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ANNUAL REPORT

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: THIRD YEAR

JULY 2019

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EXECUTIVE SUMMARY

Produced by GrantProse, Inc., this is the third 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 (TPP) program realized by June 30, 2019. A “Technical Report” accompanies this third annual report and provides varied reports produced during the year with detailed information specific to many of the GrantProse evaluation activities implemented in 2018-19.

Serving as the administrator for the TPP 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 TPP 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) Sandhills Leadership Program* ²
- *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 a second group 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.

A total of \$8,099,964 was allocated to the Provider agencies for implementation of the five TPP programs over the 2018-20 period. Of this amount, \$3,071,064 ³ (37.9%) was invoiced by the Provider agencies during the 2018-19 year, ⁴ including projections for end-of-year expenditures, which in some cases would carry into the 2019-20 year. Assuming the Provider agencies fully expend the funding allocated to them by NCASLD for the two years, the 2-year per-person cost for preparing 127 participants ⁵ can be estimated to approximate \$63,780 per person. However, this cost underestimates the actual per participant average due to a number of factors described in the footnote here. ⁶

² While Sandhills Regional Education Consortium is responsible for implementing the TPP program, Hoke County Schools serves as the fiscal agent managing the funds and the University of North Carolina at Pembroke conducts the coursework.

³ Fiscal figures in this report are rounded to the nearest dollar.

⁴ Per NCASLD invoices submitted to NCSEAA: 85, 96, 97, 102, and 106.

⁵ One of the 128 individuals enrolled during 2018-20 is known to have left the program at NCSU in 2018-19.

⁶ The \$63,780 per person figure does not include NCSEAA and NCASLD expenses to administer the grant program. Also, a number of the programs used funds in their 2017-18 budget to recruit and begin serving the new cohort of students for the 2018-20 performance period. With the co-mingling of funds supporting participants in the 2016-18 and 2018-20 performance periods, it is difficult to derive a true per person cost at this time. Furthermore, a number of the programs are accessing State MSA funds to support paying salaries for participants during their internship. MSA funds are in addition to the TPP funds and would effectively increase the 2-year per person average. And, a number of LEAs provide funds in partial support of

GrantProse evaluation activities conducted during the 2018-19 year took four main forms: (1) mid-year (January 2019) and annual (May 2019) reports completed by TPP Program Directors, (2) observations of program activities conducted during Fall 2018 and Spring 2019, (3) surveys of program participants, and (4) interviews with TPP Program Directors, university faculty, and LEA representatives conducted in Spring 2019. 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.

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?

Four of the programs (HPU, NCSU, SREC and WCU) reported revisions or refinements to their program goals for the 2018-19 year. These modifications entailed changes to the number of program participants to be served (HPU) ⁷ and changes to program requirements based on updated legislation (NCSU, WCU). Full details regarding these 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 entire 2018-19 performance period, the five funded programs undertook varied activities to implement their TPP programs. These activities included:

- (a) Targeted recruitment of program applicants, ⁸
- (b) Use of rigorous criteria predictive of school leader success in selection of 128 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.

participants' salary and/or fringe benefits during their internship. Including MSA and LEA revenue sources among other possible sources, the 2-year per person costs for the 127 individuals presently enrolled for the 2018-20 performance period possibly falls in a \$65,000 to \$70,000 range or greater at the time of this report.

⁷ WCU also changed the number of program participants, adding three more, but this change was not noted on their mid-year report.

⁸ Recruitment and selection of the 2018-20 cohort began in the Spring 2018 at most of the programs.

On the whole, the TPP 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 87 (72.5%) of the 120 have been determined to hold Principal (P) or Assistant Principal (AP) positions by the end of the 2018-19 year.
- Of the 87 individuals from the first funding cycle presently holding P/AP positions, 82 (95.3%) of these individuals are working in high need schools.⁹
- 95 (80.5%) of the 118 completing the first funding cycle have been reported to presently hold Master of Science in Administration, Master of Education, and/or post Masters' Certificate in School Administration.
- 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

- 127 (99.2%) of 128 participants initially enrolled in the second funding cycle continue in active enrollment at the end of the 2018-19 year, and 6 (4.7%) of the 128 have been determined to hold P/AP positions at the end of the 2018-19 year.
- Of the 6 individuals from the second funding cycle presently holding P/AP positions, all 6 individuals are working in high need schools.
- The 127 currently enrolled participants in the second funding cycle earned an average of 14.74 cumulative credit hours during the 2018-19 year across the five programs (range 4-36).
- When surveyed at the end of the 2018-19 year, respondents' rating of being satisfied with their TPP program averaged 6.33 on a 7-point Likert scale with 7 representing Extremely Satisfied.
- A Spring 2019 survey of participants in the second funding cycle revealed they agreed that features of their programs demonstrated best practices:¹⁰
 - Participants agreed that features of the **cohort model** at their TPP Program were satisfactory, ranging from an average response of 4.63 at NCSU on a 5-point Likert scale to 4.97 at SREC, with 5 representing a Strongly Agree response;
 - Participants agreed that features of their **university coursework** were satisfactory, ranging from an average response of 4.45 at NCSU to 4.74 at SREC and UNCG; and
 - Participants agreed that features of their **executive coaching** were satisfactory, ranging from an average response of 4.22 at WCU to 4.91 at SREC.
- When interviewed at the end of the 2018-19 year, 37 (94.9%) of 39 LEA representatives indicated they were 'Satisfied' or 'Very Satisfied' with the TPP Program.

⁹ Please see GrantProse **Appendix F** of the Technical Report for the methodology used to determine whether a school meets the State's legislative definition of a high need school.

¹⁰ GrantProse has described best practices associated with the TPP Program in its mid-year report for 2018-19. Please see **Appendix C** in the Technical Report for this discussion.

- Also, pre- and post-survey results with program participants in the 2018-19 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.

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

The five programs will all receive funding for the 2019-20 fiscal year to continue implementation with participants in the 2018-20 funding cycle. In the 2020-21 year, the HPU, SREC, and UNCG programs will continue to receive one year of funding under the auspices of NCASLD administrative leadership. And, in accordance with North Carolina Senate Bill 227 authorized in the 2019 Session of the General Assembly, it is expected that a new set of grant recipients will be funded in the 2020-21 year to implement transformational principal preparation programs, with these awards being administered by the NCSEAA in coordination with the newly established North Carolina Principal Fellows and TP3 Commission (TP3 Commission). **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 TPP 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 and updates for the 2018-19 year are provided here.

- Provision of program leadership. All five TPP 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 TPP funding at each TPP institution (e.g., faculty, administrators, graduate assistants, hourly workers, etc.). Considering institutional employees with at least 8.3% full-time equivalent commitment to the TPP Program:
 - HPU with 33 current participants and WCU with 13 current participants each identify 1 staff member being paid with TPP funds,
 - SREC with 26 current participants and UNCG with 22 current participants each identify 3 staff members being paid with TPP funds, and
 - NCSU with 33 current participants identifies 10 staff members being paid with TPP funds.
- 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 TPP and traditional programs. HPU, NCSU, and UNCG appear to have worked with their partner LEAs to broadly advertise the program and recruit a large pool of prospective candidates; SREC worked closely with its partner LEAs to identify a select few candidates satisfactory to LEA leaders; and WCU appears to have enrolled participants based largely on LEA recommendations.
- How participants are selected. A highly competitive selection process is another key difference between TPP and traditional programs. TPP 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. HPU, NCSU and UNCG appear to have the most

extensive recruitment and selection process, while SREC and WCU have more targeted recruitment and selection processes.

- 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, TPP programs all have frequent contact with LEA leaders where the program participants are employed, including superintendents. Meeting with partnering LEA superintendents at monthly intervals, SREC is an example of this best practice.
- 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 TPP programs generally treat their participants as cohorts with participants taking courses at the same time and sharing in similar experiences. Participants at HPU, NCSU, SREC and UNCG progress as a cohort through their coursework, while WCU appears to have a blended model with TPP participants mixing with other students in their university coursework.
- 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. Some exemplars of authentic experiences designed to develop leadership skills include:
 - HPU's Instructional Leadership Institute which culminates with school walk-throughs with TPP program participants observing teachers (who volunteer to participate), providing feedback to teachers in a post observation conference and receiving coaching on their feedback skills from executive coaches and the participating teachers.
 - NCSU's Formative Assessment Days simulating a real day in the life of a principal with an in-basket of tasks and realistic crises and actors playing the parts of students, parents, and other stakeholders.
 - SREC creates periodic 'synergy' meetings at which participants during their internships are able to meet with and join discussions with senior administrators in partnering LEAs.
 - Interns in multiple programs take on leadership roles with School Improvement Teams.
- Emphasis on instructional leadership and issues of equity. TPP 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 TPP programs convey this emphasis through the focus of their classes, choice of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences. Some of the ways in which programs emphasize instructional and equity issues include:
 - WCU added courses addressing Leadership for Equity, and Social Justice I & II
 - NCSU visits to observe schools (e.g. A.B. Combs Leadership Magnet Elementary in Wake County and The Ron Clark Academy in Atlanta, Georgia) that have been recognized for their outstanding practices.
 - UNCG students interview homeless coordinators and social workers to understand factors affecting students and the services available in their communities.
 - Pervasive discussions throughout the five programs on how policies and procedures affect marginalized students.

- Emphasis on high need schools. TPP 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. For example, NCSU has focused more on the challenges in urban schools, while SREC is focused on the challenges of high need rural schools. 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 TPP programs worked with LEA partners to create full-time internship positions for at least five months, some of the programs will implement 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.
 - NCSU, UNCG and WCU participants will complete 10-month internships.
 - At HPU, some participants will complete 10-month internships and some will complete 5-month internships, per the interests and degree of fiscal support offered by the LEAs.
 - SREC participants will complete 5-month internships.
- Independent evaluation and continuous improvement processes. Each of the TPP 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 TPP program with the express purpose of identifying best practices and measuring outcomes especially with respect to impact on student achievement.

While the five TPP programs each have unique features such as those bulleted above, 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 a built-in 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.

Some recommendations for NCASLD to consider for the remaining two years NCASLD will administer the TPP Program include:

- NCASLD should expand its Professional Learning Network to permit other principal preparation programs in the state to participate.
- NCASLD should direct focus in the last two years to issues of sustainability, replication, and scaling identified best practices to programs across the state.
- Regarding scaling across the state, NCASLD should investigate the possibility of incorporating many of the value-added features of the TPP Programs into existing or new tuition-bearing courses, thereby reducing the cost of the program to the state.
- In its new role with the TP3 Commission,
 - NCASLD should use this venue to continue its advocacy for best practices in principal preparation programs across the state. An objective should be that all principal preparation programs in the state should be implementing most, if not all, of the best practices being realized in the TPP Program.
 - Based on its experience administering the TPP Program and knowledge it has gained about the strengths and weaknesses of the different programs, NCASLD should advise the TP3 Commission on desirable features and requirements to include in the solicitation for new grant proposals.
 - Considering the high stakes decision to be made regarding whether a school meets the legislative intent of being a high need school, NCASLD should work closely with the TP3 Commission to review the legislative definition to ensure that its focus is as intended—on schools where there is a need for specialized resources such as might be provided by a graduate of the state’s transformational principal preparation programs.

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INTRODUCTION

OVERVIEW

The NC General Assembly established a competitive grant program, *Transforming Principal Preparation* (TPP), 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 TPP 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 TPP 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 (NCSSU) North Carolina Leadership Academy*
- *Sandhills Regional Education Consortium’s (SREC) Sandhills Leadership 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 TPP 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 differ from historical methods of principal preparation, the inclusion of all dimensions collectively in each funded program makes the TPP 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. The budgets for the second funding cycle in the 2018-20 period approved by NCASLD are indicated in **Table 1** below.

TABLE 1. PRINCIPAL PREPARATION PROGRAM BUDGETS: 2018-2021					
TPP Program	Program Participants Enrolled	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total Budget
High Point University (Cohorts III & IV)	33	\$868,088	\$868,088	\$868,088	\$2,604,264
NC State University (Cohort II)	34	\$1,184,884	\$1,184,884	--	\$2,369,768
Sandhills Regional Education Consortium (Cohorts III & IV)	26	\$780,900	\$780,900	\$780,900	\$2,342,700
UNC-Greensboro (Cohort II) *	22	\$866,110	\$866,110	\$866,110	\$2,598,330
Western Carolina University (Cohort II)	13	\$350,000	\$350,000	--	\$700,000
Total	128	\$4,049,982	\$4,049,982	\$1,648,988	\$10,615,062
* Note: UNGC is also approved for \$86,110 in the 2021-22 year when its program will be overseen by the TP3 Commission.					

In 2018-19, the five TPP programs operated in 39 North Carolina counties, 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 TPP PROGRAMS

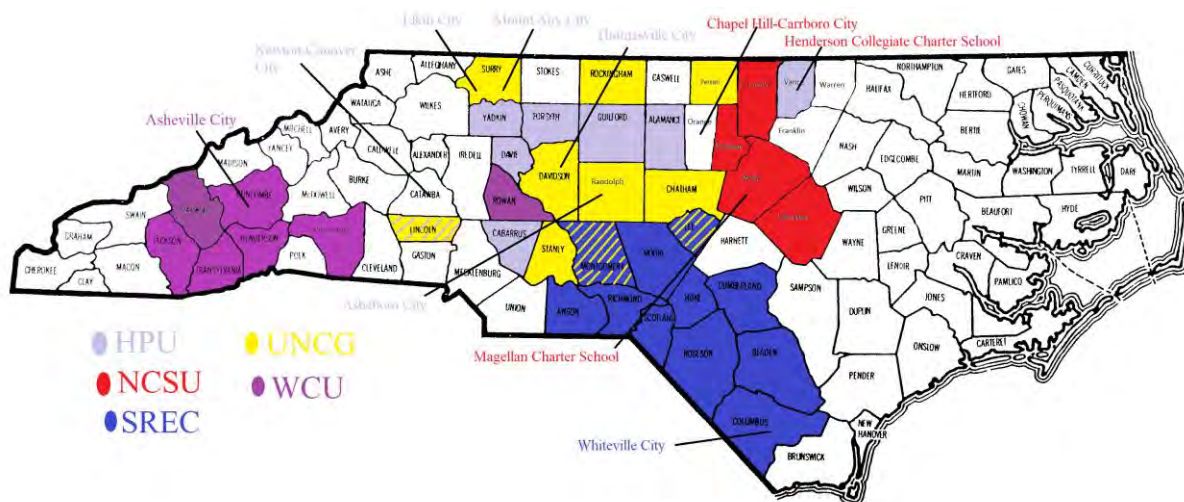


TABLE 2. COUNTIES AND MUNICIPALITIES SERVED IN THE TPP PROGRAMS		
TPP Program	Areas Served	Count of LEAs
High Point University (Cohorts III & IV)	Alamance-Burlington, Asheboro City, Cabarrus, Davie, Elkin City, Guilford, Lincoln, Mt. Airy City, Newton-Conover City, Thomasville City, Vance, Winston-Salem Forsyth, Yadkin	13 LEAs <ul style="list-style-type: none"> • 8 counties • 5 cities
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"> • 4 counties • 1 city • 2 charter

TABLE 2. COUNTIES AND MUNICIPALITIES SERVED IN THE TPP PROGRAMS		
TPP Program	Areas Served	Count of LEAs
Southern Regional Education Consortium (Cohorts III & IV)	Anson, Bladen, Columbus, Cumberland, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Whiteville City	12 LEAs <ul style="list-style-type: none"> • 11 counties • 1 city
UNC-Greensboro (Cohort II)	Chatham, Davidson, Lee, Lincoln, Montgomery, Person, Randolph, Rockingham, Stanly, Surry	10 LEAs <ul style="list-style-type: none"> • 10 counties
Western Carolina University (Cohort II)	Asheville City, Buncombe, Haywood, Henderson, Jackson, Rowan Salisbury, Rutherford, and Transylvania	8 LEAs <ul style="list-style-type: none"> • 7 counties • 1 city
Total	Three LEAs - Lincoln, Lee, and Montgomery - partnered with more than one program.	47 LEAs <ul style="list-style-type: none"> • 37 counties • 10 other

REPORT ORGANIZATION

NCASLD contracted with GrantProse to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP 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 2018 through June 2019, second-tier evaluation of TPP Provider agencies from July 2018 through June 2019, and third-tier evaluation of TPP program participants at the end of the Spring 2019 semester. Please see the accompanying GrantProse Technical Report for appendices that are referenced in this report.

