and Tuition.* University tuition and fees vary widely across the state. One fee schedule for the University of North Carolina institutions retrieved online<sup>25</sup> by GrantProse indicates in-state resident tuition and fees for a “regular full-time graduate student” in 2020-21 varied from \$12,261 at UNC-Chapel Hill to \$5,634 at Elizabeth City State University. Further complicating this calculation, the TP3 programs offered different combinations of credit hours and on/off campus rates. Information collected from a number of the programs in the 2019-20 year indicates tuition and fees at HPU were reported by the Project Director to be \$14,545 for a 36-hour program with tuition not charged for 12 of the 36 hours; tuition and fees at NCSU were reported to be \$19,400 for a 42-hour program using the off-campus rate; and tuition and fees at UNCG were reported to be \$11,860 for a 42-hour program using the off-campus rate. Rates for tuition and fees were not collected from SREC (with students attending UNC Pembroke) and WCU but are estimated to fall in the \$15,000-\$16,000 range for a 36-hour program. For the purposes of calculating an average cost per graduate, a range with \$15,000 per graduate at the low end and \$20,000 per graduate at the high end is suggested by these data.

*Average Cost for Assorted Other Participant and LEA Expenses.* Funds were used in the TP3 programs to support a variety of other ‘participant’ expenses such as paying stipends for summer work, purchasing books for their courses, paying travel and registration expenses to retreats and conferences, supporting online instructional platforms, and paying memberships to professional organizations among other such expenses. Funds were also used to support a number of expenses incurred by the LEAs such as providing principal mentors with a stipend and paying the cost of teacher substitutes. Over the four years of the program, the total of these expenses for all five TP3 programs (not including participant salary/fringe benefits and university tuition) amounted to almost \$1,200,000. Dividing the total of the expenses for all five programs by the 242 graduates produced by these programs over the four years returns an average figure just under \$5,000 per graduate.

Totaling the average cost of salary and fringe benefits, average cost of tuition and fees, and average cost of assorted other participant expenses, **Table 22** indicates a low and high estimate for an average ‘participant’ cost each individual incurs during their participation in the TP3 program. **Table 22** also shows what this average is in the instance where TP3 programs access the state’s MSA funds to support paying for the salary and fringe benefits during the internship.

<b>TABLE 22. HIGH AND LOW AVERAGES FOR MAJOR CATEGORIES OF PARTICIPANT EXPENSES</b>						
<b>Range for Averages</b>	<b>Salary &amp; Fringe Benefits to Hold Harmless A</b>	<b>University Tuition &amp; Fees B</b>	<b>Assorted Other Participant &amp; LEA Expenses C</b>	<b>Total of Major Participant Expenses D = A + B + C</b>	<b>Less MSA Funding E</b>	<b>Total Cost to the TP3 Program F = D - E</b>
Low Average	\$68,000	\$15,000	\$5,000	\$88,000	(\$41,650)	\$46,350
High Average	\$74,000	\$20,000	\$5,000	\$99,000	(\$41,650)	\$57,350

<sup>25</sup> Retrieved from <https://www.northcarolina.edu/wp-content/uploads/reports-and-documents/finance-documents/2020-21-Grad-tuition-and-fees.pdf>

**Table 20** presented earlier in this section on budgetary analyses indicates the percentage of TP3 funds expended for institutional expenses (as contrasted with participant expenses) ranged from 50.9% at NCSU to 24.6% at High Point University, with the overall average across the five programs being 39.0%. One of the *GrantProse* recommendations presented later in this report is that the NCSEAA and TP3 Commission should entertain putting a cap on the percentage of TP3 funds that programs can expend on institutional expenses. This recommendation is made in consideration of whether and how the TP3 program can be scaled and replicated at other principal preparation programs across the state. Without a cap on institutional costs and/or a requirement to serve a minimum number of participants for a specified grant award, it could prove difficult for the NCSEAA and/or the TP3 Commission to plan for scaling across the state.

Based on the secondary budgetary analyses presented in **Table 20**, the *GrantProse* recommendation is that 40% (or less) could be used for the cap. If 40% of TP3 funding is used to cap institutional expenses and 60% of TP3 funding is available for participant expenses, then the total average per participant cost for all expenses—institutional and participant—ranges from a low of \$77,250 to a high of \$95,583 as indicated here in **Table 23**. TP3 programs implementing 10-month internships would be expected to supplement this money with MSA funding. If a TP3 program does not access MSA funds, then it would probably be necessary for the program to secure other funding such as what an LEA might provide. Using the low average in **Table 23**, a TP3 award of \$1,500,000 could support an estimated 19-20 participants; using the high estimate, a TP3 award of \$1,500,000 could support 15-16 participants. These are conservative figures and it is known that the five TP3 programs in the 2018-20 performance period averaged 25 participants.

<b>TABLE 23. HIGH AND LOW ESTIMATES OF AVERAGE PER PARTICIPANT COSTS</b>				
<b>Range for Averages</b>	<b>Average Participant Expense at 60% of TP3 Funding A</b>	<b>Average Institutional Expense at 40% of TP3 Funding B</b>	<b>Average Participant + Institutional Expense C = A + B</b>	<b>Number of Participants that Could be Served for \$1.5M Award D = \$1.5M / C</b>
Low Average	\$46,350	\$30,900	\$77,250	19-20
High Average	\$57,350	\$38,233	\$95,583	15-16

Finally, a question can be asked how much TP3 funding would be needed to meet the annual demand for new principals. One recent estimate places the turnover rate of North Carolina principals “leaving the principalship/professional” at 11.5%.<sup>26</sup> With approximately 2,600 public schools in North Carolina, this suggests almost 300 principals left their position (not to take another principal position) in a recent year.

Presently, there are eight TP3 programs funded for the 2020-21 year. For the most part, these are two-year programs so as to incorporate a full year of internship. These programs each receive \$1.5M in TP3 funding for the two years. At the time of this report, *GrantProse* does not have knowledge of how many participants the programs plan to serve but, consistent with the five TP3 programs in 2018-20, an estimate of 25 participants per program may not be too far off the mark. Eight programs, each receiving \$1.5M in TP3 funding every two years totaling \$12M may produce 200 graduates....but, this is every two years. If 300 graduates are to be produced *every year*

<sup>26</sup> Fusarelli, B. C. (2018, October 16). An Overview of NC’s Principal Pipeline. A presentation to the Governor’s Commission on Access to a Sound Basic Education. Retrieved from <https://files.nc.gov/governor/Fusarelli%20Leandro%20Commission%20October%202016.pdf>

on average, then it will likely be necessary to support more than eight programs, tripling capacity, and producing 600 graduates every two years. This would cost \$36M in TP3 funding every two years or \$18M per year.

***G. Developments in the Research Design***

Of the 248 individuals initially enrolled in the two TP3 funding cycles, 173 individuals secured either a principal or assistant principal position and 166 individuals remain in such positions at the start of the 2020-21 year. GrantProse had planned to track student achievement at the schools where these individuals are employed to compare achievement levels in the years before their employment with that demonstrated in subsequent years. However, any possibility of this type of research was interrupted by the pandemic, which cancelled standardized student achievement testing for the 2019-20 year. While standardized achievement tests will likely resume in future years, disparities among communities in the amount of disruption caused by the pandemic due to disparities in disease burden, Internet access, and economic disruption will make attributions of any changes in student achievement to principals difficult for the near future. Perhaps other outcome measures such as data from the teacher working conditions survey may be used to assess the effectiveness of TP3 graduates. For the 2020-21 year, GrantProse will continue to monitor individuals securing principal and assistant principal positions and seek to identify what outcome data could be collected for these individuals.



### TIER III EVALUATION: PROGRAM PARTICIPANTS

The original legislation (North Carolina General Assembly Section 11.9 of Session Law 2015.241) and subsequent amendments to this legislation identify a number of measures that are to be reported about the program, chief of which are: a) how many graduates of TP3 programs subsequently serve as administrators (e.g., principals, assistant principals) in high needs schools, and b) what impact these administrators may have on improving student achievement and behavioral outcomes.

During the 2017-18 school year, the North Carolina Program Evaluation Division conducted a ‘Measurability Assessment’ of NCASLD and its administration of the TP3 grant program and further clarified the nature of the data that are to be reported about the program. Per findings of the Measurability Assessment, **Table 24** provides a summary of the output and outcome measures that should be reported for the TP3 program (Program Evaluation Division, 2018).<sup>27</sup> At the time the Program Evaluation Division made its report to the NC General Assembly on the results of the Measurability Assessment (April 9, 2018), NCASLD agreed to include these measures in its annual reports to the NCSEAA.

<b>TABLE 24. OUTPUT AND OUTCOME DATA AND REPORTING DATES</b>	
<b>Outputs</b>	<b>First Year to Report</b>
Number of principal candidates enrolled	July 31, 2018
Number of cumulative credit hours that candidates have completed toward a degree or licensure	
Number of candidates who have completed five-month or longer internships	
Number of Master of Science in Administration degrees earned by candidates	
Number of candidates obtaining principal licensure and certification	
Number of candidates satisfied with the program	
Number of Local Education Agency administrators satisfied with the program	
<b>Short-Term Outcomes</b>	<b>First Year to Report</b>
Changes in participants’ leadership knowledge and competencies over time	May 31, 2019
Changes in participants’ leadership self-efficacy over time	
Changes in participants’ commitment to seeking principal positions over time	
<b>Long-Term Outcomes</b>	<b>First Year to Report</b>
Degree to which best practices are incorporated into state guidelines for school leadership training programs	July 31, 2020
Degree to which best practices are incorporated into school leadership training programs	
Number of graduates who secure principal or assistant principal positions	
Number of graduates who secure principal or assistant principal positions in high-need schools	
Level of satisfaction among key stakeholders with graduates they have hired	
Increased student achievement in North Carolina	

The discussion that follows addresses each of the outputs, short-term outcomes, and long-term outcomes that are to be reported by the time of this fourth annual report to NCSEAA (July 31, 2020).

#### A. Outputs

*Number of principal candidates enrolled.* For the first two funding cycles that are now completed – July 2016 through June 2020 – a total of 248 candidates (hereafter called “participants”) were enrolled and expected to complete their programs by June 2020. Two hundred forty-two (242) of the 248 participants completed their

<sup>27</sup> Program Evaluation Division (2018, April). *Cooperative Agreement for Implementing Principal Preparation Program Needs Output and Outcome Data*. Report No. 2018-03. North Carolina General Assembly.

programs by June 2020, resulting in a 97.6% completion rate for the TP3 program over the four years of its existence. **Table 25** shows how many participants were enrolled in and completed each program at the time of this report.

<b>TABLE 25. NUMBER AND PERCENTAGE OF PARTICIPANTS ENROLLED IN AND COMPLETING TP3 PROGRAMS: BOTH FUNDING CYCLES</b>						
<b>Funding Cycle I (2016-18)</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
# Enrolled in Program	30	34	26	20	10	120
# Completing Program to Date	30	33	26	19	10	118
% Completion Rate	100%	97.1%	100%	95.0%	100%	98.3%
<b>Funding Cycle II (2018-20)</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
# Enrolled in Program	33	34	26	22	13	128
# in Continuing Enrollment	--	--	15 *	--	--	15
# Completing Program to Date	33	33	24	22	12	124
% Retention Rate	100%	97.1%	92.3%	100%	92.3%	96.9%
* Note: Two individual with SREC's Cohort IV have not yet completed and remain enrolled. And, another 13 individuals with SREC's Cohort V are also expected to complete the program by January 2021 or soon after. SREC's completion rate is calculated for the 24 of 26 individuals who were expected to complete by June 2020						

Number of cumulative credit hours that candidates have completed toward a degree or licensure. **Table 26** indicates the number of credit hours completed by 257 participants who completed or remain enrolled at the five TP3 programs across both funding cycles. This number includes SREC's Cohort V who enrolled in Summer 2019.

<b>TABLE 26. NUMBER OF CUMULATIVE COURSE CREDIT HOURS COMPLETED IN TP3 PROGRAMS: BOTH FUNDING CYCLES</b>						
<b>Credit Hours Completed</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
0-3						
4-6						
7-9						
10-12			1 (Cohort IV)			1
13-15						
16-18			1 (Cohort V)			1
19-21			4 (Cohort V)			4
22-24			8 (FC I) 1(Cohort IV)		6 (FC I)	15
25-27			4 (Cohort V)			4
28-30			4 (Cohort V)			4
31-33						
34-36	30 (FC I) 33 (FC II)	33 (FC I)			4 (FC I)	100
37-39			1 (Cohort IV)			1
>39		33 (FC II)	18 (FC I) 11 (Cohort III) 12 (Cohort IV)	19 (FC I) 22 (FC II)	12 (FC II)	127
<b>TOTAL</b>						<b>257 *</b>



\* Note: The 257 number represents 248 participants in the first two funding cycle, plus another 13 participants in SREC's Cohort V still actively enrolled at UNCP, minus 4 individuals from the first two funding cycles who withdrew from the TP3 program.

Number of candidates who have completed five-month or longer internships. Table 27 indicates 118 (100%) of the 118 participants completing the program in Funding Cycle I completed at least a full-time 5-month internship, and 125 of the Funding Cycle II participants had completed internships by June 2020.

<b>TABLE 27. NUMBER OF PARTICIPANTS COMPLETING INTERNSHIPS IN TP3 PROGRAMS: BOTH FUNDING CYCLES</b>						
	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
Funding Cycle I: Number completing minimum of 5-month internship	30	33	26	19	10	118
Funding Cycle II: Number completing minimum of 5-month internship	33	33	25	22	12	125
<b>TOTAL</b>	<b>63</b>	<b>66</b>	<b>51</b>	<b>41</b>	<b>22</b>	<b>243</b>

Number of Master of Science in Administration degrees earned by candidates. Table 28 indicates that many of the participants completed coursework meeting Master of Science in Administration or Master of Education degree requirements. 107 (89.1%) of 120 participants in Funding Cycle I (2016-18) earned one of these degrees by June 2020, with an additional 11 participants, who already had previous Master's degrees, earning Post Master's Certificates. 123 (96.1%) of 128 participants in Funding Cycle II (2018-20) earned one of these degrees by June 2020 with one additional participant earning a Post Master's Certificate.

<b>TABLE 28. NUMBER OF MASTER'S DEGREES &amp; POST-MASTER'S CERTIFICATES EARNED IN TP3 PROGRAMS</b>							
<b>Degree/Certificate Earned</b>		<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
Master of Science in Administration	2016-18	--	33	21	19	4	77
	2018-20	--	33	23	22	12	90
Master of Education	2016-18	30	--	--	--	--	30
	2018-20	33	--	--	--	--	33
Post Master's Certificate in Administration	2016-18	--	--	5	--	6	11
	2018-20	--	---	1	--	--	1
<b>TOTAL</b>		<b>63</b>	<b>66</b>	<b>50</b>	<b>41</b>	<b>22</b>	<b>242</b>

Number of candidates obtaining principal licensure and certification. Table 29 indicates that 242 (100%) of the 242 participants completing the TP3 program during the 2016-20 performance period met principal licensure requirements. Whether these individuals completed the application process and obtained their principal licensure is not known at the time of this report.