Also, in an Addendum to this report, GrantProse offers a number of recommendations for consideration associated with the recent passage of Senate Bill 227 in Session 2019 of the North Carolina General Assembly.

PROGRAM GOALS ¹¹

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 TPP 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 the best practices for leadership development of school leaders in North Carolina. NCASLD provides technical assistance to TPP 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 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 Providers 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. HPU, NCSU, SREC and WCU noted one or more revisions to their program goals for the 2018-19 year.

TABLE 3. PROGRAM GOALS AND MODIFICATIONS		
Program	Original Goals	Revisions or Refinements
HPU	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.	2016-17: Reduction from 40 to 30 participants and addition of participants earning MEd in administration. 2017-18: No change 2018-19: HPU will serve a total of 33 participants in the 2018-20 funding cycle.

¹¹ 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.*

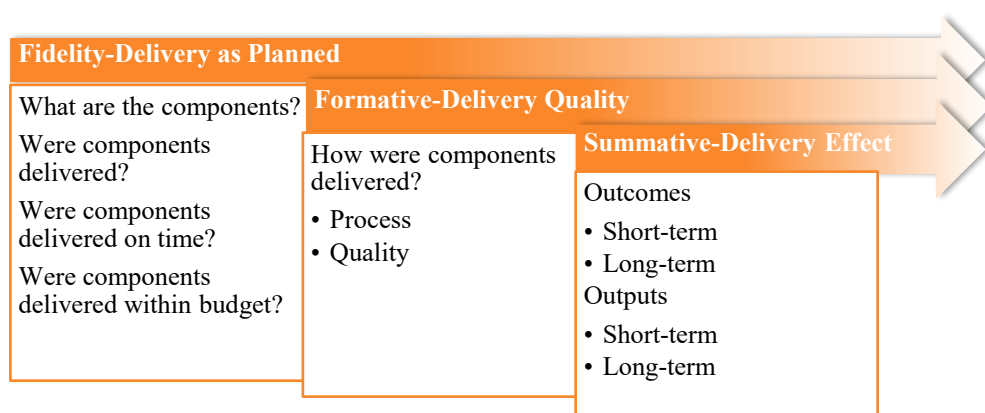
Program	Original Goals	Revisions or Refinements
NCSU	NCLA will recruit and select one cohort of 18 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of three partnering districts.	<p>2016-17: The program selected 20 individuals to participate rather than 18.</p> <p>2017-18: No change</p> <p>2018-19: The program expectations have changed per new legislative guidelines. (Also, the two TPP programs NCSU operated during the 2016-18 funding cycle (DPLA and NCLA) have been combined into a single program.)</p>
SREC	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.	<p>2016-17: 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.</p> <p>2017-18: Recognizing a 10-month internship with strong coaching and mentorship would be better preparation for administrative roles, the program began working with UNCP on any related issues regarding courses that would prohibit a 10-month internship.</p> <p>2018-19: 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.</p>
UNCG	PPEERS will recruit and select two cohorts each with 10 program participants. Participants will complete 42 credit hours and a 10-month full-time clinical internship in one of twelve partnering districts.	<p>2016-17: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants each.</p> <p>2017-18: A single cohort of 22 participants will be selected.</p> <p>2018-19: No change reported.</p>
WCU	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.	<p>2016-17: 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 TPP funding.</p> <p>2017-18: No change</p> <p>2018-19: 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:</p> <ul style="list-style-type: none"> • Our 10 scholars will serve 10-month internships.¹² • TPP funding will support interns' fringe benefits related to serving in 10-month, full-time internship (salaries supported by MSA Internship funding). If interns earn more than \$39,000 provided by MSA Internship funding, TPP grant will make up the difference, holding interns harmless. • Leadership for Social Justice Institute in Madison • New courses: Leadership for Equity & Social Justice I & II • More robust coaching model (collaborative coaching) including hiring two part-time coaches.

¹² WCU has since added another 3 participants to its 2018-20 program, bringing their total to 13.

EVALUATION MODEL

NCASLD contracted with GrantProse to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP 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 TPP programs that adheres to characteristics of logic models described by the W. K. Kellogg Foundation (2004). 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 TPP program.

DATA SOURCES

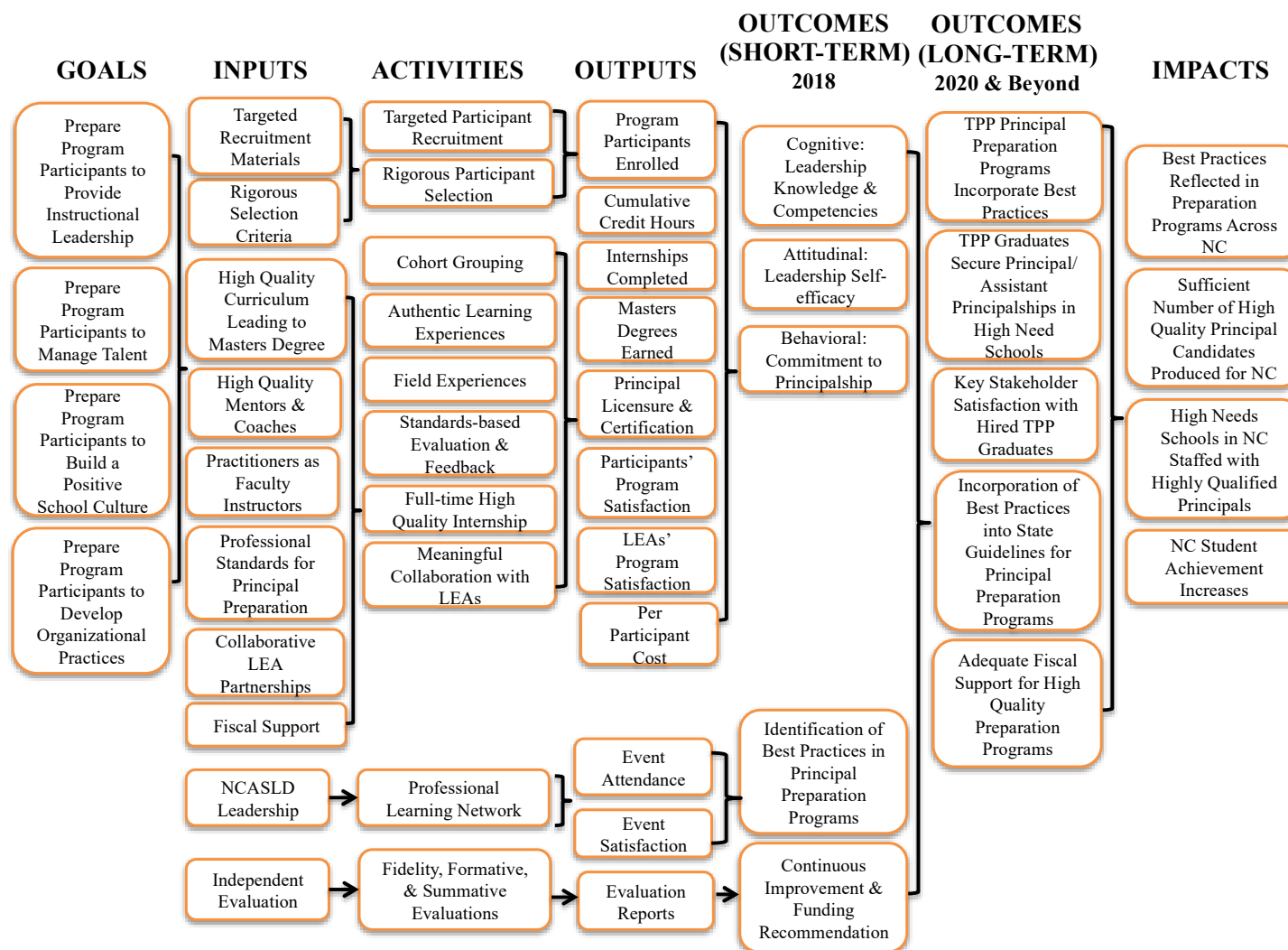
To support Tier I evaluation, GrantProse participates in periodic evaluation meetings and invoice reviews with NCASLD and produces quarterly reports of activities to date.¹³ As part of Tier II evaluation activities, TPP Provider agencies submitted semi-annual performance reports in early 2019 and annual reports in May 2019. GrantProse also conducted observations and interviews during 2018-19 to observe and document program processes and activities.

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

¹³ Please see **Appendices B, D, and G** in the Technical Report for quarterly reports produced in 2018-19.

licensure participants earned, the number of participants earning positions as principals (P) and assistant principals (AP), and the number of P/AP positions at high need schools, among other output and outcome variables. Additionally, program participants completed surveys in the Summer/Fall 2018 and Spring 2019. Data sources for determining long-term impact on outcomes such as student achievement will be collected from datasets maintained by the NC Department of Public Instruction.

FIGURE 3. TPP PROGRAM EVALUATION LOGIC MODEL



ACCOMPLISHMENTS ¹⁴

TIMELINE

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

TABLE 4. PROGRAM MILESTONES TO DATE	
Date	Activity
Feb 16, 2016	Contract signed with NCSEAA to oversee and administer TPP 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 TPP Program 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	Program participants take part in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected program participants
May/June 2017	HPULA and SLP began a second cohort of program participants
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 a plan to produce and organize 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	DPLA, HPULA (Cohort I), NCLA, NCSELP, PPEERS, and SLP (Cohort I) program participants began full-time internships

¹⁴ 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	
Date	Activity
August 2017	Programs conducted formative assessment of interns.
August 30 & September 13, 2017	Program 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 TPP 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 New York City Leadership Academy (NYCLA), the first <i>face-to-face</i> Professional Learning Network meeting.
November 6 – December 7, 2017	GrantProse conducted on-site Program Director/team site visits to gather evidences for continued funding recommendations.
November 15-19, 2017	Program 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 TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal mentors of program participants completing their internships in December/January.
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 TPP Program 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 TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
February/March 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 TPP Program Directors and staff.
March 22, 2018	NCASLD meets with Rep. 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 TPP 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 TPP Provider agencies of NCASLD proposal to continue funding TPP 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 TPP Program Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April/May 2018	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TPP 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.

TABLE 4. PROGRAM MILESTONES TO DATE	
Date	Activity
July 31, 2018	GrantProse submits the Year 2 annual evaluation report to NCASLD.
August 8, 2018	NCASLD hosts virtual legislation update for TPP 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 TPP Provider budgets.
September 7, 2018	NCASLD hosts a virtual discussion of Financial Handbook for TPP 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, and
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 TPP Mid-Year Report
January - March 2019	GrantProse continued to develop electronic surveys for participants to be disseminated in April 2019.
January - March 2019	GrantProse observing select coursework/authentic learning experiences for each TPP Provider
January - March 2019	GrantProse conducted interviews with faculty members from each course observed this quarter
January 31, 2019	Provider agencies submit TPP mid-year reports.
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 TPP Program Directors and staff.
April 2, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
May 2019	Annual evaluation reports submitted by all six programs.
May 2019	GrantProse conducts interviews with Project Directors/Leadership with each TPP Program.
May - June 2019	GrantProse conducts interviews with LEA representatives partnered with TPP Programs.
June 18, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.

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 application to be the TPP program administrator. Throughout the 2018-19 year, NCASLD staffing for the TPP program consisted of Dr. Shirley Prince, serving as the program director and committing approximately 50% 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 55% time/effort) serving as the program coordinator, and Ms. Jamie Woodlief (25%) serving as program assistant. Additional staffing of the project was supported through the office of the North Carolina Principal and Assistant Principals Association (NCPAPA): Ms. Katherine Joyce and Ms. Katrina Harrell. The two individuals with NCPAPA each contributed less than 5% time/effort during the 2018-19 year.

Financial Accounting System

NCASLD has provided GrantProse with invoices that NCASLD submits to NCSEAA for expenses associated with administering the TPP Program. Along with expenses associated with NCASA and NCPAPA staff time/effort, NCASLD also incurred expenses for varied contracts, services, materials and supplies. Two of the larger contracts were with GrantProse, Inc. for program evaluation services (\$140,000) and the New York City

Leadership Academy for services in support of the NCASLD Professional Learning Network (\$35,000). **Table 5** summarizes NCASLD expenses for the 2017-18 and 2018-19 years, as reported by NCASLD to GrantProse.

TABLE 5. NCASLD EXPENSES FOR 2017-18 AND 2018-19		
Expense Category	2017-18 *	2018-19 *
Contractor Services	\$293,903.43	\$295,113.65
Facilitator Services	\$42,000.00	\$34,118.74
Legal	\$4,638.33	\$4993.95
Supplies	\$655.54	817.04
Travel	\$2,378.99	\$2,306.51
Venue	\$4,675.88	\$2,450.68
Catering	NA	\$2,581.04
F&A	\$16,102.99	\$16,204.45
TOTAL	\$364,355.16	\$358,586.06

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

NCASLD experienced a turnover in their accounting services during the 2018-19 year and there was a period of adjustment as the new accountant learned the NCASLD system. Accordingly, GrantProse observed an inconsistent use of budget categories from one invoice to the next in the 2018-19 year, with similar expenses sometimes being charged to different line items. With only minor changes to how line items are used, considerable improvement can be made to how budget expenses are categorized by their purpose on the invoices submitted to NCSEAA, such as the following:

1. Contractual expenses for staff/time effort could be separately categorized for NCASA and NCPAPA,
2. Contractual expenses for GrantProse could be separately categorized,
3. Contractual expenses for NYCLA could be separately categorized,
4. Travel expenses could be distinguished with individual line items by person for NCASA/NCPAPA staff, while a separate line item could be used to record travel expenses for other individuals.