<b>TABLE 29. NUMBER OF PARTICIPANTS MEETING PRINCIPAL LICENSURE REQUIREMENTS IN TP3 PROGRAMS: BOTH FUNDING CYCLES</b>						
<b>Principal Licensure</b>	<b>HPU</b>	<b>NCSU</b>	<b>SREC</b>	<b>UNCG</b>	<b>WCU</b>	<b>TOTAL</b>
Funding Cycle I	30	33	26	19	10	118
Funding Cycle II	33	33	24	22	12	124
<b>TOTAL</b>	<b>63</b>	<b>66</b>	<b>50</b>	<b>41</b>	<b>22</b>	<b>242</b>

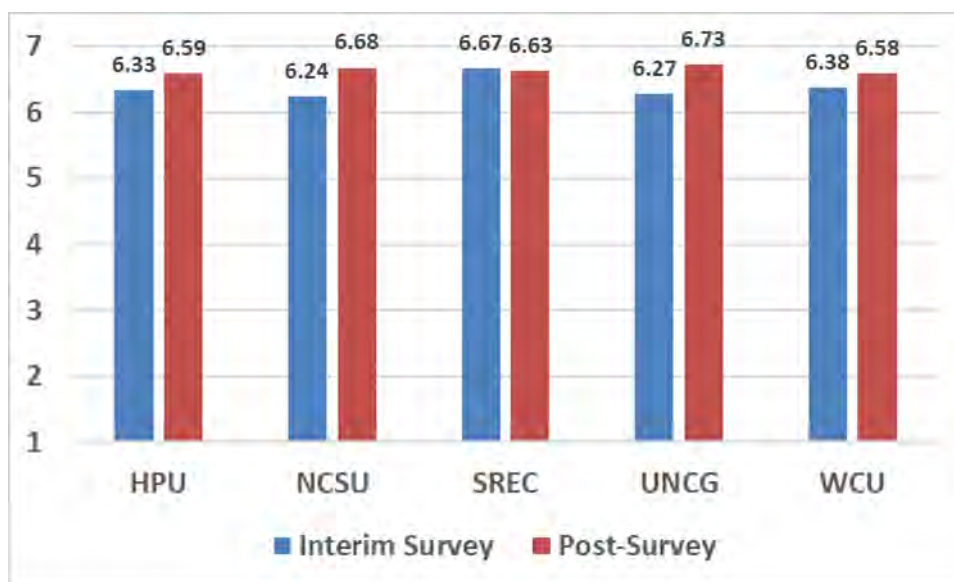
Number of candidates satisfied with the program. Considering both funding cycles, data analyses described below suggest that 97 (88.2%) out of 110 survey respondents in Funding Cycle I and 100 (84.0%) out of 119 survey respondents in Funding Cycle II expressed considerable satisfaction with their programs. Combining respondents in the two funding cycles, a total of 197 (86.0%) out of 229 expressed satisfaction with their programs.

**Funding Cycle I.** A survey of participant attitudes towards and opinions about the TP3 program was conducted in the latter half of the 2017-18 year. The survey had been administered before results of the Program Evaluation Division Measurability Assessment were made known to NCASLD, and there was not a survey item that expressly asked about participant's 'satisfaction' with the program. Rather, survey items were designed to assess the extent to which participants agreed that various best practice program features were present. As reported in GrantProse's second annual report to NCSEAA, 97 (88.2%) of 110 survey respondents 'Agreed' or 'Strongly Agreed' that the varied program features associated with best practices in principal preparation programs were present in their programs.

**Funding Cycle II.** In the second funding cycle, a survey question was specifically designed to address participant satisfaction: *At this time how satisfied are you with the training and associated coursework that you are receiving through your Transforming Principal Preparation program?* The survey was administered in the Spring of 2019 and again in the Spring of 2020. Participants responded to this question along a 7-point Likert scale with 7 representing Extremely Satisfied.

Respondents on the 2019 and 2020 surveys indicated a very high level of satisfaction with their programs on both surveys as shown in **Figure 12**. Of the 116 respondents to this question on the Spring 2020 survey, 89 (76.7%) gave it a 7 rating, representing 'Extremely Satisfied.' Only 9 (7.8%) respondents gave the question a rating below 6.

**FIGURE 12. RESPONDENTS' REPORT OF THEIR OVERALL SATISFACTION WITH THE TP3 PROGRAM: 2019 & 2020 (% AGREE + STRONGLY AGREE)**



Number of Local Education Agency administrators satisfied with the program. Considering both funding cycles, data analyses described below indicate LEA administrators express a very high level of satisfaction with their TP3 programs.

**Funding Cycle I.** A survey of LEA administrators who served as points-of-contact with the TP3 Project Directors was conducted at mid-year of 2017-18. Just as for the participants' survey, this survey was also constructed before the results of the Program Evaluation Division Measurability Assessment were known; however, the survey did include one item that expressly addressed these administrators' level of satisfaction with the TP3 program, written as *"I am very satisfied with the overall quality of the program."* As reported in the second annual report to NCSEAA, 31 (100%) of 31 individuals surveyed rated this item with either a 4 ('Agree') or a 5 ('Strongly Agree').

**Funding Cycle II.** Telephone interviews were conducted with LEA administrators in May 2019 and again June/July 2020. One question asked them to *"Please rate your overall satisfaction with the TP3 program on a 1 to 5 scale (1=Not at all satisfied, 5=Very satisfied)."* For the 39 individuals responding to this question in 2019, the average of their ratings was 4.77. For the 31 individuals responding to this question in 2020, the average of their ratings was 4.78. The LEA representatives expressed considerable satisfaction with the TP3 program.

### **B. Short-Term Outcomes**

As the 2017-18 year was coming to a close, GrantProse initiated a pre-survey of new participants who had been selected for the program's 2018-20 funding cycle. This pre-survey was designed to quantify baseline measures for the three short-term outcomes identified by the PED as a result of the Measurability Assessment:

- *Changes in participants' commitment to seeking principal positions over time*
- *Changes in participants' leadership knowledge and competencies over time*
- *Changes in participants' leadership self-efficacy over time*

The pre-survey of participants was initially distributed in May 2018 and subsequently included the 16 individuals at HPU who were selected for the program in December 2018 but did not include 2 individuals at SREC and 3 at WCU who were to start programs in Spring 2019. An interim survey was distributed in April 2019 and a post-survey was distributed in the spring 2020. The results discussed here are for differences found between the pre-survey (N = 122) as individuals entered their programs and the post-survey (N = 118) as individuals were completing their program.

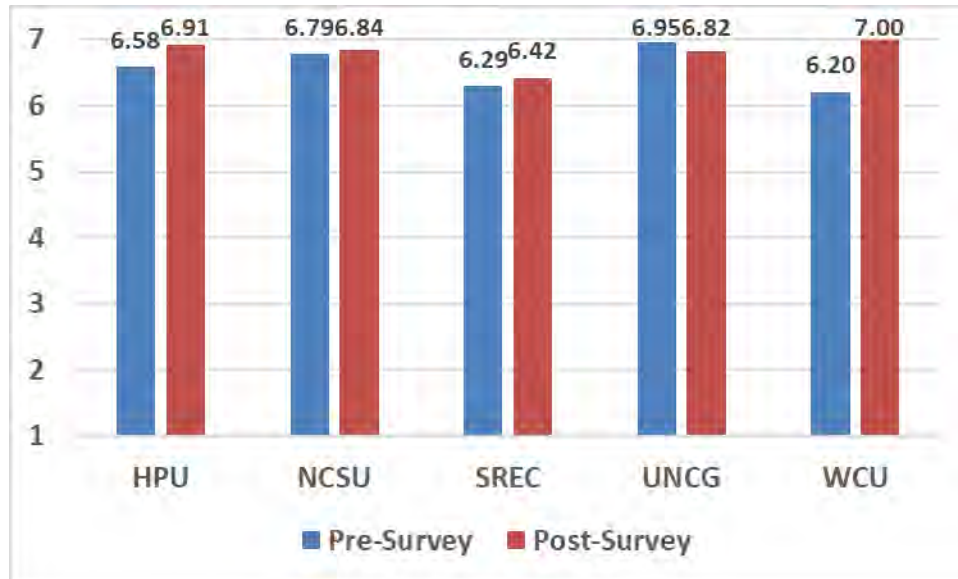
**Change in participants' commitment to seeking principal positions.** This question was addressed with a single item worded, *"At this time, how committed are you to being a principal/assistant principal?"* A 7-point Likert scale was used to assess this item with the end-points of the scale being *"Not at all committed"* (scored 1) and *"Extremely committed"* (scored 7).

The average for the 122 respondents on the pre-survey was 6.61 and the average on the post-survey was 6.81. As might be expected for a group of individuals who were competitively recruited to participate in the program, the 'commitment' to being a principal/assistant principal demonstrated in their response to the pre-survey was very strong and even a bit stronger on the post-survey. Although the difference in averages between the pre- and post-survey is small, still, the difference is statistically significant at  $p < .05$ .

When the averages are disaggregated for each Provider, **Figure 13** indicates that four of the five Providers demonstrated a higher average on the post-survey, while the post survey average for UNCG fell to 6.82 from the pre-survey average of 6.95. Considering that the UNCG average on the pre-survey was virtually at the top of the scale, a decline like this is not surprising and reflects only a few individuals changing their answer from a 7

(Extremely Committed) to a 6. WCU demonstrated the largest change in commitment between the pre- and post-surveys with the lowest average on the pre-survey to the highest average on the post-survey.

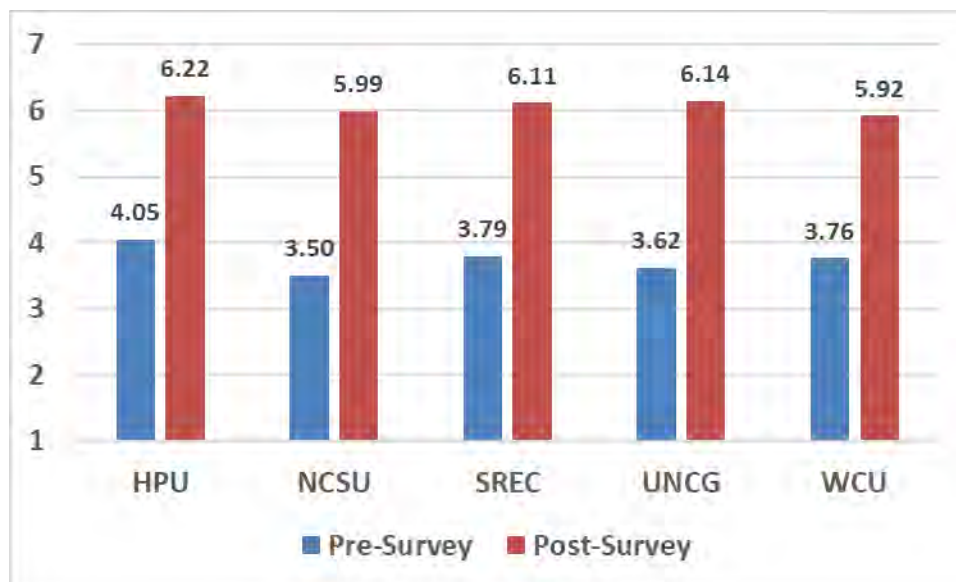
**FIGURE 13. CHANGE IN AVERAGES DISAGGREGATED BY PROVIDER FOR RESPONDENTS' SELF-REPORTED COMMITMENT TO BEING A PRINCIPAL/ASSISTANT PRINCIPAL.**



**Change in leadership knowledge and competencies.** This question was addressed by creating a Likert-scale item for each of North Carolina's eight Standards for School Executives. Descriptions of the Executive Standards were provided for each item, and respondents were asked to "Please rate the extent of your current knowledge and competency in each of the executive standards." A 7-point Likert scale was used to assess each of the eight items with the end-points of the scale being "Not at all knowledgeable/competent" (scored 1) and "Extremely knowledgeable/competent" (scored 7). Scores for each item were then totaled and averaged for each respondent with an overall average being computed for all respondents. Collectively, the eight Likert items form an 'Executive Standards' scale measuring respondents' self-report of knowledge/competency on these standards at the time of the pre- and post-surveys.

The average for the 8-item scale across all five programs was 3.75 for the 122 respondents on the pre-survey and 6.10 for the 118 respondents on the post-survey. The difference in the Executive Standards scale averages between the pre- and post-surveys is statistically as well as practically significant at  $p < .05$ . The degree of change between the pre- and post-survey suggest that participants in Funding Cycle II felt considerably more comfortable in their knowledge and competencies by the end of the 2019-20 year. **Figure 14** indicates that all five Provider agencies demonstrated a higher average for the Executive Standards scale on the post-survey when compared to the pre-survey.

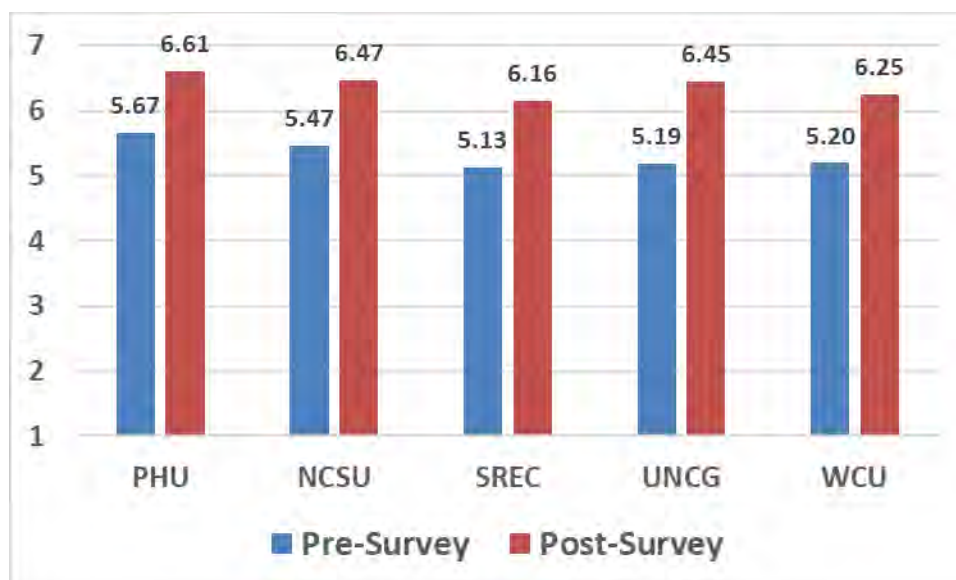
**Figure 14. Change in Averages Disaggregated By Provider for Respondents' Self-Reported Knowledge/Competency of The NC Standards For School Executives**



Also, when analyzed individually, all eight items – one for each Executive Standard - showed higher averages on the post-survey compared to the pre-survey and these differences were all statistically significant at  $p < .05$ .

**Change in participants' leadership self-efficacy.** This question was addressed with a single item worded, “*At this time, how confident* are you that you can be successful as a principal/assistant principal? A 7-point Likert scale was used to assess this item with the end-points of the scale being “*Not at all confident*” (scored 1) and “*Extremely confident*” (scored 7). The average for the 122 respondents on the pre-survey was 5.39 and the average for the 118 respondents on the post-survey was 6.43. The difference is statistically significant on a t-test at  $p < .05$ . When the averages are disaggregated for each Provider **Figure 15** indicates that all five Providers demonstrated a higher average on the post-survey.

**FIGURE 15. CHANGE IN AVERAGES DISAGGREGATED BY PROVIDER FOR RESPONDENTS' SELF-REPORTED CONFIDENCE IN BEING A SUCCESSFUL PRINCIPAL/ASSISTANT PRINCIPAL**



Please see **Appendix M** in the Technical Report for GrantProse report 4.13 describing the complete results of the pre-, interim, and post-surveys completed in 2018-20.

### ***C. Long-Term Outcomes***

GrantProse findings on long-term outcomes to be reported by July 2020 per recommendations of the NC Program Evaluation Division are discussed in the following text.

**Degree to which best practices are incorporated into state guidelines for school leadership programs.** Dr. Shirley Prince with NCASLD periodically informs members of relevant state committees and associations of developments in the TP3 program. Also, on March 12, 2020, Dr. Prince made a formal presentation to the NC Professional Educator Preparation and Standards Commission (PEPSC) at which Dr. Prince presented a series of recommendations (see page 15 where these recommendations are bulleted). See **Appendix S** in the Technical Manual for a copy of the PowerPoint presentation Dr. Prince distributed at the meeting. Due to the developing COVID-19 pandemic, the meeting was held virtually with only the Commission Chair and recorder present in the room. Other members of the Commission called in.