Creating a well-defined set of budget categories and definitions for individual line items such as recommended in the bullets above will help to reduce or eliminate such errors. Also, adhering to a system of internal checks/balances whereby an existing member of the NCASA/NCPAPA staff reconciles expenses recorded on each invoice to the documentation for each expense will further reduce or eliminate such errors.

In the 2016-17 year, TPP 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 TPP funds. GrantProse continued to support this function in the 2018-19 year. The backup documentation from Providers sometimes consists of hundreds of pages. Although the documentation is extensive, the information that GrantProse can collect from this documentation is helpful to identify differences and unique features among the TPP 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 2018-19 year to correct any such errors.

Program Oversight

During the 2018-19 reporting period, NCASLD has undertaken key activities in the oversight of the TPP 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 C** of the Technical Report). Project Directors at the Provider agencies also participated in end-of-the-year interviews, and findings of these interviews are discussed in **Appendix H** found in the Technical Report. And, the Provider Agencies submitted end-of-the year reports in Spring 2019; these are discussed within this annual report.

B. Provide technical assistance to grantee Provider agencies

NCASLD provided ongoing technical assistance to the TPP Provider agencies during this third 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:

- Assist TPP Providers to finalize contracts for the 2018-20 performance period,
- Work with TPP Providers to ensure budgets are reasonable, allowable, and allocable,
- Negotiate changes to the NCSU budget and contract with NCSEAA,
- Address questions TPP Providers raise regarding how carry-over funds may be used,
- Establish an electronic reporting system to facilitate TPP Providers' invoicing procedures,
- Resolve issues with UNCG pertaining to how state MSA funds can be accessed,
- Clarify expectations with SREC for the number of TPP participants,
- Participate in legislative meetings with NC legislators, BEST NC, and NCSEAA regarding the merger of principal preparation programs,
- Keep TPP Providers informed of latest legislative developments associated with the TPP Program, and
- Support TPP Providers with budget development for the 2019-20 year, among other forms of technical assistance.

C. Establish and convene a statewide Professional Learning Network

During 2018-19, NCASLD continued to hold Professional Learning Network meetings, which are summarized below. These included three in-person and three virtual meetings.

October 2, 2018. NCASLD, with consultation from the New York City Leadership Academy (NYCLA), held an in-person meeting of the Professional Learning Network (PLN) October 2, 2018. The meeting took place at the NCSU's Friday Institute for Educational Innovation. The goals of the meeting were to kick off the PLN work for 2018-19, review and discuss GrantProse recommendations for the year, provide opportunities for team-based work time and cross-team sharing to encourage collaboration, and provide updates on TPP budget requirements and the funding cycle. Background information on the Measurability Assessment recently completed by NCASLD, the GrantProse evaluation plan for 2018-19, and the schedule of PLN meetings for the year were also shared. Not counting the presenters and GrantProse staff, there were 22 individuals in attendance representing all five TPP Providers. GrantProse produced an observation report for the day (see Technical Report **Appendix L** for this observation report).

January 15, 2019. NCASLD hosted, along with NYCLA, a second in-person PLN meeting which was held on January 15, 2019. The meeting took place at UNCG's Elliot University Center. The principal topic for this

meeting was on preparing principals to advance equity in our schools. Not counting the presenters and GrantProse staff, there were 16 individuals in attendance representing all five TPP Providers. GrantProse has produced an observation report of this meeting. (See Technical Report **Appendix M** for this observation report).

April 2, 2019. NCASLD hosted a third in-person meeting of the PLN in collaboration with NYCLA April 2, 2019, at the University of North Carolina Chapel Hill Center for School Leadership Development. The principal topic for this meeting was developing an understanding of effective mentoring practices. Not counting the presenters and GrantProse members, there were 28 individuals in attendance representing all five TPP Providers including a number of principals who had served or were serving as mentors. GrantProse produced an observation report of this meeting. (See Technical Report **Appendix N**).

Table 6 provides results of the survey that PLN participants completed at the end of each in-person meeting, expressing their level of satisfaction with varied features of the program that day. The table indicates the participants rated the January and April sessions more favorably than the October session (although the small number of respondents in October may have skewed results), possibly because the latter two sessions were focused on single topics related to practice while the first session was more administrative in nature.

TABLE 6. RATINGS GIVEN BY TPP ATTENDEES AT THE PLN MEETINGS			
Survey Question (5-point Likert Scale)	Percentage Responding Agree + Strongly Agree to Question		
	10/2/2018 Mtg N = 6	1/15/2019 Mtg N = 14	4/2/2019 Mtg N = 14
This PLN had clear objectives	83%	100%	100%
This PLN was relevant to my professional needs	67%	100%	100%
This PLN was led by effective facilitators	100%	100%	100%
This PLN was well structured	67%	100%	100%
This PLN provided me with useful resources	67%	100%	95%
This PLN was engaging	83%	100%	100%
This PLN included adequate opportunities for participants to consider applications to their own professional practice	67%	100%	90%
This PLN was of high quality overall	67%	100%	95%

Along with the three in-person PLN meetings, NCASLD also conducted three virtual PLN meetings with participants calling in to an online meeting service. The virtual meetings had the following agendas:

December 10, 2018. The agenda for this virtual meeting included: a) Review new TPP budget criteria and revisit a collective policy recommendation around “releasing” program graduates from their commitment to serve in a program partner district, and b) Cross-Program Sharing: Strengthening Principal Preparation Coursework, TPP Successes and Challenges to Date.¹⁵

March 20, 2019. The agenda for this virtual meeting included: a) What are your expectations of interns within the first couple weeks of the internship in terms of how they use their time? and b) What major projects/assignments are interns expected to complete during the internship (e.g., change leadership project, designing and implementing PD, etc.)?

¹⁵ Participants in the 12/10/18 virtual PLN meeting were encouraged to review the *Principal Preparation Program Self-Study Toolkit* produced by the Educational Development Center and the Wallace Foundation found at https://www.edc.org/sites/default/files/uploads/QM%20Toolkit%2010th%20Edition_EDITED_052418_FINAL%20CK.pdf

June 18, 2019. The agenda for this virtual meeting included, a) Reflections on 2018-19, and b) Building district/system practice around school leadership preparation and support.¹⁶

D. Evaluate grantee(s) for grant renewal

The original five TPP 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 who are now completing their first year in the program.

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

¹⁶ Participants in the 6/18/2019 virtual meeting were encouraged to review *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools* produced by the Rand Corporation found at <https://www.wallacefoundation.org/knowledge-center/Documents/Principal-Pipelines-A-Feasible-Affordable-and-Effective-Way-for-Districts-to-Improve-Schools.pdf>

TIER II EVALUATION: PROVIDER AGENCIES

GrantProse Tier II evaluation activities during 2018-19 are summarized in **Table 7** below and discussion of these evaluation activities follows.

TABLE 7. GRANTPROSE TIER II EVALUATION ACTIVITIES: 2018-19						
Evaluation Activity		TPP Program				
		HPU	NCSU	SREC	UNCG	WCU
A. Program Observations		11/16/18	10/3/18	10/24/18	11/6/18	12/1/18
		11/17/18	11/28/18	11/28/18	11/13/18	12/11/18
		3/1/19	2/11/19	2/11/19	2/5/19	2/23/19
		3/2/19	2/25/19	3/18/19	2/26/19	2/23/19
B. Surveys	Program Participants	5/18	5/18	6/18	8/18	7/18
C. Interviews	Project Directors	5/29/19	5/17/19	5/30/19	5/23/19	5/21/19
	Project Faculty	3/1/19	2/11/19	2/11/19	2/5/19	2/23/19
		3/2/19	2/25/19	3/18/19	2/26/19	2/23/19
	LEA Representatives	5/19	5/19	5/19	5/19	5/19
D. Program Mid-Year Reports		10/27/18	11/1/18	11/5/18	11/1/18	10/29/18
E. Program Annual Reports		5/9/19	5/30/19	5/31/19	5/31/19	5/20/19
F. 2018-19 Secondary Budgetary Analyses		Ongoing with all TPP Programs				
G. Developments in the Research Design		Ongoing with all TPP Programs				

A. Program Observations

During this reporting period, GrantProse staff conducted four observations of each program's classroom learning activities (20 observations total), as listed in **Table 8** below. See **Appendix K** of the Technical Report for the full report on these observations. Project Directors from each program provided GrantProse staff with a list of upcoming learning activities from which to choose and then facilitated scheduling details. The activities observed ranged from in-class presentations from expert practitioners to week-long institutes.

The observers noted that classes and activities were conducted with a seriousness of purpose: participants came early, sessions started on time, participants were well prepared, discussions were intense, breaks were few and short, participants generally continued discussions during breaks, sessions continued until and past their scheduled ending time. Classes focused on real life examples and day-to-day school building level administrator responsibilities such as teacher evaluation, facilitating development of a school improvement plan, fostering effective professional learning communities, policies and procedures for dealing with crises, and working with parent run booster organizations (e.g. for school band and athletic teams). Innovative content and delivery methods required high levels of student engagement. Frequent use was made of guest speakers with specific expertise in areas such as school law, human resources, and students with disabilities. Evaluators also observed multiple student presentations; these were generally professional, providing evidence of extensive research and preparation as well as well-developed skills for presenting to an adult audience. In all of the activities observed, the high caliber of students in these programs was exhibited by their apparent by their demonstrated high energy, engagement, seriousness of purpose, and professionalism. Overall, these observations provide evidence that TPP courses and activities across the five TPP programs require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences.

TABLE 8. GRANTPROSE OBSERVATIONS OF TPP PROGRAMS			
TPP Program	Date	Location	Activity Observed
HPU	11/16/18	Stout School of Education	Course session: Implementing Distributed Leadership for Teacher Empowerment
	11/17/18	Stout School of Education	Course session: Developing Leaders in 21 st Century Systems
	3/1/19	Stout School of Education	Course session: Implementing Distributed Leadership for Teacher Empowerment
	3/2/19	Stout School of Education	Course session: Recruiting and Retaining Teachers
NCSU	10/3/18	A. B. Combs Elementary	School site visit and walkthrough
	11/28/18	WCPSS Crossroads Bldg	Course session: School-Based Planning Management & Evaluation
	2/11/19	WCPSS Crossroads Bldg	Course session: Data
	2/25/19	Friday Institute at NCSU	Course session: Context and Challenges of School Improvement
SREC	10/24/18	Cumberland County Education Resource Center	Synergy session
	11/28/18	Moore County Board of Ed	Synergy session
	2/11/19	Sandhills Community College	Course session: Leveraging Stakeholders' Involvement for School
	3/18/19	Sandhills Community College	Course session: Legal Aspects of Educational Leadership
UNCG	11/6/18	Gateway Education Center	Course session: The Principal Class
	11/13/18	Gateway Education Center	Course session: The Principal Class
	2/5/19	Gateway Education Center	Course session: Cultural and Political Dimensions of Schooling
	2/26/19	Gateway Education Center	Course session: Leadership of Rural Schools
WCU	12/1/18	Biltmore Town Park, WCU	Course session: Leadership for Equity & Social Justice
	12/11/18	Virtual Meeting	TPP Scholars End of Semester Meeting
	2/23/19	Biltmore Town Park, WCU	Course session: School Law
	2/23/19	Biltmore Town Park, WCU	Course session: History, Sociology, and Philosophy of Education

At the end of each observation, the GrantProse observer rated her level of agreement with the statement *"Participants were actively engaged in the activity"* on a scale of 1 (Strongly Disagree) to 4 (Strongly Agree). In all but two observations, the activities were rated as 4 ('Strongly Agree'); the other two ratings were 3 ('Agree'). The observers also rated their level of agreement with the statement *"Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader"* using the same 1 to 4 scale. In all but seven observations, the activities were rated as 4; the seven other ratings were 3. In summary, the program participants attending each observed activity were actively engaged and, based on the questions posed and discussion, appeared to understand the activity's relevance and importance to the duties of school leaders.

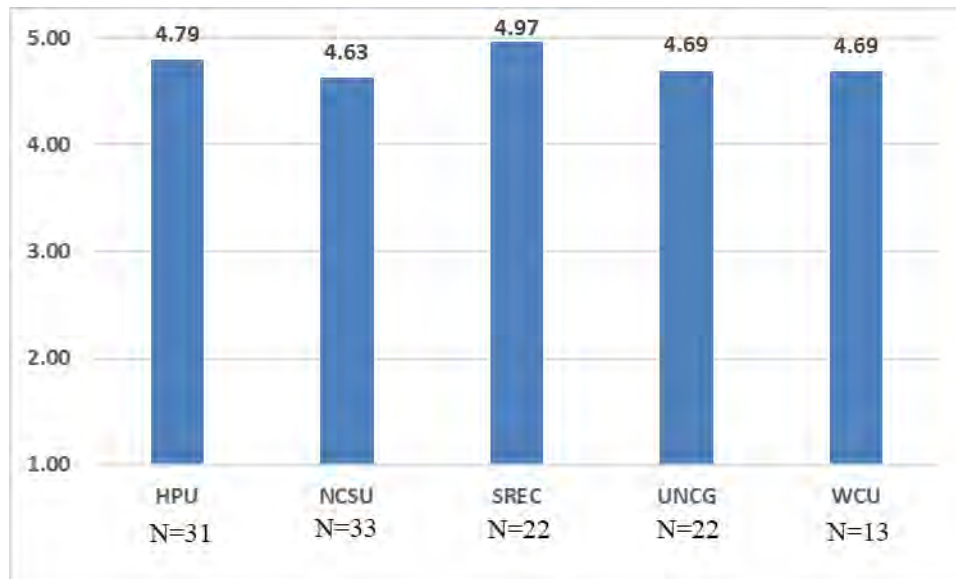
B. Surveys

TPP participants in the second funding cycle for the 2018-20 performance period completed two surveys constructed in part to collect pre-post measures of change on their 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 the pre-post measures for TPP participants are discussed in Tier III of this report. The post-survey, administered in the Spring 2019, also included three attitude scales and two open-ended questions measuring participants' perceptions of their TPP Program. The three scales measured perceptions of the, a) cohort model, b) university coursework, and c) support

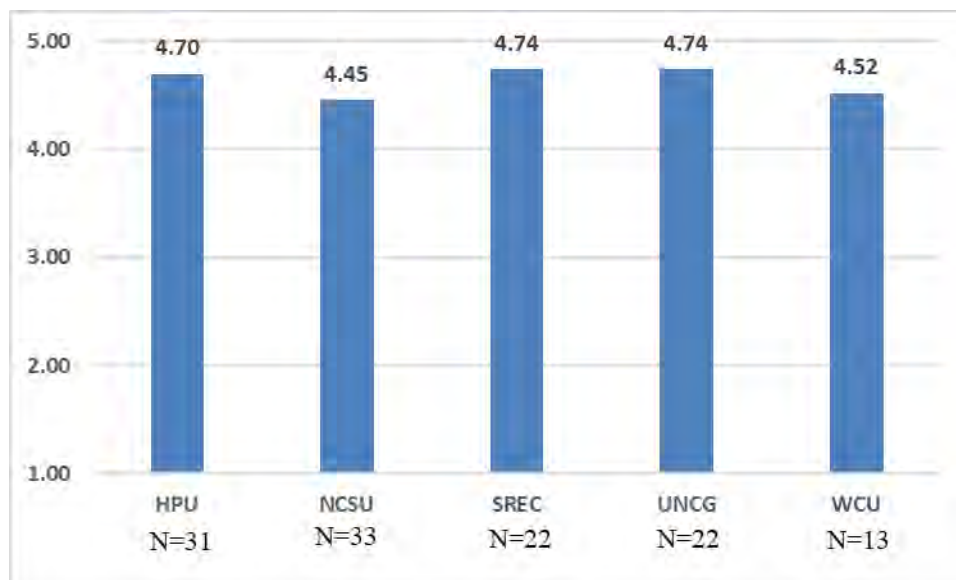
provided them by the executive coaches. In general, the SREC program scored strongest on the three scales, possibly due in part to how many SREC participants would be near completing their 1-year program. Findings from the post-survey associated with these three attitude scales are reported here.