GrantProse staff attended with Dr. Prince and observations of the meeting were that there was no discussion following Dr. Prince's presentation by any members of the Commission. The virtual nature of the meeting likely contributed to this lack of discussion, and it is unknown what if any impact Dr. Prince's presentation will have on incorporating best practices into state guidelines for school leadership development. At the time of this report to NCSEAA, minutes of the meeting do not appear to have been published.<sup>28</sup>

Dr. Prince was also scheduled to make a presentation to the NC State Board of Education in early May. However, this meeting would also have been virtual and Dr. Prince suggested it would be better to reschedule for a time when the meeting could be held in person, in consideration of how the virtual presentation March 12 to PEPSC generated no discussion. At this time, it cannot be said that any of the best practices noted in the original TP3 legislation and/or which NCASLD has recommended over the years have been formulated or codified in state guidelines for school leadership programs.

**Degree to which best practices are incorporated into school leadership training programs.** The best practices described in this report are being incorporated in the five TP3 programs that GrantProse has evaluated since the inception of the Transforming Principal Preparation Program in 2016. While each program approaches the varied best practices in their own manner, evaluation findings to date indicate that all programs are incorporating all best practices to a considerable degree. Whether and how the suite of best practices GrantProse has described will be incorporated in other school leadership programs across the state remains to be seen. The TP3 Commission has funded three new programs starting in the 2020-21 year (East Carolina University, NC Central University, UNC Charlotte) and GrantProse has not been contracted to date for evaluation of these programs, or to continue evaluation with the TP3 programs at NCSU and WCU.

In her role as a member of the TP3 Commission, Dr. Prince provides advice and consultation to the Commission. At the time of this report, the TP3 Commission has held an in-person meeting August 29, 2019 and two virtual meetings December 13, 2019, and April 4, 2020. Also, a virtual meeting is reportedly scheduled for July 30, 2020.

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<sup>28</sup> Minutes of the meeting are not found at a search of the NC State Board of Education website at [https://simbli.eboardsolutions.com/SB\\_Meetings/SB\\_MeetingListing.aspx?S=10399](https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=10399)



A pandemic has a way of changing things for institutional programs and that is no less the case for institutions implementing the TP3 program. One significant disadvantage institutions that are new to the program face is that the virtual environment for meetings and making decisions is not optimal for sharing nuanced information on the best practices described in this report. If the best practices are to be implemented in these new programs, or more generally across the state, the TP3 Commission will need to be very proactive in pushing out guidance(s) on the best practices, making use of varied avenues to allow participating institutions to share insights on their practices, and conducting follow-up with the institutions to assess, compare, and contrast the degree to which such practices are being put in place.

**Number of graduates who secure principal or assistant principal positions.** Of the 248 individuals initially enrolled in the two TP3 funding cycles, 173 individuals secured either a principal or assistant principal position and 166 individuals remain in such positions at the start of the 2020-21 year. **Table 30** shows information collected to date from the TP3 Provider agencies indicates that 103 (85.8%) of the 120 individuals that initially enrolled for the TP3 program in the 2016-18 funding cycle had secured principal or assistant principal (P/AP) positions in North Carolina by summer 2020, and 70 (54.7%) of the 128 enrollees in the second funding cycle secured such positions by summer 2020. It is important to note that the percentages between the two funding cycles **SHOULD NOT** be compared or combined because most individuals in the second funding cycle have only recently completed their programs while individuals in the first funding cycle completed their programs two or more years ago. Individuals in the first funding cycle have had at least two years more to secure positions than individuals in the second funding cycle. It is also important to note that some of the individuals who secured P/AP positions in North Carolina public schools have since left those positions. Three individuals have moved out of state, one individual has taken a position at a private school, one individual has taken a leadership position in other than a principal or assistant principal role, one individual has taken a position in a nonprofit organization, and one individual is on administrative leave.

**TABLE 30. PERCENTAGE OF PARTICIPANTS SECURING PRINCIPAL OR ASSISTANT PRINCIPAL POSITIONS: BOTH FUNDING CYCLES**

	2016-18 Funding Cycle I		2018-20 Funding Cycle II	
TP3 Provider	Initial Enrollment	Securing a P/AP Position by Summer 2020	Initial Enrollment	Securing a P/AP Position by Summer 2020
HPU	30	29 (96.7%)	33	15 (45.5%)
NCSU	34	33 (97.1%)	34	22 (64.7%)
SREC	26	20 (76.9%)	26	9 (34.6%)
UNCG	20	16 (80.0%)	22	16 (72.7%)
WCU	10	5 (50.0%)	13	8 (61.5%)
TOTAL	120	103 (85.8%)	128	70 (54.7%)

**Number of graduates who secure principal or assistant principal positions in high-need schools.** School assignments for individuals serving in P/AP positions in North Carolina public schools as of summer 2020 were determined for the 166 individuals expected to continue in employment for the 2020-21 year. Of these 166

individuals, 144 (86.7%) were assigned to high need schools <sup>29</sup> at the beginning of the 2020-21 school year as shown in **Table 31**. The 86.7% assigned to high need schools is slightly higher than the 81% percentage of high need schools GrantProse identified for the state in its most recent analysis.

**Table 31. Number And Percentage of Principal/Assistant Principal Placements Made in High Needs Schools as of Summer 2020: Both Funding Cycles**

PROGRAM	HPU	NCSU	SREC	UNCG	WCU	TOTAL
<b>2016-18 Funding Cycle 1</b>						
Total P/AP Placements	27	29	20	16	5	97
HN P/AP Placements	27	28	19	14	5	93
% HN P/AP Placements	100%	96.6%	95.0%	87.5%	100%	95.9%
<b>2018-20 Funding Cycle 2</b>						
Total P/AP Placements	15	22	9	16	7	69
HN P/AP Placements	13	13	7	12	6	51
% HN P/AP Placements	86.7%	59.1%	77.8%	75.0%	85.7%	73.9%
<b>Both Funding Cycles</b>						
Total % HN Placement	95.2%	80.4%	89.7%	81.3%	91.7%	86.7%

Some other findings of interest are that 20 individuals are currently in principal positions in North Carolina public schools at the time of summer 2020 (7 from the HPU program, 2 from NCSU, 6 from SREC, 3 from UNCG, and 2 from WCU). Principals and assistant principals are serving in schools with various grade levels, including 47 at traditional high schools (grades 9-12), 40 at traditional middle schools (grades 6-8), and 54 at traditional elementary schools (grades PK/K thru 5). The others are at schools with various grade configurations (e.g, 4-5, 6-12, 5-8, etc.). The schools range in size from fewer than 50 students to more than 2,500 students. The percent of low-income students at the schools ranges from less than 15% to 100% with the average of the percentages being about 60%. This average percentage is about 8 percentage points higher than the average for the state, suggesting graduates are being employed to fill P/AP positions in high need schools in keeping with, if not slightly more than, the need in the state.

**Level of satisfaction among key stakeholders with graduates they have hired.** During the month of July 2020, GrantProse conducted telephone interviews with LEA representatives that the TP3 Project Directors identified as their main point of contact during the 2018-20 funding cycle. The Project Directors identified 45 representatives and 34 responded to the GrantProse request for an interview, with 31 (68.9%) of the 45 representatives agreeing to be interviewed. The 31 individuals represented 34 partnerships with TP3 programs as three of the responding LEAs have partnerships with more than one TP3 program. Among the 31 representatives interviewed, there were 5 school district superintendents, 12 associate/assistant/area superintendents, 11 chiefs/executive directors/directors of varied departments (e.g., Human Resources, Academics and Student Support Services, Curriculum Support, etc.), 2 principals, and 1 other, indicating respondents were generally highly placed in the LEA organization. TP3 programTP3 program

One of the interview questions asked the respondents to *Please rate on a 1 to 5 scale (1=Not very closely at all, 5=Very closely) how closely does this program collaborate with your district?* The average rating for the 30 of 31

<sup>29</sup> The GrantProse most recent determination of high need status makes use of the 2019-20 dataset for Title I schools. For this report, see Carruthers, W. (2019, 3.06). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: GrantProse, Inc.



individuals responding was 4.74, suggesting they perceived a high degree of collaboration between the TP3 program and their school district.