Perceptions of the Cohort Model. The survey included four Likert-scale items measuring participant attitudes towards their cohort. 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 implementing a cohort model (i.e., *My program cohort serves as a source of social and professional support*). Respondents’ scores on the four items were totaled and averaged for each respondent to produce a scale score, and **Figure 4** depicts the average of all respondents’ scale scores for each TPP Provider. Generally, averages are high for all TPP Providers, but SREC is especially notable. With 22 SREC respondents, there was only one respondent who rated one of the four survey items with anything less than 5.

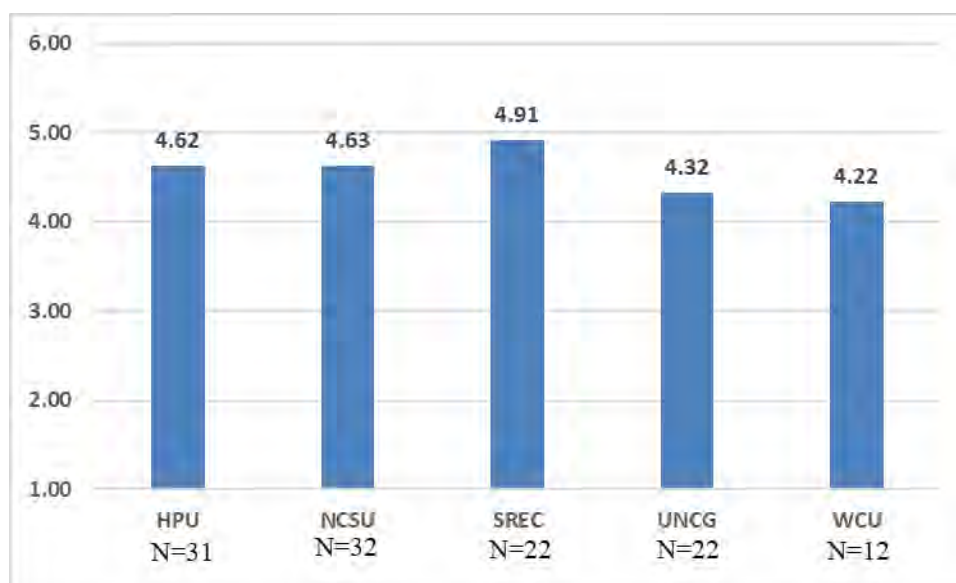
FIGURE 4. PARTICIPANTS’ PERCEPTIONS OF THE COHORT MODEL AT THEIR TPP PROGRAM



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 (i.e., *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, and **Figure 5** depicts the average of all respondents’ scale scores for each TPP Provider. SREC, UNCG and HPU scored strongest on this scale.

FIGURE 5. PARTICIPANTS' PERCEPTIONS OF THE UNIVERSITY COURSEWORK AT THEIR TPP PROGRAM

Perceptions of Executive Coaching Supports. The survey included three Likert-scale items measuring attitudes towards the executive coaching supports provided to participants. 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 coaching (i.e., *My leadership coach is an experienced educator with an understanding of and expertise in effective school practice*). Respondents' scores on the three items were totaled and averaged for each respondent to produce a scale score, and **Figure 6** depicts the average of all respondents' scale scores for each TPP Provider. SREC's average score on this scale is markedly higher than the other programs.

FIGURE 6. PARTICIPANTS' PERCEPTIONS OF SUPPORT PROVIDED BY THE EXECUTIVE COACHES

The post-survey also included two open-ended questions and content analyses that were conducted with these questions identified topics of common interest to multiple individuals as described here.

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

Respondents' answers to this question generally fell in a number of broad categories with the most common response being that the TPP Program gave them practical, real-world and/or authentic experiences associated with being a school leader. At least 30 individuals alluded to this in one manner or another. Closely aligned with this response, a number of the respondents commented on how the program blended theory (i.e., the coursework) and practical experiences together well. Other features of the program that were mentioned by multiple respondents included:

- a) The program and/or reflections helped them grow in their self-understanding (at least 20 respondents),
- b) The cohort structure and/or ability to collaborate with colleagues was a positive feature (at least 17 responses),
- c) There was good opportunity to learn from guest speakers, site visits, and/or conferences attended (at least 13 responses), and
- d) Coaches provided them with good support (at least 10 responses).

A number of individuals commented upon the ability to build linkages to and/or network with other professionals. Other positive features of the program that were commented upon multiple times included the faculty and alignment with the NC Standards for School Executives.

Q. Overall, what do you think the program could do to improve its ability to prepare effective principals? The most common response to this question for 51 (41.8%) of the 122 respondents was that the item was left blank, the individual commented 'nothing', or made a comparable statement that the person could think of no improvements to suggest. Many of these individuals commented that they believed the program was being well implemented. Others who did offer suggestions for improvements included:

- a) Many of the individuals commented on how the coursework could be restructured, for instance to better align with their internship, to reduce redundancy in material being covered in different courses, to reduce the focus on theory and increase focus on more practical issues including simulations (e.g., busing, evaluating staff, writing a needs assessment, increase focus on curriculum, etc.), or to reduce the extent of online instruction and increase face time with instructors, among other issues. A few were critical of the faculty teaching one or another course and a few commented on the burden of taking a full load of courses while also working full time.
- b) Along with improvements to their coursework, individuals also commented on general organizational issues such as clarifying expectations for their portfolio, improving communications about the course sequence, having building principals conduct school tours, improving the understanding their Executive Coaches have of the coursework, permitting the participant to be involved in the decision where the internship will be conducted, increasing the focus on roles/responsibilities of the assistant principal (compared to the principal), and creating opportunities to collaborate with participants in the other TPP Programs.

More specific suggestions of improvement included:

- a) Eleven individuals commented that they would like more feedback on their performance and/or assignments, usually from their faculty instructors but also other program leaders.

- b) Two topics that multiple individuals indicated they needed more instruction on were legal issues mentioned by 6, and budgeting issues mentioned by 5.
- c) A couple individuals commented that they would like greater exposure to more varied educational settings as well as educational staff including non-instructional staff.

See **Appendix I** in the Technical Report for the full report on these surveys.

C. Interviews

During the 2018-19 year, GrantProse staff conducted interviews with three populations: 1) TPP Project Directors overseeing the TPP Program, 2) university faculty teaching one or more of the courses in the TPP curriculum, and 3) LEA representatives partnering with one or more of the TPP Programs. Interviews were conducted in person with the project directors and faculty and over the phone with the LEA representatives. Summaries findings from the interviews are reported below.

Project Directors Interviews. Interviews were conducted with Project Directors at the five TPP Programs and others involved in leadership roles. One program had one individual interviewed, while the other four programs had two to four members of the leadership team interviewed. The interview protocol included thirteen questions asking the interviewee to rate (on a scale of 1 = ‘unable’ to 7 = ‘able’) the level to which the program was able to implement an identified best practice in preparing program participants for school leadership positions. The set of best practices were those which GrantProse has previously described. These rating scale questions were followed by open-ended questions regarding best practice implementation examples, challenges, and potential for sustainment without TPP grant funding. Additional questions requested interviewees to reflect on features distinguishing their program from other traditional programs, significant interactions with program participants and partnering LEAs, and the most important factors contributing to program success. Another question asked interviewees to rank order the top five best practices in their preparation of school leaders.

Overall, the program leadership report that TPP programs are able to implement the identified best practices to a high degree (average of all ratings = 6.7, range 5 to 7). The ability to provide high quality Executive Coaches to support program participants was rated highest across all programs (with a perfect average of 7.0), while the ability to recruit a large and diverse pool of applicants to participate in the program was rated lowest across programs although this was still quite high (average = 6.23, range 5 to 7).

Interviewees provided numerous examples of implementing the best practices, such as providing leadership for administering and managing the program, developing strong partnerships with LEAs, selecting high quality program participants using rigorous criteria, implementing a cohort model, supporting participants financially with program expenses, implementing rigorous coursework aligned with leadership standards, organizing high quality internships with strong mentoring principals, carrying out continuous improvement activities, providing extra-curricular enrichment activities and high quality executive coaches, and emphasizing practices associated with equity principles in education as well as those associated with providing high quality education in high need school environments.

Interviewees also identified challenges to implementation such as limited time and resources, turnover in LEA partner staff, fewer high quality applicants than needed, and significant time investment needed to establish and maintain positive LEA partnerships. Interviewees were also asked to assess the potential for implementation of the identified best practices without continued TPP funding and generally reported most practices are not sustainable without funding or possibly sustainable but at a lower level of intensity or rigor.

When asked to identify the five best practices most important to their program success, 10 of the interviewees selected executive coaching, 9 selected LEA partnerships, 8 selected full-time internships with embedded mentoring from high quality principals, 7 selected rigorous and authentic coursework aligned to NC Executive Leadership Standards, and 7 selected selecting program participants using rigorous criteria. Among the least selected best practices, 1 interviewee selected targeted or wide recruitment of diverse applicants, 1 selected continuous improvement, 2 selected program leadership, and 2 selected providing extra-curricular activities.

Please see **Appendix H** in the Technical Report for the full GrantProse report on these interviews with TPP Program leaders.

University Faculty Interviews. Nine faculty members were interviewed during February and March of 2019. The interviews usually took place in conjunction with a class observation. One of the programs had only one faculty member teaching during the observation/interview period; two faculty members were interviewed for each of the other four programs. Of the nine persons interviewed, three were currently serving as K-12 administrators; two of these three were serving in their districts' central offices and one as a school principal. Of the remaining six people interviewed, four had substantial roles in TPP leadership or coaching. All but one of the courses were 3-credit hour courses, the remaining course was 2-credit hours. The majority of the courses were taught in a hybrid format with some combination of face-to-face and online class meetings. The interview protocol included seven open-ended questions as well as some questions about the course format, goals, and objectives. Interviews ranged between 15 and 30 minutes in length, depending on the length of participant responses. Summary findings from the faculty interviews are bulleted here:

- The faculty interviews supported evidence from other surveys, observations, and program director interviews indicating courses are well integrated into programs rather than stand-alone experiences and that TPP program leaders provide close oversight.
- The majority of faculty respondents emphasized experiential learning and practical real-world assignments to develop leadership skills.
- The faculty reported close collaboration with TPP program leaders and other faculty in developing their courses.
- All of the faculty respondents viewed their programs as focused on equity and leadership in high need settings.
- All of the programs have actively used multiple feedback mechanisms to inform and improve courses.
- Evidence from the faculty interviews suggests some spread of curriculum and instructional practices from the TPP programs into traditional MSA programs at these same institutions.
- The majority of faculty members interviewed did not think that the course they were teaching required additional funding over what is required for traditional courses. However, several described how additional funding including from the TPP grant, RESAs, and another grant, provided means for students to participate in program activities (e.g., substitute teachers, school walk-throughs, conferences, guest speakers, simulations) upon which these courses draw.

Overall, interviewee responses provide evidence that TPP courses require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences. See **Appendix E** in the Technical Report for the full report on the faculty interviews.

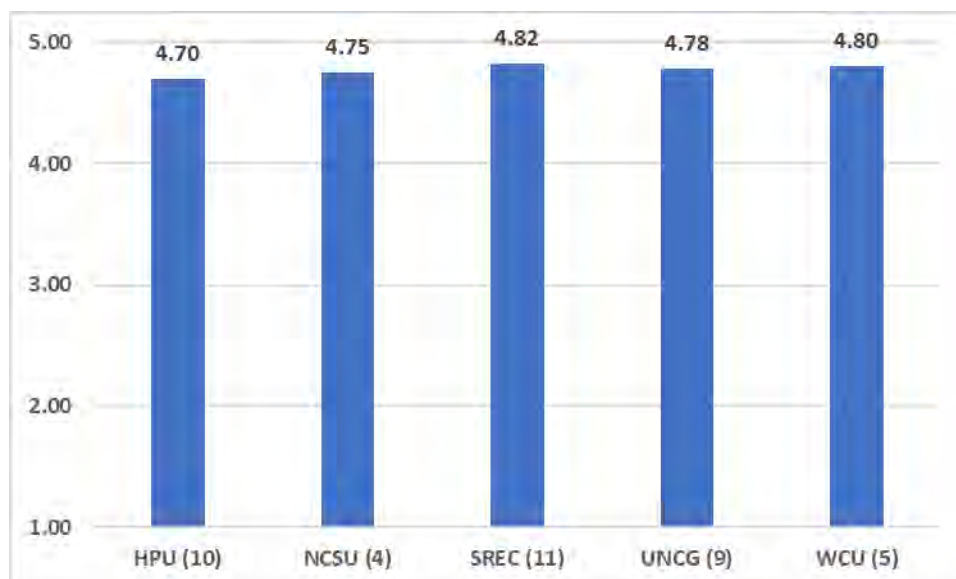
LEA Representative Interviews. Thirty-seven LEA representatives were interviewed by telephone during May of 2019. Three LEAs had partnerships with more than one of the TPP programs therefore the 37 interviews include discussion of 40 partnerships. Program response rates ranged from 57% (NCSU) to 92% (SREC) with an overall response rate of 80%. Of the thirty-seven persons interviewed, seven were the superintendent of their district. The majority of the remainder served in top leadership positions, filling roles such as Director of Human Resources or Assistant Superintendent for Learning and Federal Budgets. One at a charter school was the mentor principal for an intern. Thirty-two of the interviewees had served for at least two years in their LEA; twenty-eight had served five or more years in their LEA. Two mentioned prior contact with their program while serving in another LEA. Thus, the majority of respondents were very familiar with their local leadership needs and challenges. Evidence provided by these interviews supports the following conclusions:

LEA representatives believe the TPP programs to be of high quality and to compare well with other principal preparation programs.

- LEA representatives whose districts have already hired program graduates are very enthusiastic about the performance of these new administrators.
- LEA representatives think the recruitment and selection processes result in selection of high-quality candidates from their districts but they do see ways in which to improve these processes.
- LEA representatives observed that the programs were well aligned with the job skills needed to be a successful principal.
- All of the LEA representatives thought that paying for tuition and salary during the internship was critically important.
- 95% of responses supported a full-year internship.
- Overall, LEA representatives are very satisfied with the TPP programs and with their collaboration with district partners. Rating their level of satisfaction on a 5-point Likert scale, with 5 representing Very Satisfied, that average rating was 4.70 or higher for all five Providers, as depicted in **Figure 7**.

See **Appendix J** in the Technical Report for the full GrantProse report on the LEA representative interviews.

FIGURE 7. LEA REPRESENTATIVES' RATING OF OVERALL SATISFACTION WITH THE TPP PROGRAM



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, 2018 through December 31, 2018.

Individualized mid-year report forms were sent to all programs in October 2018, and completed reports were received by November 5, 2018. Provider agencies were asked to update information on funds expended, program goals and expectations, program participant recruitment, program participant progress toward degrees/licensure, program feedback received, self-initiated evaluation activities, program challenges and successes, and future plans. The full GrantProse report of the mid-year reports is provided in **Appendix C** of the Technical Report.

Language in the authorizing legislation related to the key activity of participant recruitment is found in NC S. Law 2015-241 at Section 11.9.f (Item 2a), indicating programs will implement “*a proactive, aggressive, and intentional recruitment strategy.*” While each program began active recruitment for their most recent cohort(s) at different times as indicated in **Table 9**, all five programs instituted active recruitment and selection strategies with high levels of LEA involvement.

TABLE 9. PROGRAM RECRUITMENT TIMELINE FOR 2018-20 CYCLE	
Program	Initiated Recruitment
HPU	Cohort III—Jan 2-Feb 9, 2018; Cohort IV—Sept 4-Oct 8, 2018
NCSU	July 2017
SREC	October 2017
UNCG	April 2018
WCU	December 2017

Table 10 provides a summary of the recruitment strategies and associated activities utilized by the programs in recruiting program participants.

TABLE 10. RECRUITMENT STRATEGIES & ACTIVITIES															
Program	Established reputation	Brochures & info materials	Website information	Email blasts	Local, state, & national presentations	Media coverage, press releases, promo videos	Collaboration with LEAs	Tapping process in LEAs	LEA information sessions	LEA updates/emails	Superintendent endorsement	Superintendent meeting updates	School board presentations	Partnerships with organizations	Other*
HPU	X	X	X	X			X	X	X	X	X				
NCSU	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SREC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
UNCG	X	X	X	X	X	X	X	X	X	X	X		X		
WCU	X	X		X	X	X	X	X		X	X	X		X	X
* Other: NCSU used principals to identify individuals with high leadership potential; WCU provided LEAs with a rubric for applicant qualification and faculty verified qualifications via committee (that included LEA leaders) and selection criteria.															

The number of initial applicants received and accepted by each program as a result of these recruitment strategies for the 2018-20 performance period is presented in **Table 11**, indicating 107 (48%) of approximately 223 applicants to the program were accepted for enrollment.¹⁷

TABLE 11. PROGRAM APPLICATIONS RECEIVED AND ACCEPTED	
Program	Applications Received
HPU	Cohort III—80 attended info sessions, 30 were accepted for Assessment Day and 17 were accepted in the program for Cohort III.
NCSU	Applications received = 92 and 34 applicants were accepted.
SREC	Approximately 60 applicants with 24 being accepted.
UNCG	District partners received a total of 31 applications for Stage 1. Twenty-five PPEERS candidates who scored the highest by the District Selection Committee on a rubric moved to Stage 2 and submitted complete applications to UNCG. From the 25 candidates who proceeded to Stage 2, 22 applicants were accepted.
WCU	District leaders chose (“tapped”) candidates in their leadership pipeline who met the qualifications. WCU faculty verified qualifications via committee (that included LEA leaders) and selection criteria resulted in 10 applicants being accepted in the program

In order to address NC S. Law 2015-241, Section 11.9.f (Item 2b), programs are to implement “*rigorous selection criteria based on competencies that are predictive of success as a school leader.*” **Table 12** presents a summary of the selection criteria and processes the Provider agencies reported they applied in selecting the most recent successful applicants for each program.

TABLE 12. PROGRAM SELECTION CRITERIA AND PROCESSES														
Program	Selection Criteria and Processes													
	Application Form	Resume	Letters of Recommendation	Purpose Statement/ Letter of Interest	Writing Sample/ Educational Essay	Master’s Degree with Minimum 3.0 GPA	Superintendent Nominations	Homework Assignment	Self-Assessment Surveys	Assessment Day	Q&A Sessions & Interviews with Panel of LEA Reps	One-on-One Interviews	Stated Commitment to Transforming Schools	Other
HPU	X	X	X	X	X	X	X	X	X	X	X	X	X	
NCSU	X	X	X	X	X	X	X	X	X	X	X	X	X	
SREC	X	X	X	X	X		X	X		X	X	X	X	
UNCG	X	X	X	X	X			X	X	X	X		X	
WCU	X	X	X	X		X	X						X	X
<i>Other: WCU included an orientation toward leadership for equity and social justice.</i>														

The recruitment and selection strategies utilized have resulted in full enrollment. **Table 13** provides information on the number of program participants currently enrolled in each program. The five programs initially enrolled a total of 128 participants, which is 8 more than the 120 participants the programs enrolled in the first funding

¹⁷ The 107 number does not include another 16 candidates that HPU enrolled for its Cohort IV which started university coursework in the Spring 2019 semester, nor 2 additional participants that SREC later added to its Cohort III, nor 3 additional participants that WCU later added to its Cohort 2. In total, there were 128 participants selected across all programs and 127 continued in active enrollment throughout the 2018-19 year.

cycle. Upon being enrolled and beginning to attend university classes, only one individual is known to have withdrawn from any of the TPP programs at the time of this report.

TABLE 13. CURRENT ENROLLMENT BY PROGRAM

Cohort	Program				
	HPU	NCSU *	SREC	UNCG	WCU
Cohort II	N/A	33	N/A	22	13
Cohort III	17	N/A	13	N/A	N/A
Cohort IV	16	N/A	13	N/A	N/A
Total	33	33	26	22	13

** Note: NCSU initially enrolled 34 individuals; however, one individual is known to have withdrawn from the program.*

Information on the overall racial and ethnic demographics of the selected program participants is presented in **Table 14**. 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.

TABLE 14. AGGREGATED RACIAL/ETHNIC DEMOGRAPHICS OF 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

To address NC S. Law 2015-241, Section 11.9.f (Item 2j), TPP programs are to establish “*relationships...with affiliated local school administrative units*” and **Table 15** presents information on the source LEAs for enrolled participants in each program.

The legislation also emphasizes that TPP 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. This legislation had not been passed at the time the TPP programs were recruiting and selecting participants for the 2018-20 funding cycle however, all programs knew that service to high need schools was an expectation emphasized in the legislation.

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. To participate as a school-wide program, schools must have at least 40% of its student enrollment living in poverty, but there is

apparently no set figure to participate in a targeted assistance program. 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 candidates for high need status are identified, it has a disadvantage in possibly identifying too many schools as high need. Following the GrantProse approach, almost 80% of the schools in the state meet one or more of the four legislative criteria, and 112 of the 115 public LEAs in the state have a majority of their schools meeting these criteria. Please see **Appendix F** in the Technical Report for a report describing how GrantProse determined the high need status of a school, including an Addendum to the report reflecting Senate Bill 227 passed in the summer 2019. Also, see the **Addendum** to this NCSEAA Annual Report for a recommendation that NCSEAA and the TP3 Commission revisit the legislative definition of high need schools to determine how the definition should be interpreted.

Per the GrantProse approach to identifying high need schools, **Table 15** below indicates that 124 (96.9%) of the 128 initial participants in the 2018-20 funding cycle were recruited from high need LEAs.

TABLE 15. SOURCE LEAS FOR PARTICIPANTS AND HIGH NEED CHARACTER OF LEAS				
Program	Total # Enrolled	Source LEA	# Participants	Majority of Schools in LEA Meeting GrantProse Interpretation of HN Status *
HPU	Cohort III 17	Alamance-Burlington County	2	Y
		Asheboro City	3	Y
		Cabarrus County	1	Y
		Davie County	2	Y
		Elkin City	1	Y
		Guilford County	7	Y
		Lincoln County	3	Y
	Cohort IV 16	Mount Airy City	1	Y
		Newton-Conover City	1	Y
		Thomasville City	1	Y
		Vance County	1	Y
		Winston-Salem Forsyth County	8	Y
		Yadkin County	2	Y
		<i>Percentage Participants from High Need LEA</i>		<i>100%</i>
NCSU	Cohort II 34	Chapel-Hill Carrboro City	2	N
		Durham County	4	Y
		Edgecombe County	3	Y
		Granville County	1	Y
		Johnston County	8	Y
		Vance Charter School	1	N
		Wake County	14	Y
		Magellan Charter	1	N
		<i>Percentage Participants from High Need LEA</i>		<i>88.2%</i>

TABLE 15. SOURCE LEAS FOR PARTICIPANTS AND HIGH NEED CHARACTER OF LEAS

Program	Total # Enrolled	Source LEA	# Participants	Majority of Schools in LEA Meeting GrantProse Interpretation of HN Status *
SREC	Cohort III 13	Anson County	2	Y
		Bladen County	1	Y
		Columbus County	3	Y
		Cumberland County	3	Y
		Hoke County	3	Y
		Lee County	2	Y
	Cohort IV 13	Montgomery County	2	Y
		Moore County	2	Y
		Richmond County	2	Y
		Robeson County	2	Y
		Scotland County	2	Y
		Whiteville City	2	Y
	Percentage Participants from High Need LEA			100%
UNCG	Cohort II 22	Chatham County	2	Y
		Davidson County	3	Y
		Lee County	2	Y
		Lincoln County	1	Y
		Montgomery County	1	Y
		Person County	3	Y
		Randolph County	3	Y
		Rockingham County	1	Y
		Stanly County	3	Y
		Surry County	3	Y
	Percentage Participants from High Need LEA			100%
WCU	Cohort II 13	Asheville City	3	Y
		Buncombe County	3	Y
		Haywood County	1	Y
		Henderson County	1	Y
		Jackson County	2	Y
		Rowan-Salisbury County	1	Y
		Rutherford County	1	Y
		Transylvania County	1	Y
	Percentage Participants from HN LEA			100%

* Note: The designation in this table of a High Need LEA is made only for LEAs where greater than half (> 50%) of the individual schools in that LEA are found to be high need. However, one high need criterion specified in the recent legislation is whether a middle school feeds into a high need high school with less than a 75% graduation rate, in which case the middle school should also be designated high need. While there are few high schools in the state with less than a 75% graduation rate and those that are evident are often high schools for students with special needs which would not have feeder patterns, still, it is possible the GrantProse analysis of high need schools in the state underreports this number. However, inspection of the data at the LEA level suggests none of the three LEAs that do not meet the criteria of having > 50% of its schools designated high need have a high school with less than 75% graduation rate.

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 TPP programs use multiple formal and informal data from varied sources to identify and implement program improvements. In the

2018-19 mid-year report from Project Directors, each program provided a description of its process for gathering feedback from program partners/LEAs as well as any resulting planned program changes. This information is presented in **Table 16**.

TABLE 16. LEA PARTNER FEEDBACK AND RESULTANT CHANGES		
Program	Feedback Activities	Resultant Changes
HPU	Feedback is gathered through direct conversations with superintendents/liaisons as well as quarterly meetings. Feedback is gathered regularly from our candidates.	Adjustments were made to the 2018-19 program by extending the program from one year to one and a half years. One scheduling change was made—the BB&T Leadership Institute was moved to earlier in the program and a new facilitator was used. Additional changes consisted of adding a tour of the campus during orientation and bringing supervising principals/mentors and their interns together for initial training.
NCSU	Periodic check-ins with designated contacts and/or superintendents as well as surveys. Discussions continually focus on district and program expectations for fellows in efforts to ensure support and alignment and continuity of learning experiences.	Planned program changes focused on scheduling of courses, specialized training and field experiences to take into consideration district calendars particularly for Year-Round schools.
SREC	Information is shared and feedback is requested monthly or every two months at regional meetings for Superintendents, HR Directors, Finance Officers, Curriculum/PD Leads. In addition to face-to-face, information is shared and/or feedback requested via emails and group conference calls to central office members, Mentor Principals, interns, PDP staff.	We added a 3-tier selection process for Cohorts III and IV, as well as improving our mentor training and communication with mentors. We did this by adding training sessions as well as inviting the mentor principals to all presentations for the interns
UNCG	We have made key changes to the program as a function of continuous improvement. Data to inform these changes come from the three benchmark reports written by the Office of Assessment, Evaluation, and Research Services (OAERS) that conducts our internal evaluation; data collected from stakeholder groups, including students, graduates, leadership coaches, and district partners; and from the self-assessment and reflection of the PPEERS leadership team.	<ul style="list-style-type: none"> We added a four-day PPEERS Bootcamp to early August, for the official launch of our second cohort. Through Bootcamp, we introduced the conceptual framework for the program, built relational trust amongst cohort members and the PPEERS leadership team, conducted two book studies, and engaged in a host of activities to introduce key concepts of the program, including growth mindset and equity and social justice. We hired Assistant Director Mark Rumley, who teaches courses in the PPEERS program, serves as one of two clinical internship supervisors, and serves a key leadership role on the team. Our capacity to refine and improve the program has substantially increased with the addition of Dr. Rumley to the team. Each course taught thus far has incorporated a field-based experience/assignment and a practitioner component (course instructor, guest instructor, panel of practitioners, etc.). We are engaging in more intentional co-design with district partners during our monthly meetings with District Point Persons. Within our PPEERS research practice partnership, we leverage design-based implementation research to design, implement, study, and redesign elements of the PPEERS program. Continuous improvement is intrinsic to this approach. Through these co-design sessions, we have, for example: <ul style="list-style-type: none"> Revised our internship orientation for July, 2019. Revised our internship handbook.