Another of the interview questions asked respondents to *Please rate your overall satisfaction with the TP3 program on a 1 to 5 scale (1=Not at all satisfied, 5=Very satisfied)*. The average rating for the 31 of 31 individuals responding to this question was 4.78, suggesting they were quite satisfied with the program and, by extension, with individuals they may have hired in Principal or Assistant Principal positions. There was only one instance of an individual giving either of these questions a rating less than 4.

In their response to the interview open-ended questions, the LEA representatives made many comments that were complementary of the TP3 program. Example comments include:

- *All three [assistant principal] placements are doing great jobs and are on their way to being principals...So, you know, they've produced some quality folks for us. (HPU)*
- *I can definitely speak in relation to our most current individual. He has truly developed, and we can see that sense of development of him being a future leader and, at some point, running the school on his own with his tenacity. (NCSU)*
- *Well, just that we've had some great administrators come out of the program. I feel like they do a great job with training. They expose them to a—such a well-rounded experience. (SREC)*
- *Well, we have three assistant principals now who—well, we have four who completed the program, and three are serving in assistant principal roles very successfully. (UNCG)*
- *...since the program has started, all of the TP3 participants from [redacted] County hold an administrative position in the district somewhere, either as a director, as an assistant principal, or as a principal. (WCU)*

At the time of this report to the NCSEAA, GrantProse is preparing a report with the complete findings from the interviews with the LEA representatives.

**Increased student achievement in North Carolina.** Determining whether graduates of the TP3 program are having any greater impact on student achievement than graduates of other principal preparation program is challenging under the best of circumstances. With regards to the TP3 program, key challenges to consider include:

- It is questionable how much impact those in Assistant Principal positions might have on student achievement. For the strongest research design, it will be best to investigate any possible impact that may be made when individuals are in principal positions.
- It is also questionable how much impact a principal could make in the first year of his or her assuming the principal position. It will be best to investigate any possible impact that may be made when the individual has had enough time to impact the instructional culture at the schools, for instance, after two or more years in position.
- And, it is questionable whether principals at schools with different grade level configurations such as an elementary school, a middle school, or a high school have the same opportunity to impact student achievement. For the strongest research design, it will be best to investigate what impact a principal might have at schools that have a similar grade configuration.
- Finally, it would be best to implement an experimental design for this investigation; however, the TP3 program does not afford the opportunity for a randomized control treatment design. Thus, the quasi-experimental design which utilizes a closely matched control group of schools is a possible option. Variables to consider when searching for schools to match with the TP3 schools include not only grade

level configuration but also the past achievement of the school, the percentage of students from families with low income at the school, and the enrollment size of the school. In a matched control group design, it is desirable that schools in the treatment and control groups are similar on major variables that might bear on the outcome of interest, in this case student achievement.

Considering these challenges, it is too early to say with any confidence if graduates of the TP3 program are having an impact on raising student achievement. At present, there is not enough of a sample with which to carry out a quality investigation. At the time of this report, 20 individuals are currently in principal positions with the largest number of these—11—at traditional elementary schools (grade configuration PK/K thru 5). Two individuals are at traditional high schools (grades 9-12), two individuals at traditional middle school (grades 6-8), and 5 individuals are at schools with varied grade configurations (e.g, 6-12, 4-5, PK-3). Not surprisingly, the largest group of principals is at the elementary level, but 7 of these 11 individuals have been in the principal position only since May 2020.

Further complicating the question of what impact TP3 graduates might have on student achievement is the present situation with the COVID-19 pandemic. Student achievement scores will not be available from the 2019-20 year and it remains to be seen how the pandemic will impact the 2020-21 year. In addition, it is too early to say what the long term effects of the pandemic will be on student achievement but these are likely to be unequal across the state and depend on multiple unknown variables including, but not limited to, Internet access, levels of infection in the community, and local funding making any comparisons between school results less attributable to the principal. One option that *GrantProse* will explore in the 2020-21 year is whether data obtained on North Carolina's Teacher Working Conditions survey administered in 2020 might provide a measure of impact that TP3 graduates in P/AP positions may have at their schools.

## FUTURE PLANS <sup>30</sup>

TP3 Project Directors were asked to describe future plans for each program in their annual reports submitted May 2020, which are summarized in **Table 32** below. The majority reported a focus on continuing to deliver an exceptionally effective program to prepare principals and being committed to successful implementation of that program. The programs expressed a commitment to continuing all grant and program activities in order to develop high-quality school leaders, as well as working with regional district leaders to continue their support of aspiring principals. In order for this to occur, both NCASLD and the TP3 Provider agencies will need to consider strategic planning, continuous improvement, risk assessment, and dissemination activities in support of these future endeavors.

<b>TABLE 32. FUTURE PLANS OF PROVIDER AGENCIES</b>	
<b>TP3 Program</b>	<b>Future Plans</b>
HPU	As grant funding becomes available, the university PI will seek those dollars.
NCSU	Two new grants from the TP3 and NC Principal Fellow Commission. We have 46 new Fellows across four cohorts who began in May 2020. Including a new partnership with Cumberland County Public Schools.
SREC	We are requesting the MSA stipend so our budget can include extra activities/conferences/work sessions that we would not otherwise have been able to add. Our staff is meeting to determine ways to personalize training for individual interns this Fall, so that we can enrich their experiences by meeting the specific needs of each person. For example, one intern has spent limited time outside her county, so we plan to send her to visit schools in large districts with a specific learning goal in mind. She will participate in identification of her own needs with assistance from PDP staff. A staff member may accompany her to visit the schools and assist with reflection during the trips. Upon return, she will make a presentation to her cohort.
UNCG	We continue to hope to secure grant funding for post-program coaching. Currently, we lack the capacity to even write and administer such a grant, but we recognize the importance of continuing coaching beyond completion of the PPEERS program and into the first years of school administration. We are committed to finding a way to make it happen.
WCU	<p>We are grateful to have been approved for the 2020-2022 renewal of funds cycle and we look forward to continuing our program similar to how it was structured for the 2018-2020 Cohort. We also plan to apply for the TP3-PFP grant funding in subsequent years so that we may expand our program in the preparation of outstanding school leaders for the state of North Carolina.</p> <p>We will work to maintain all of the program components that the TP3 Grant has afforded even if the funds were to cease. Although we consider all of the components to be necessary in the development of excellent, transformational school leaders, we recognize that we may not be able to rely on the TP3 funding. If the resources end, we will certainly seek additional funding from other sources. In our present role as university faculty, we are consistently seeking out grants and other sources of funding to improve our school leadership programming. Unfortunately, those grant funds are quite competitive and often fall to R1 institutions, not regional comprehensives like WCU. If we do not have supplemental funding--outside of student tuition and state sponsored initiatives (e.g. Principal Fellows and MSA Internship program), we will likely have to cut down on the number of released, administrative internships, remove academic conference travel, and lose both the internship mentor training and the collaborative coaching program. We are hopeful this will not happen but have made a commitment to excellent principal preparation with or without the supportive funding.</p>

<sup>30</sup> This section corresponds to NCSEAA Report Question #4: *If the activity is a continuing one, briefly describe future plans and funding prospects.*

## CONCLUSIONS

The body of evidence collected to date, including outputs and outcomes analyzed to date, suggest the TP3 program is meeting its intended purpose—to transform principal preparation programming. With programs operating in most regions of the state and almost half of LEAs participating in one or both funding cycles, 166 individuals from the two funding cycles currently serving in principal and assistant principal (P/AP) positions, almost 87% of the P/AP positions from both funding cycles serving at high need schools, and ample positive feedback from LEA representatives across programs, there is evidence that the legislative intent of the TP3 program is being met, at least in part. Moreover, the five TP3 funded programs analyzed here show that different models can be successful.