		<ul style="list-style-type: none"> Established specifications for a series of four budget/finance modules for interns and created an ad hoc design team to develop and implement the modules. The design team is comprised of a PPEERS leadership team member and five practitioners from partner districts: <ul style="list-style-type: none"> Three principals Internal auditor Director of elementary education and federal programs To establish rapport and relational trust before beginning the internship in August 2019, Leadership Coaches have worked with interns on three half-day occasions since January, 2019. We added a Performance Learning Day (PLD) – Lite to the first-year experience. PLDs are “day in the life of a new principal” events that include live simulations and a series of in-basket tasks that mirror the types of things that come across a principal’s desk (e.g., data analysis, IEP compliance issue, etc.). The March 2019 PLD event was “lite” in that only PPEERS faculty and Leadership Coaches served as assessors and provided feedback, instead of assessors also including school and district administrators from partner districts. We also included fewer in-basket tasks. We also used a new tool – GoReact – to record the simulations and feedback so that participants can easily access the recordings immediately after the event for reflection. We met face-to-face with the superintendent and District Point Person of each partner district in January/early February to consensually establish internship placements that met the criteria that we co-designed with District Point Persons. We shifted ELC 694: The Cultural and Political Dimensions of Schooling from the first semester of the internship to the semester preceding the internship. This and the early identification of intern placements allowed students to conduct field work in their upcoming internship placement schools. Doing so helped students begin to establish rapport and relational trust with the Mentor Principal and school stakeholders, to learn about the culture and history of the school, and to identify the school’s assets and challenges. These changes will allow interns to hit the ground running in August when their yearlong internship officially begins. We will hold an Internship Bootcamp the last three days of July. Two of the days will be facilitated by the Leadership Coaches and will focus heavily on preparing for the initial weeks of internship. We have added several components to our Year 1 Summer Institute: 1) daylong training on adverse childhood experiences (ACES) and how schools can provide trauma-informed supports for students; 2) a half-day session on homeless students and students in foster care, including the McKinney-Vento act and state policy around schooling for students in foster care.
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WCU	<ul style="list-style-type: none"> Monthly Superintendent's Council meetings feedback LEA-WCU Liaisons feedback WRESA faculty feedback WCU Education Leadership and NCSELP faculty WCU College of Education and Allied Professions feedback Educational Leadership Advisory Council feedback 	None at this time.
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E. Program Annual Reports

As of June 2019, 129 (52.0%) of the 248 initially enrolled TPP program participants across both funding cycles were reported to have completed their program requirements, as shown in **Table 17**. The UNCG and NCSU programs each had one participant withdraw in Funding Cycle I (2016-18) and NCSU has had one participant withdraw to date in Funding Cycle II (2018-20).

TABLE 17. COMPLETERS TO DATE BY PROGRAM					
HPU	NCSU	SREC	UNCG	WCU	Totals
2016-18 Funding Cycle I					
30	33	26	19	10	118
2018-20 Funding Cycle II					
--	--	11	--	--	11
Total for Both Funding Cycles					
30	33	37	19	10	129

The TPP 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 also 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 18** below presents a summary of the current number of credit hours completed by program participants as of June 2019. The 118 participants completing Funding Cycle I earned an average of 32.7 cumulative credit hours across programs (range 22-39). The 127 participants currently enrolled in Funding Cycle II have earned an average of 14.74 cumulative credit hours across programs to date (range 4-36).

TABLE 18. PROGRESS OF PROGRAM PARTICIPANTS TOWARD A DEGREE/LICENSE			
Completed Credit Hours	Funding Cycle I Participants	Funding Cycle II Participants	TPP Program
0	--	3 (Cohort II add on; Start June 2019)	WCU
1-3	--	--	--
4-6	--	16 (Cohort IV)	HPU
	--	2 (Cohort IV)	SREC
	--	1 (Cohort II)	NCSU
7-9	--	33 (Cohort II)	NCSU
10-12	--	17 (Cohort III)	HPU
	--	2 (Cohort IV)	SREC
13-15	--	--	--
16-18	--	10 (Cohort II)	WCU
19-21	--	22 (Cohort II)	UNCG
22-24	6 (Cohort I; PMC only)	--	WCU
	5 (Cohort I)	7 (Cohort IV)	SREC
	3 (Cohort II)		
25-27	--	4 (Cohort IV)	SREC
28-30	--	--	--
31-33	--	--	--
34-36	--	11 (Cohort III)	SREC
	15 (Cohort I)	--	HPU
	15 (Cohort II)		
	33 (Cohort I)	--	NCSU
	4 (Cohort I)	--	WCU
37-39	7 (Cohort I)	--	SREC
	11 (Cohort II)		
>39	19 (Cohort I)	--	UNCG
Licensed as Principals	15 (Cohort I)	--	HPU
	15 (Cohort II)		
	19 (Cohort I)	--	UNCG
	12 (Cohort I) 14 (Cohort II)	7 (Cohort III)	SREC
Awarded P.M.C.	6 (Cohort I)	--	WCU
Awarded M.S.A.	33 (Cohort I)	--	NCSU
	4 (Cohort I)	--	WCU
	19 (Cohort I)	--	UNCG
	3 (Cohort I)	--	SREC
Awarded M.Ed.	15 (Cohort I)	--	HPU
	15 (Cohort II)		

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 are conducting 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 TPP 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 (MOUs) 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 TPP 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 19** describes evaluation activities for continuous improvement reported by the TPP Provider agencies as well as feedback that resulted in planned changes to programs.

TABLE 19. PROGRAM EVALUATION ACTIVITIES		
Program	Activities	Findings
HPU	Candidates complete evaluations for all affiliate activities, all courses, and share recommendations with their coaches and the project director throughout the program.	At this point, there are no noted significant findings.
NCSU	Fellows are required to complete exit tickets after every class session as well as surveys for specialized trainings and field experiences.	Significant findings indicate the fellows are focusing on their use of Dale Carnegie skills and Covey habits, which improve their interpersonal relations as well as self-awareness in becoming a leader.
SREC	We are working with UNC-P to gather additional data through Taskstream such as information regarding school tasks and Intern ratings by Mentor Principals. Beginning in August, we will include a weekly activity evaluation for interns to rate the significance of Synergy Activities.	
UNCG	The Office of Assessment, Evaluation, and Research Services (OAERS) at UNCG has developed an evaluation plan (created logic model, identified evaluation questions, indicators, data sources and data collection methods) for PPEERS 2. In May 2019 we received our first of three benchmark reports. The report focused on the extent to which stakeholders (students, Leadership Coaches, and District Point Persons) perceive that the elements of PPEERS are coherent and integrated with one another. Additionally, the evaluation examined perceived strengths and needs of the program. The 2nd benchmark report will be available in 11/19, and the 3rd in 5/20.	Findings indicate that stakeholders perceive clear coherence across the program, strong communication, and responsiveness to student needs. One area of concern is the continued perception that the program is difficult and rigorous such that students struggle to find work-life balance.

TABLE 19. PROGRAM EVALUATION ACTIVITIES		
Program	Activities	Findings
WCU	We engage in continuous improvement processes annually for our college and the university.	We want to ensure the achievement of program student learning outcomes so we have created additional rubrics for the evaluation of student performance. These rubrics are set to be validated by an expert panel and research methodologists in the Fall of 2019. An area of continued growth as we improve our change project process is to implement a good assessment tool (rubric) to assess the quality of student change projects in the areas of scholarly practice and leadership for equity and social justice.

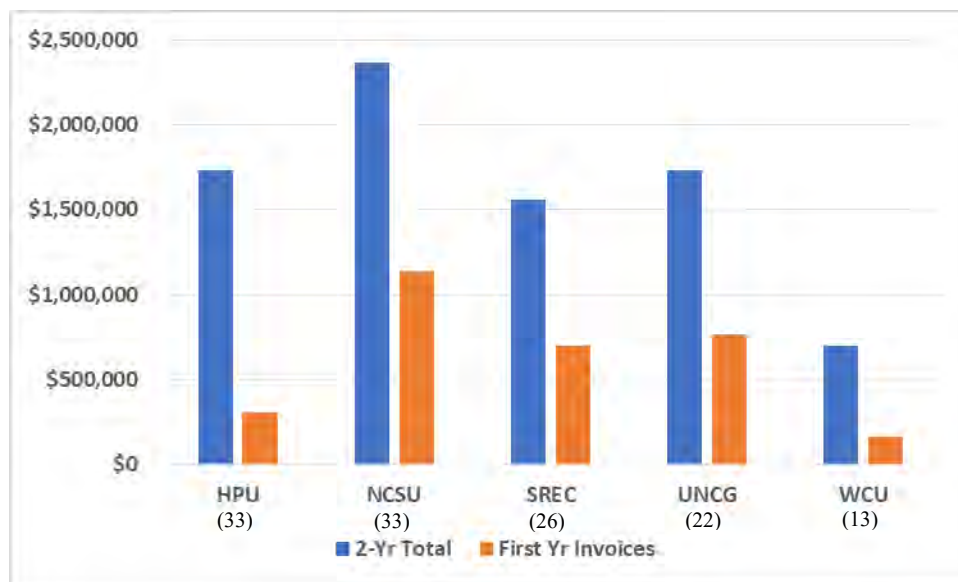
F. 2018-19 Budgetary Analyses

A total of \$8,099,964 was allocated to the five Provider agencies for implementation of the TPP Programs over the 2-year period 2018-19 and 2019-20. Of this amount, \$3,071,064 (37.9%) was invoiced by the Provider agencies over the course of the 2018-19 year, including projections for end-of-year expenditures, which in some cases would carry into the 2019-20 year. At the time this report was produced, it is unknown if any of the Provider agencies will revert funds to NCASLD due to not fully expending their projections.

Assuming reversions may be zero dollars or nearly so, **Table 20** indicates how funds were expended by major budget category during the 2018-19 year, as invoiced by the Provider agencies.¹⁸ **Figure 8** depicts the amount awarded to each Provider for the two-year period and the amount invoiced in the 2018-19 year (the number of students currently enrolled in the 2018-19 year is shown in parentheses).

¹⁸ While all Provider agencies used the same budget format and major expenditure categories (i.e., 'Personnel Fringe', 'Travel', 'Supplies', 'Contractual', 'Other', and 'Indirect'), the agencies often differed in regards to what category they used to record individual expenses. What amounted to 'Personnel' for one agency could be different for another agency; what amounted to 'Contractual' for one agency could be different for another agency, etc. Also, the 'Other' category was used differently from one agency to another.

TABLE 20. EXPENDITURE OF FUNDS BY PROVIDER AGENCIES: 2018-19						
Category	HPU	NCSU	SREC	UNCG	WCU	TOTAL
2-Year Total Allocation	\$1,736,176	\$2,369,768	\$1,561,800	\$1,732,220	\$700,000	\$8,099,964
Sums of Provider Invoices Submitted to NCASLD in 2018-19						
Personnel	\$16,557	\$373,490	\$10,000	\$165,928	\$18,580	\$584,556
Fringe	\$2,612	\$90,793	\$2,651	\$46,239	\$1,728	\$144,025
Travel	\$4,160	\$37,083	\$15,926	\$6,801	\$13,008	\$76,979
Supplies	\$0.00	\$7,265	\$8,900	\$16,451	\$9,511	\$42,126
Contractual	\$113,420	\$167,635	\$162,886	\$56,350	\$11,200	\$511,491
Other	\$157,766	\$376,521	\$463,344	\$442,835	\$95,903	\$1,536,369
Indirect	\$10,940	\$84,223	\$32,621	\$35,417	\$12,318	\$175,519
Total Invoiced	\$305,455	\$1,137,010	\$696,329	\$770,021	\$162,248	\$3,071,064
% of Total Allocation Invoiced	17.6%	48.0%	44.6%	44.5%	23.2%	37.9%

FIGURE 8. COMPARING 2-YEAR AWARDS TO AMOUNT INVOICED IN FIRST YEAR

Secondary Budget Analyses

As part of its budgetary analyses, GrantProse also conducted a ‘secondary’ analysis of the TPP agency invoices. While the Provider invoices made 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 expenses charged by the TPP Provider agencies to implement the program (e.g., institutional salaries and fringe benefits, contractual expenses, travel and materials/supplies benefiting institutional staff, etc.) from 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, executive coaches, cost of substitutes for LEAs, etc.). **Table 21** provides a description of the secondary budget categories used in this analysis and the type of expenses included in each category.

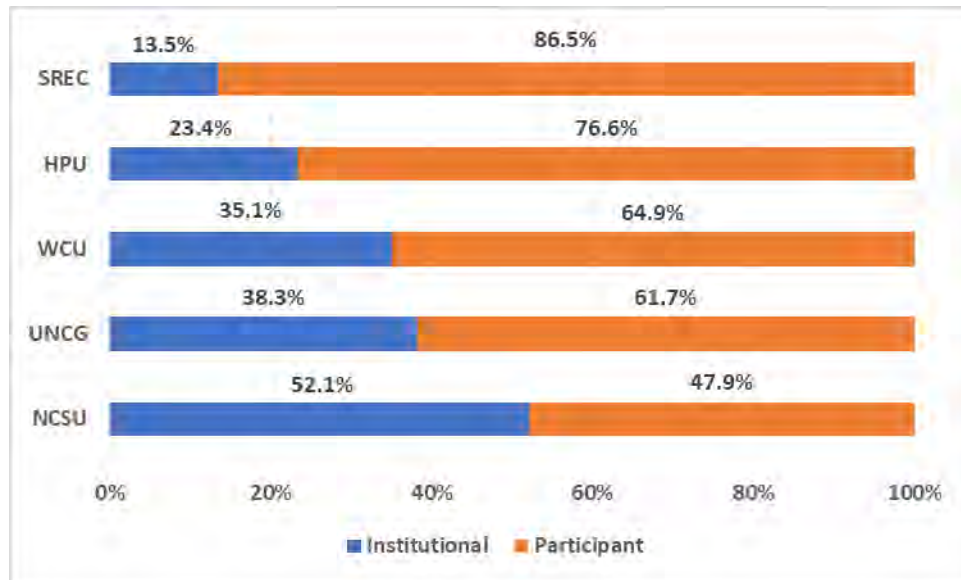
TABLE 21. DESCRIPTION OF BUDGET CATEGORIES FOR SECONDARY ANALYSES	
Institutional Expenses	
Personnel	Individuals carried as employees by the TPP institution including faculty, other staff, hourly employees, and graduate assistants. Personnel are distinguished from contractors on the basis of Personnel 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 (not including Executive Coaches)	Includes contracts with private vendors to provide services such as 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.
Participant Expenses	
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.
Executive Coaches	Contractual expenses paid to Executive Coaches, including coaches' fees, travel and conference registration if any.

The total of expenditures in the 2018-19 year for the five TPP Providers combined was \$3,071,064. Of this amount, \$1,109,753 (36.1%) was expended for Institutional expenses and \$1,961,312 (63.9%) was expended for Participant expenses per the budget categories described in **Table 22**.

When institutional and participant expenses are disaggregated by Provider, there is considerable variation in how much funding the different Providers expended in these categories, as shown in **Table 21**. SREC expended the smallest percentage of their TPP funds for institutional expenses (13.5%) and NCSU expended the largest percentage for institutional expenses (52.1%). **Figure 9** depicts the percentages that each TPP Provider budgeted for institutional and participant expenses.

TABLE 22. COMPARING INSTITUTIONAL AND PARTICIPANT EXPENSES					
Program	Institutional Expenditures		Participant Expenditures		Total
	Amount	Percentage	Amount	Percentage	
NCSU	\$592,862	52.1%	\$544,149	47.9%	\$1,137,010
UNCG	\$294,652	38.3%	\$475,369	61.7%	\$770,021
WCU	\$56,876	35.1%	\$105,372	64.9%	\$162,248
HPU	\$71,470	23.4%	\$233,986	76.6%	\$305,456
SREC	\$93,893	13.5%	\$602,436	86.5%	\$696,329
Total	\$1,109,753	36.1%	\$1,961,312	63.9%	\$3,071,065

FIGURE 9. INSTITUTIONAL AND PARTICIPANT EXPENSES AS A PERCENTAGE OF TOTAL EXPENDITURES IN 2018-19



Figures 10 and 11 indicate the dollar amounts each TPP Program expended for institutional and participant expenses, respectively. Figure 12 shows the dollar amounts that the TPP Providers expended on salary and fringe benefits for personnel employed with the institution.¹⁹ Numbers in parentheses shown in Figures 10, 11, and 12 associated with each TPP Program represent the number of participants that were actively enrolled in the program at the end of the 2018-19 year. Table 23 further disaggregates the expenditure data to show the amount and percentage of expenditures made by the individual TPP Providers in each of the categories associated with institutional and participant expenses.