Over the four years of the program, one practice that has surfaced as among the most important of the best practices is the internship. Data that GrantProse has collected from all involved in the program is that a 10-month internship is preferred by most stakeholders including the participants, LEA representatives and principal mentors, with individuals' salaries and associated fringe benefits being held harmless and fully paid during this internship. The participants have also expressed a desire to be allowed to continue in the state's retirement system during their internship. Holding salaries harmless and continued participation in the retirement system allows programs to recruit the best candidates for P/AP leadership roles, and the 10-month internship allows programs to prepare the best graduates for P/AP positions.

In the varied budgetary analyses discussed in this report, GrantProse has tried to derive a figure for the average per participant cost or, sometimes the average per graduate cost, depending on what we place in the denominator...the number of participants to be enrolled or the number of graduates resulting from the program. Because the TP3 program has such a high graduation rate, these two calculations should return similar figures. However, there are many complications in deriving this average and our figures range from a high of \$112,312 per graduate at to a low of \$77,250 per participant. If 'institutional expenses' can be limited to 40% or less of TP3 expenditures, we believe an average per participant cost (institutional + participant expenses) planners could use when building their budgets may fall in the \$75,000 to \$95,000 range depending on variables such as the cost for tuition and fees at the university, the cost of local supplements provided by LEAs, and the range of educational experience that participants bring when they enter the program, among other expenses. Working with this range, aspirants for TP3 funding could determine how many participants they could serve for a particular amount of TP3 funding.

What remains to be determined in the GrantProse evaluation is whether individuals who complete TP3 programs and secure P/AP roles subsequently have a positive impact on student achievement. Making this determination will be challenging and require a number of years. Due to the pandemic there was no state achievement data for Spring 2020. Also it is too early to say what the long term effects of the pandemic will be on student achievement but these are likely to be unequal across the state and depend on multiple unknown variables including but not limited to internet access, levels of infection in the community, and local funding. The effects of principal leadership may be both more important and less easy to compare across schools given the likely disparities. In lieu of or in addition to achievement data, GrantProse will explore the possibility of using data from the Teacher Working Conditions Survey to measure principal effectiveness.

Whether and how transformational principal preparation programs can be replicated and scaled across the state is another issue that remains to be determined. Continued or expanded funding for the TP3 program is certainly a

consideration. Controls on how the TP3 funds may be expended is also a consideration. Our recommendations below address both of these considerations.

While there are significant qualitative and quantitative differences among the TP3 programs in regards to how each Provider agency operationalizes and implements best practices, all programs are implementing a suite of best practices in principal preparation. The TP3 programs generally, and the best practices specifically, appear to be having transformative impact on principal preparation programs. The impact of the TP3 program appears to be meeting the legislative intent at principal preparation programs where TP3 funding is being utilized.

## LOOKING AHEAD

In light of the recent Senate Bill 227 legislation, NCASLD has one year remaining in its role as administrator with three of the programs—HPU, SREC, and UNCG—operating under NCASLD’s administration in the 2020-21 year. The other two programs —NCSU and WCU—will now be administered by the TP3 Commission. Concurrently, beginning with the 2019-20 year, NCASLD is also represented on the TP3 Commission with a role in advising and assisting the Commission with decisions pertaining to future rounds of funding and administering transforming principal preparation programs.

Looking ahead for the next year, it appears NCASLD has three main responsibilities:

1. Assist the three TP3 Programs remaining under its jurisdiction in successful implementation of their programs under the new legislation,
2. Advise the NCSEAA on strategies for sustaining, replicating, and scaling best practices in principal preparation programs across the state, and
3. Advise the TP3 Commission on findings of the TP3 program that can inform the Commission’s award and administration of new programs intended to transform principal preparation.

For its part, GrantProse sees that it has two main responsibilities in the next year:

1. Continue to implement the 3-tiered model of program evaluation described in this report, and
2. Continue to investigate what, if any, impact graduates of the TP3 program may be having on school administration and student achievement making adjustments to the research design and adding data sources such as the teacher working conditions survey to compensate for disruptions caused by the pandemic.

## RECOMMENDATIONS

In the GrantProse 2019 NCSEAA annual report, a set of ‘considerations’ for the TP3 Commission were included in an Addendum to the report. These are updated here, informed with the latest evaluation results from the 2019-20 year as well as legislative developments in the TP3 program, and framed as ‘recommendations’ for the NCSEAA and TP3 Commission in light of how these bodies have significant responsibility for implementing, overseeing, and evaluating the transforming principal preparation program. The following recommendations are grounded in what GrantProse believes to be the intent of the legislation which funds the TP3 program.

The following recommendations are not necessarily independent of each other. There will be overlap among some recommendations, and in some cases elements of one recommendation could be combined with elements of another recommendation to create a hybrid that meets varied needs of varied programs.

1. **Incorporate the best from all programs.** The five TP3 programs that have operated since the 2016-17 year have obtained similar outcomes for the most part. Program participants, LEA representatives collaborating with the programs, and school principals and executive coaches mentoring the participants all have very positive things to say about the programs. Participants complete their programs at a high rate, many are securing principal and assistant principal positions, and most of these positions are at high needs schools. Still, after four years of operating and carrying out extensive evaluation of the five TP3 programs, GrantProse believes there are unique features of each program that exemplify particular strengths of the program.

Strengths at High Point University and North Carolina State University are especially notable. These two programs enroll the most candidates and have similar outputs and outcomes with regards to graduation rate and success with placing individuals in Principal and Assistant Principal positions. While it could be argued that the two programs provide very good return on investment, there are significant differences in the programs that have implications for replication and scalability. A strength at High Point University is that institutional costs to implement its program are very low and provide a model for how such transformative programs could be scaled across the state, but High Point University has had limited success with replicating transformational change in a parallel principal preparation program at the University. In contrast, institutional costs at North Carolina State University are the highest among the five programs which limits the ability to scale a similar model across the state, but a strength at NCSU is its commitment to replicating its transformational practices throughout the entire principal preparation program at the University. A strength with the SREC program is seen in the close relationships LEA superintendents with partnering school districts have with the TP3 Project Directors through the RESA organization. At UNCG a strength is seen in the program’s commitment to rural education, and at WCU a strength is seen in the program’s commitment to equity and social justice.

If the NCSEAA and TP3 Commission hope to see a day when principal preparation programs will be transformed across the state, meeting the annual need for new hires in the principal and assistant principal roles, and impacting student outcomes, these bodies should seek to combine the best of these strengths—low institutional costs promoting scalability, university-wide programming promoting replication, and close collaboration with LEA superintendents, along with an emphasis on equity as well educational practices tailored to the rural and urban contexts.

2. **Institutional transformation.** An end goal of the TP3 program should be transformation of all of an institution's principal preparation pathways rather than the development of a separate academy program. Towards this end, the NCSEAA and TP3 Commission should require programs to integrate the full sequence of courses for the MSA or M.Ed. degree into their TP3 programs. While some participants may only need a post master's certificate to obtain licensure, this does not provide an equivalent experience. GrantProse surveys found that participants indicate that courses taken outside the TP3 program structure to meet MSA or M.Ed. degree requirements were not as satisfactory or useful as TP3 program courses.

To the extent that an IHE offers different principal preparation pathways, programs should begin planning to incorporate the best practices of transformed programs university-wide (e.g. engagement with LEAs; targeted recruitment; rigorous selection; cohort based programming; authentic experiences integrated within and beyond courses; emphasis on instructional leadership, issues of equity, and high need schools; full-time 10-month internships with coaching and mentoring; and independent evaluation and continuous improvement processes) into any and all such pathways.

3. **Determine what number of individuals a program should serve for the TP3 funds it receives.** Require programs to serve a minimum number of individuals for the amount of TP3 funding it will receive. Effectively, this amounts to establishing a 'per participant cost,' which can be used to determine how much TP3 funding a program may receive. Budgetary analyses have been described in this report with this purpose in mind. Programs that serve a larger number of individuals could receive a greater share of the TP3 funding; programs serving fewer individuals receive less funding. However, a couple of caveats are necessary. In the instance of a new program, the program may need a disproportionate share of the TP3 funding, especially in the early years as it undertakes planning for and implementing its transformational processes and practices. A second caveat is that regional variables will affect per person costs such as tuition expenses and LEA local supplements both of which that are known to vary widely.
4. **Place a cap on institutional expenses.** Transformative principal preparation programs need dedicated and funded leadership; however, analyses of TP3 budgets for the five programs in the 2016-20 period reveals wide variation in how programs use TP3 funds to support the employment of institutional personnel for full- or part-time work associated with the grant program. TP3 Providers with higher personnel costs tended to make greater use of other revenue sources such as MSA funding to supplement participant costs and/or did not hold harmless participant salaries during their internship, thus freeing TP3 funds for institutional expenses. If the NCSEAA and TP3 Commission desire to maximize the number of individuals that can be served, consideration should be given to placing a cap on institutional costs so as to increase funds available for participant costs. An alternative would be to reduce the percentage that is allowed for institutional expenses at yearly intervals, promoting the institution's uptake of these expenses and better ensuring sustainability if/when grant funding ceases.

As an example, a ceiling could be set on institutional expenses—most notably personnel salaries and fringe benefits, contractual expenses, and Indirect Costs—which GrantProse believes could be 35-40% of the total TP3 funding, consistent with the GrantProse secondary analyses of TP3 budgets reported in **Table 20** found on page 39. Setting a ceiling of 35-40% of the TP3 award for institutional expenses such as these then permits committing 60-65% of the award for participant expenses including university



tuition and participant fringe benefits (e.g., FICA, retirement, hospitalization, local supplement if any, national board certification if any) during their internship.<sup>31</sup> Capping or otherwise restricting personnel costs is a common practice in Federal grant programs as is setting a minimum number of participants that must be served for a given award amount.

5. **Remove an apparent limit on eight grantees.** Senate Bill 227 of Session 2019 indicates, “*The Commission shall select up to eight grant recipients to be operating a school leader preparation program with grant funds in any fiscal year.*” Insofar as there are presently eight programs receiving grant awards in the 2020-21 year, and these are multi-year awards of up to as many as six years for some of the awardees, this language effectively prohibits the possibility of bringing on any more programs for the near future (except in an unusual situation such as a current program opting out or being found to seriously underperform). However, Senate Bill 227 also indicates, “*There is established the North Carolina Transforming Principal Preparation Program as a competitive grant program for eligible entities for the purpose of elevating educators in North Carolina public schools by transforming the preparation of principals across the State...*” (emphasis added).

Six of the eight programs in 2020-21 are UNC institutions. GrantProse evaluation findings over these last four years suggest other program models such as private universities, LEA-guided programs, and regional consortia can be just as instrumental in transforming principal preparation across the state. It is desirable to support as many programs as possible including more diverse institutional models that permit exploring variations on how the best practices can be implemented. Also, capacity at the current eight programs is not adequate to meet the annual needs in the state for new principal hires and it is desirable to expand capacity across the state. And, some of the areas that are being served by the eight programs may not be in areas where the greatest need for principals currently exists.

While there is certainly a set and limited amount of funds that can be provided through the TP3 legislation, there is no reason that each awardee should receive the same amount of money. Programs serving fewer participants might receive smaller awards. And, programs that have been operating for a number of years may receive reduced support for institutional expenses in consideration of how much of the burden of ‘transforming’ their program such as curricular redesign should now be completed. New programs might receive greater support for institutional expenses considering how their transformational work is ahead of them. Also, with MSA funds now reportedly underwriting the full intern salary at programs implementing 10-month internships, it is possible that the existing TP3 programs will realize a surplus of undesignated funds which the TP3 Commission could repurpose in support of one or more additional programs, even if only to underwrite preliminary or limited transformational activities that new programs can undertake. Changing the current cap on eight programs will likely require legislative action.

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<sup>31</sup> Recent legislative developments appear to indicate that MSA funds can be used to hold participant salaries harmless during their internship. Rather than being set at a fixed figure such as \$41,650 per participant, the MSA support could be greater or lesser depending on what the individual’s salary was in their last employed position. If this is the case, then TP3 funds could be used to complement the MSA funds and pay for any possible shortfall so as to hold participants harmless. Underwriting the entire cost of salary and fringe benefits supports attracting the best candidates, and could have an additional advantage of freeing the individuals from any restrictions an LEA might impose on their ability to seek employment outside the LEA.

6. **Be proactive with providing guidance to new as well as continuing programs.** A pandemic has a way of changing things for institutional programs and that is no less the case for institutions implementing the TP3 program. One significant disadvantage facing institutions that are new to the program is how the virtual environment for meetings and making decisions is not optimal for sharing nuanced information on the best practices described in this report. If the best practices are to be implemented in these new programs, or more generally across the state, the NCSEAA and TP3 Commission will need to be very proactive in pushing out guidance(s) on the best practices, making use of varied avenues to allow participating institutions to share insights on their practices, and conducting follow-up with the institutions to assess, compare, and contrast the degree to which such practices are being put in place.
7. **Continue to implement an independent third-party evaluation.** Senate Bill 227 indicates, “*The [TP3] Commission shall develop a process with the Authority for early retrieval of grant funds from grant recipients due to noncompliance with grant terms, including participation in third-party evaluation activities*” (emphasis added). Per this expectation, the NCSEAA and TP3 Commission should consider implementing a robust independent third-party evaluation that will look at participant outcomes as well as follow-up to compare and contrast how the different grant recipients implement their programs with fidelity to the best practices identified in this report. These bodies have a responsibility to ‘retrieve’ grant funds in instances of noncompliance with grant terms, and evaluation—particularly, fidelity evaluation—can assist in this determination. In consideration of how the GrantProse evaluation of the TP3 program finds there is wide variation in how the TP3 Providers expend their grant funding, especially when distinguishing between institutional and participant expenses, the independent evaluation should also seek to identify when expenses are reasonable, allowable, and allocable and when not, which may in turn identify potential cost savings that will better permit scaling the program across the state.
8. **High Needs Schools.** Reconsider the legislative definition of a high needs school to revise the language specifying the criterion that a school “*Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.*” GrantProse has interpreted this language to include all schools that are eligible for Title I funding even if a school is not actually participating in the Title I program. Per this interpretation and including in the determination the other legislative criteria indicating a school meets high need status, GrantProse has found that approximately 81% of the schools in the state meet one or more of the high need criteria. The distinction of being a high needs school loses almost all meaning if most of the schools in the state meet the definition. In the place of the present legislative language addressing Title I, GrantProse recommends revising the Title I language to instead use a percentage of low-income students that the school must enroll in order to meet this criterion. While poverty may not be a causal contributor to low achievement, it is well established in the research literature that poverty is a highly correlated indicator of low achievement. Using a percentage figure allows the state to better control for the number of schools that it wants to identify as high needs so as to better direct state resources to especially needy schools. Revising the definition of a high needs school may require legislative action.
9. **Full-time, 10-month internship.** GrantProse has found through surveys and interviews that the overwhelming majority of stakeholders including LEA representatives, participants, and Project Directors state that a full-time, full year internship allows interns the best opportunity to learn the full array of tasks necessary for school leadership from hiring, scheduling, and opening school through establishing school

climate, evaluating and coaching teachers, outreach to the community, budgeting for the next year, testing, grading, and closing the school at the end of the year. Requiring TP3 programs to implement a full-time 10-month internship, rather than the current minimum of a 5-month internship, may require legislative action.

Thank you for your consideration of this report. *GrantProse* staff are pleased to have had the opportunity to evaluate North Carolina's Transforming Principal Preparation Program these last four years, and we look forward to continuing our evaluation work in 2020-21. Please review the Technical Manual which accompanies this report. We will gladly respond to any requests for information and/or clarification.

A handwritten signature in blue ink, reading "Bill Carruthers". The signature is fluid and cursive, with the first name "Bill" being more prominent than the last name "Carruthers".

Bill Carruthers, Ph.D., President

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