It is necessary to be cautious when making comparative judgements about the TPP Programs based on this division of institutional and participant expenditures seen in the 2018-19 year. Caution is warranted due to how the programs are at different points in the implementation of activities with their students. Many of the participants with HPU and SREC, for instance, completed their internship in the 2018-19 year, while participants with NCSU, UNCG and WCU will have their internship in the 2019-20 year. Also, the Programs have accessed varied revenue sources in addition to TPP funds to support participant costs, especially their salaries during the internship. Differences such as these will contribute to differences in the amounts and percentages expended by the Programs, especially the participant expenses.

¹⁹ For SREC, contractual payments made by Hoke County Schools to Jim and Emilie Simeon are included in this analysis, recognizing how their leadership roles with TPP are similar to that of employees at the other institutions.

FIGURE 10. EXPENDITURES FOR INSTITUTIONAL EXPENSES BY TPP PROGRAM**FIGURE 11. EXPENDITURES FOR PARTICIPANT EXPENSES BY TPP PROGRAM**

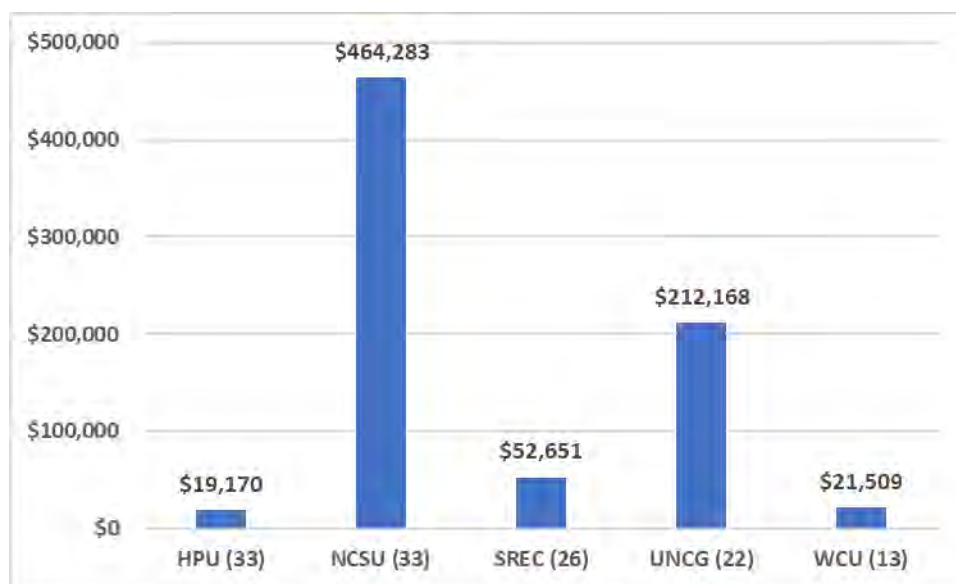
FIGURE 12. EXPENDITURES FOR INSTITUTIONAL SALARY AND FRINGE BENEFITS.

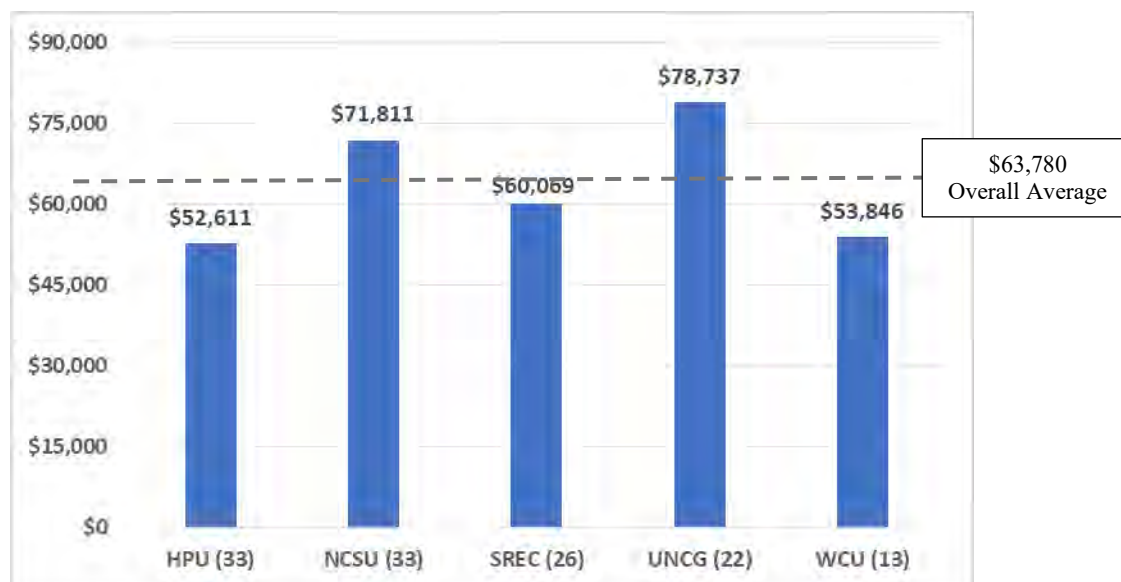
TABLE 23. SECONDARY ANALYSES FOR INSTITUTIONAL AND PARTICIPANT EXPENSES DISAGGREGATED BY BUDGET CATEGORY AND TPP PROGRAM: 2008-19 *

Budget Category	HPU		NCSU		SREC		UNCG		WCU		Totals	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Personnel + Fringe	\$19,170	6.3%	\$464,283	40.8%	\$52,651	7.6%	\$212,168	27.6%	\$21,509	13.3%	\$769,780	25.1%
Travel	\$4,160	1.4%	\$5,509	0.5%	\$1,192	0.2%	\$6,801	0.9%	\$7,393	4.6%	\$25,055	0.8%
Materials	\$0	0.0%	\$0	0.0%	\$3,724	0.5%	-\$320	0.0%	\$4,908	3.0%	\$8,312	0.3%
Contractual	\$37,200	12.2%	\$32,879	2.9%	\$3,704	0.5%	\$40,586	5.3%	\$10,749	6.6%	\$125,118	4.1%
Other	\$0	0.0%	\$5,967	0.5%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$5,967	0.2%
Indirect	\$10,940	3.6%	\$84,223	7.4%	\$32,621	4.7%	\$35,417	4.6%	\$12,318	7.6%	\$175,519	5.7%
Institutional SubTotals	\$71,470	23.4%	\$592,862	52.1%	\$93,893	13.5%	\$294,652	38.3%	\$56,876	35.1%	\$1,109,753	36.1%
LEA Support	\$0	0.0%	\$169	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$169	0.0%
Participant Support	\$157,766	51.6%	\$460,180	40.5%	\$470,289	67.5%	\$462,119	60.0%	\$105,372	64.9%	\$1,655,726	53.9%
Executive Coaches	\$76,220	25.0%	\$83,800	7.4%	\$132,147	19.0%	\$13,250	1.7%	\$0	0.0%	\$305,417	9.9%
Participant SubTotals	\$233,986	76.6%	\$544,149	47.9%	\$602,436	86.5%	\$475,369	61.7%	\$105,372	64.9%	\$1,961,312	63.9%
Total	\$305,456	100%	\$1,137,010	100%	\$696,329	100%	\$770,021	100%	\$162,248	100%	\$3,071,065	100%

* Note: Figures in this table that have been used to generate many of the graphs in this report are based on invoices the Provider agencies submitted to NCASLD for the 2018-19 year, including their final invoice which included projected expenses for the last month of June. Actual expenses will not be fully reconciled until after this report is submitted to NCSEAA, and the figures as well as the graphs would likely change but probably not greatly.

Although the programs are at different points in their implementation of TPP features, most notably the internship, it is possible to estimate what the per participant cost might be for each program over the 2-year period. The 2-year budgets are known for each program and the number of participants each program intends to serve over the two years is also known. Using these figures, **Figure 13** provides an estimate of the 2-year per participant cost disaggregated by TPP Provider. These estimates underestimate the true cost because the programs also accessed additional revenue sources to support their operations, such as fiscal contributions made by the LEAs or use of North Carolina's MSA funds to support participant salaries during the internship.

FIGURE 13. PROJECTED PER PARTICIPANT COST OVER TWO YEARS, DISAGGREGATED BY TPP PROVIDER



G. Developments in the Research Design

By the end of the 2018-19 year, many of the principal aspirants from the first funding cycle had been employed as assistant principals for at least a year, and four individuals appear to have gained employment as a principal. When achievement data for the 2018-19 year become available, it will be possible 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 the 2018-19 year. It will also be possible to explore what opportunities there may be to create a control group of similarly employed school leaders who have not graduated from a TPP Program. While it is doubtful that any significant impact will be found with only one year of data, especially for those TPP graduates serving as an assistant principal and being employed as such for only a year, it will be possible to begin identifying the potential as well as the limitations of a research design to assess impact on student achievement.

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 TPP 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 TPP grant program and further clarified the nature of the data that are to be reported about the program.²⁰ Per findings of the Measurability Assessment, **Table 24** provides a summary of the output and outcome measures that should be reported for the TPP Program (Program Evaluation Division, 2018). 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.

TABLE 24. OUTPUT AND OUTCOME DATA AND REPORTING DATES	
Outputs	First Year to Report
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	
Short-Term Outcomes	First Year to Report
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	
Long-Term Outcomes	First Year to Report
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 and short-term outcomes that are to be reported by the time of this third annual report to NCSEAA (July 31, 2019).

Outputs

Number of principal candidates enrolled. For the first funding cycle that is now completed – July 2016 through June 2018 – a total of 120 candidates (hereafter called “participants”) were enrolled in the TPP Programs that were conducted by the five TPP Provider agencies. All but two participants completed their programs, resulting in a 98.3% completion rate for the TPP Program as a whole. For the second funding cycle that is now underway –

²⁰ 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.

July 2018 through June 2020 – a total of 128 participants have been enrolled in the TPP Programs. At the time of this report, only one individual is known to have withdrawn leading to 99.2% overall retention. **Table 25** shows how many participants were enrolled in and completed each program.

TABLE 25. NUMBER AND PERCENTAGE OF PARTICIPANTS ENROLLED IN AND COMPLETING TPP PROGRAMS						
Funding Cycle I (2016-18)	HPU	NCSU	SREC	UNCG	WCU	Total
# Enrolled in Program	30	34	26	20	10	120
# Completing Program	30	33	26	19	10	118
% Completion Rate	100%	97.1%	100%	95.0%	100%	98.3%
Funding Cycle II (2018-20)	HPU	NCSU	SREC	UNCG	WCU	Total
# Enrolled in Program	33	34	26	22	13	128
# Still Enrolled	33	33	26	22	13	127
% Retention Rate	100%	97.1%	100%	100%	100%	99.2%

Number of cumulative credit hours that candidates have completed toward a degree or licensure. **Table 26** indicates the number of credit hours completed by participants enrolled for any amount of time at the five TPP Programs across both funding cycles.

TABLE 26. NUMBER OF CUMULATIVE COURSE CREDIT HOURS COMPLETED IN TPP PROGRAMS						
Credit Hours Completed	HPU	NCSU	SREC	UNCG	WCU	Total
0-3	--	--	--	--	3* (Cohort II)	3
4-6	16 (Cohort IV)	1 (Cohort II)	2 (Cohort IV)	--	--	19
7-9	--	33 (Cohort II)	--	--	--	33
10-12	17 (Cohort III)	--	2 (Cohort IV)	--	--	19
16-18	--	--	--	--	10 (Cohort II)	10
19-21	--	--	--	22 (Cohort II)	--	22
22-24	--	--	14 (Cohort II) 7 (Cohort IV)	--	6 (Cohort I)	28
25-27	--	--	11 (Cohort I) 4 (Cohort IV)	--	--	15
28-30	--	--	1 (Cohort I)	--	--	1
34-36	15 (Cohort I) 15 (Cohort II)	33 (Cohort I)	11 (Cohort III)	--	4 (Cohort I)	78
>39	--	--	--	19 (Cohort I)	--	19
Total						247
<i>*These 3 students will not start classes until June 2019</i>						

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. In addition, 11 of the Funding Cycle II participants have completed their internships by the end of the 2018-19 year.

TABLE 27. NUMBER OF PARTICIPANTS COMPLETING INTERNSHIPS IN TPP PROGRAMS						
	HPU	NCSU	SREC	UNCG	WCU	Total
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	--	--	11	--	--	11
TOTAL	30	33	37	19	10	129

Number of Master of Science in Administration degrees earned by candidates. Table 28 indicates that many of the participants completed coursework meeting a number of degree requirements, including the Master of Science in Administration. Ninety-five (80.5%) of the 118 participants in Funding Cycle I (2016-18) earned either an advanced Master's degree or a post-master's certificate. In addition, 11 of the Funding Cycle II participants are expected to receive their Master's degree in December 2019 with more expected by the end of the 2020-21 year.

TABLE 28. NUMBER OF MASTER'S DEGREES & POST-MASTER'S CERTIFICATES EARNED IN TPP PROGRAMS						
Degree/Certificate Earned	HPU	NCSU	SREC	UNCG	WCU	Total
Master of Science in Administration	--	33	3	19	4	59
Master of Education	30	--	--	--	--	30
Post Masters' Certificate in School Administration	--	--	--	--	6	6
Total						95

Number of candidates obtaining principal licensure and certification. Table 29 indicates that 125 (100%) of the 125 participants completing the TPP program (across both funding cycles) earned sufficient credit to meet principal licensure requirements. Whether these individuals completed the application process and obtained their principal licensure is not known at the time of this report.

TABLE 29. NUMBER OF PARTICIPANTS MEETING PRINCIPAL LICENSURE REQUIREMENTS IN TPP PROGRAMS						
Principal Licensure	HPU	NCSU	SREC	UNCG	WCU	Total
Number meeting principal licensure requirements	30	33	33	19	10	125

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 TPP 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. Participants responded to this question along a 7-point Likert scale with 7 representing Extremely Satisfied. Of the 119 individuals in Funding Cycle II who responded to this question, 100 (84.0%) of the respondents gave this question a 6 or 7 rating.

Number of Local Education Agency administrators satisfied with the program. Considering both funding cycles, data analyses described below suggest that 31 (100%) out of 31 LEA administrators surveyed in Funding Cycle I and 37 (94.9%) out of 39 LEA administrators interviewed in Funding Cycle II expressed considerable satisfaction with their programs. Combining respondent ratings in the two funding cycles, a total of 68 (97.1%) out of 70 respondent ratings indicated satisfaction with the TPP Programs. ²¹

Funding Cycle I. A survey of LEA administrators who served as points-of-contact with the TPP Program 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 TPP 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. Interviews were conducted with LEA administrators in May 2019. One question asked them to *"Please rate your overall satisfaction with the TPP program on a 1 to 5 scale (1=not at all satisfied, 5=very satisfied)."* For the 39 individuals responding to this question, 37 individuals rated their satisfaction with a 5 (32 individuals) or a 4 (5 individuals).

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. The survey was designed to quantify the three short-term outcomes identified by the PED as a result of the Measurability Assessment:

- *Changes in participants' leadership knowledge and competencies over time*
- *Changes in participants' leadership self-efficacy over time*
- *Changes in participants' commitment to seeking principal positions 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. The post-survey was distributed in April 2019. There were 117 individuals who could be matched for responding to both the pre- and post-surveys.

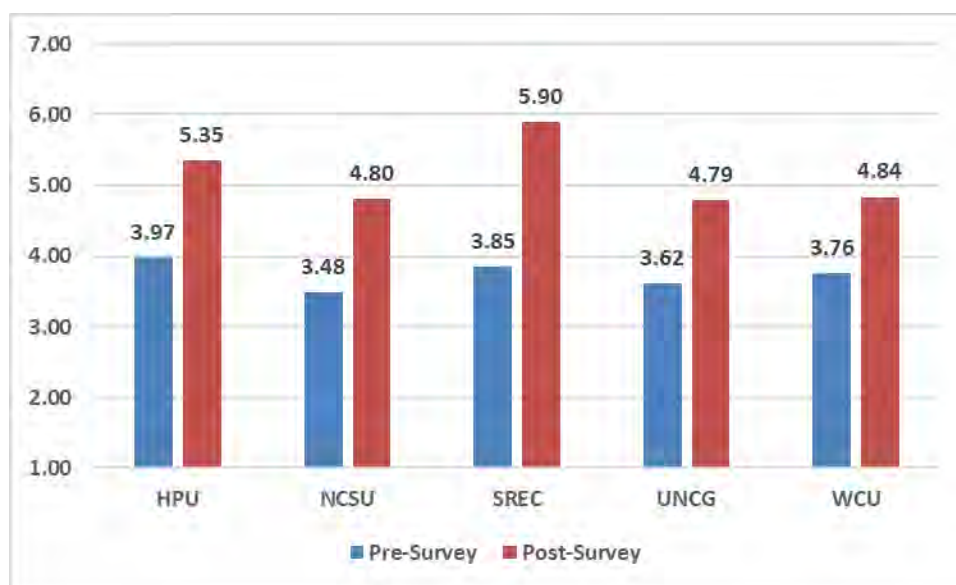
Change in leadership knowledge and competencies. This question was addressed by creating a Likert-scale item for each of North Carolina's eight Standards for School Executives. Descriptions of the Executive Standards were provided for each item, and respondents were asked to "Please rate the extent of your current knowledge and

²¹ It is important to note that some, possibly many, of the LEA administrators surveyed in Funding Cycle I and interviewed in Funding Cycle II may have been the same person, which could alter the percentages reported here.

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 the entire 117 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 for the entire group of 117 respondents was 3.73 on the pre-survey and 5.15 on the post-survey. The difference in the Executive Standards scale averages between the pre- and post-surveys is statistically significant on a t-test for paired comparisons ($t = 13.90599$, $p < .05$) and practically significant as well. The degree of change between the pre- and post-survey suggest that participants felt considerably more comfortable in their knowledge and competencies by the end of the 2018-19 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

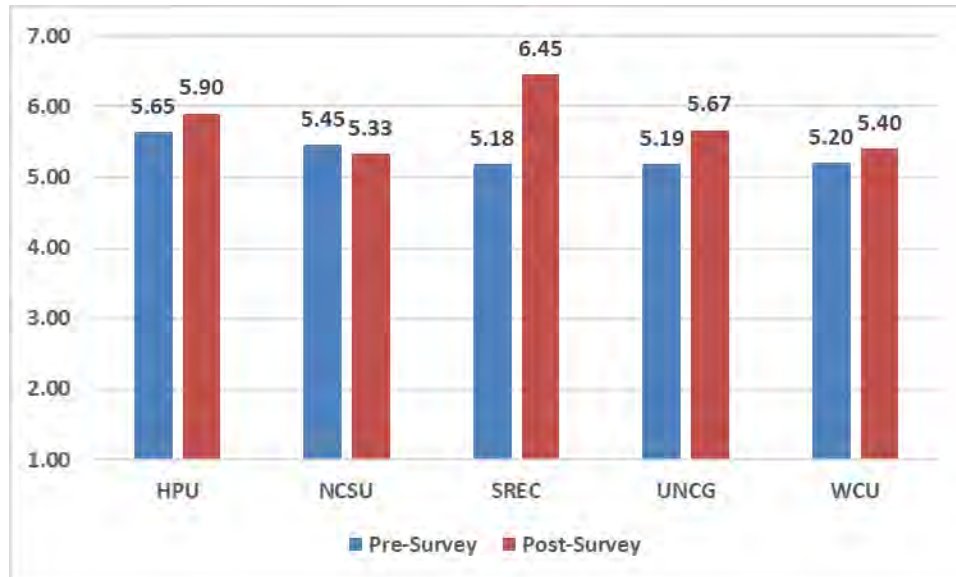


Also, when analyzed individually, all eight items – one for each Executive Standard - showed higher averages on the post-survey compared to the pre-survey and these differences were all statistically significant at $p < .05$.

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 117 respondents on the pre-survey was 5.38 and the average on the post-survey was 5.76. The difference is statistically significant on a t-test for paired comparisons ($t = 3.117862$, $p < .05$). When the averages are disaggregated for each Provider (HPU, NCSU, SREC, UNCG, WCU), **Figure 15** indicates that four of the five Providers demonstrated a higher average on the post-survey, while the post survey average for NCSU fell to 5.33 from the pre-survey average of 5.45; this is a small change. SREC demonstrated the largest change in confidence between the pre- and post-surveys with the lowest average

among the Providers on the pre-survey rising to the highest average on the post-survey, well above that of any of the other Providers.

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

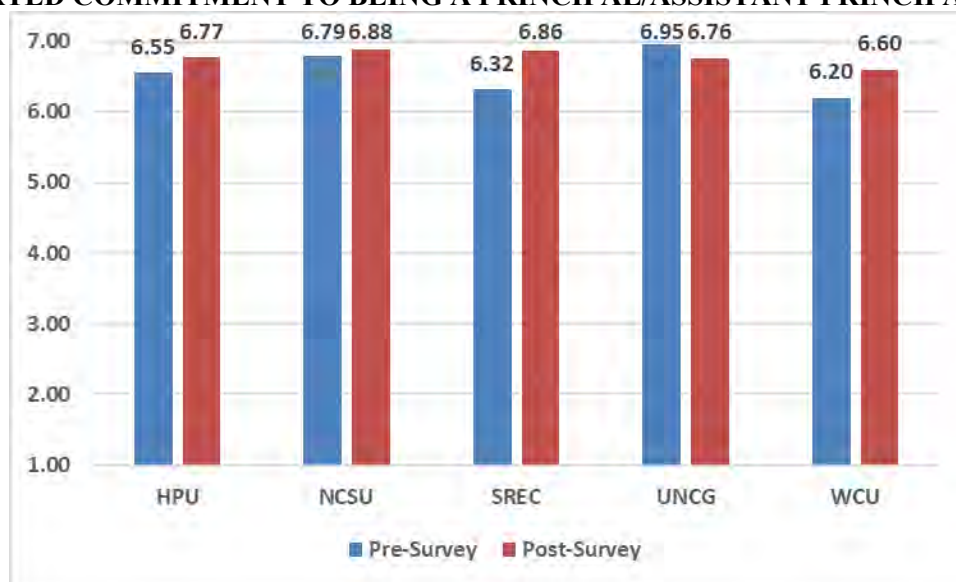


Change in participants' commitment to seeking principal positions. This question was addressed with a single item worded, "*At this time, how committed* are you to being a principal/assistant principal?" A 7-point Likert scale was used to assess this item with the end-points of the scale being "Not at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

The average for the 117 respondents on the pre-survey was 6.62 and the average on the post-survey was 6.80. 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 on a t-test for paired comparisons ($t = 2.699213$, $p < .05$).

When the averages are disaggregated for each Provider, **Figure 16** indicates that four of the five Providers demonstrated a higher average on the post-survey, while the post survey average for UNCG fell to 6.76 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. SREC demonstrated the largest change in commitment between the pre- and post-surveys with the lowest averages on the pre-survey to the highest average on the post-survey.

FIGURE 16. CHANGE IN AVERAGES DISAGGREGATED BY PROVIDER FOR RESPONDENTS' SELF-REPORTED COMMITMENT TO BEING A PRINCIPAL/ASSISTANT PRINCIPAL



Please see **Appendix I** in the Technical Report for the GrantProse report describing the complete results of the pre- and post-surveys completed in 2018-19.

Long-Term Outcomes

While data on long-term outcomes are to be reported by July 2020, it is possible to indicate some preliminary data for two of the long-term outcomes in this third annual report to NCSEAA.

Number of graduates who secure principal or assistant principal positions. Information collected to date from the TPP Provider agencies indicate that 93 (37.5%) of the 248 individuals that initially enrolled for the TPP program across both funding cycles had secured principal or assistant principal (P/AP) positions in North Carolina by the end of the 2018-19 year, with 72.5% of enrollees in the first funding cycle in P/AP positions, but only 4.7% from the second funding cycle; this is because most participants in the second cycle have not completed their programs at this point in time. **Table 30** shows the number and percentage of individuals selected for each TPP program who are reported to have secured P/AP positions by the end of the 2018-19 year.

TABLE 30. PERCENTAGE OF PARTICIPANTS SECURING PRINCIPAL OR ASSISTANT PRINCIPAL POSITIONS: BOTH FUNDING CYCLES				
	2016-18 Funding Cycle I		2018-20 Funding Cycle II	
TPP Provider	Initial Enrollment	Serving in a P/AP Position at the End of 2018-19	Initial Enrollment	Serving in a P/AP Position at the End of 2018-19
HPU	30	24 (80.0%)	33	--
NCSU	34	31 (91.2%) *	34	1 (2.9%)
SREC	26	13 (50.0%)	26	5 (19.2%)
UNCG	20	15 (75.0%)	22	--
WCU	10	4 (40.0%)	13	--
Total	120	87 (72.5%)	128	6 (4.7%)
* Note: GrantProse identified 32 individuals graduating from the NCSU program serving in P/AP positions; however, one person has apparently left North Carolina to serve as an assistant principal in another state.				

Number of graduates who secure principal or assistant principal positions in high-need schools. School assignments at the end of the 2018-19 year were identified for the 93 individuals securing P/AP positions from both funding cycles indicated in **Table 30** above. **Table 31** shows the number and percentage of these individuals assigned to high needs schools as determined by GrantProse.²²

TABLE 31. NUMBER AND PERCENTAGE OF ASSISTANT PRINCIPAL PLACEMENTS MADE IN HIGH NEEDS SCHOOLS: BOTH FUNDING CYCLES			
Institution	Number of P/AP Placements	Number of Placements in High Needs Schools	Percentage of Placements in High Needs Schools
HPU	24	23	95.8%
NCSU	32	30	93.8%
SREC	18	17	94.4%
UNCG	15	14	93.3%
WCU	4	4	100%
Total	93	88	94.6%

Some other findings of interest are that 2 of the 93 individuals in P/AP positions served as a principal in 2018-19 and another two have been named principals for the 2019-20 year. Individuals are serving in schools with various grade levels, including 24 at traditional high schools (grades 9-12), 22 at traditional middle schools (grades 6-8), and 30 at traditional elementary schools (grades PK/K thru 5). The others are at schools with various grade configurations. The schools range in size from 122 students to 2,391 students. The percent of low-income students at the schools ranges from 19.72% to 100% with the average of the percentages being 63.9%. This average percentage is about 10 percentage points higher than the average for the state, suggesting graduates are being employed to fill P/AP positions in high need schools.

²² GrantProse's determination whether a school was high needs has been described earlier in this report. Due to how GrantProse has elected to interpret the legislative language, the number of schools identified as high need is almost 80% of all schools in the state. This determination may over-represent the intent of this legislation. See **Appendix F** in the Technical Report for the full report of how high needs schools were determined.

FUTURE PLANS ²³

TPP Program Directors were asked to describe future plans for each program in their annual reports submitted May 2019, 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 TPP Provider agencies will need to consider strategic planning, continuous improvement, risk assessment, and dissemination activities in support of these future endeavors.

TABLE 32. FUTURE PLANS OF PROVIDER AGENCIES	
TPP Program	Future Plans
HPU	The Program Director keeps a watch for funding possibilities, i.e., grants.
NCSU	Our ultimate goal is to sustain an exceptionally effective principal preparation program. In light of unanticipated budgetary as well as programmatic changes, we have no choice than to seek additional funding sources that will support the innovative, authentic learning experiences that assist in developing, preparing and shaping educators to be efficacious, extraordinary leaders.
SREC	We anticipate welcoming Cohorts V and VI into the program and are currently receiving applications/recommendations for Cohort V from the LEAs. Each will serve a five-month internship in the Fall (2020 and 2021 respectively) unless we are able to find additional funding support to allow internships in Fall 2020 and Spring 2021. We are concerned about future funding and continue to seek possible sources of money to support the program. Because our model is one that puts the vast majority of the funds into tuition and intern salaries, the program is dependent on the grant. The Sandhills LEAs are small and financially lean, so financial contributions by the LEAs are less likely. We are a low-wealth, low socio-economic region that needs funds such as TPP grants in order to prepare a new generation of innovative school leaders who possess strong communication and problem-solving skills and can champion the power of the principal.
UNCG	We have been asked by NCASLD to increase our cohort size to 25 for our third cycle. At this point, given rising costs (e.g., tuition, fees, salary, fringe, etc.) and flat or decreasing funding amounts by NCASLD and the uncertainty of the full-time MSA stipend, we wonder about “making the numbers work.” That said, we are committed to this work and to our partner districts and are optimistic that we will find a way.
WCU	We will work to maintain all of the program components that the TPP Grant affords even if the funds cease. Although we consider all of the components to be necessary in the development of excellent, transformational school leaders, we recognize that we cannot rely on the TPP 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 (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 collaborative coaching program.

²³ This section corresponds to NCSEAA Report Question #4: *If the activity is a continuing one, briefly describe future plans and funding prospects.*

SUMMARY DISCUSSION

The body of evidence collected to date, including outputs and outcomes analyzed to date, suggest the TPP program is meeting its intended purpose—to transform principal preparation programming. With 93 individuals from the two funding cycles currently serving in principal and assistant principal (P/AP) positions, and almost 95% of the P/AP positions from both funding cycles serving at high need schools, there is evidence that the legislative intent of the transforming principal preparation programs is being met, at least in part. What remains to be determined is whether individuals who complete TPP 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.

Whether and how transformational principal preparation programs can be replicated and scaled across the state is another issue that remains to be determined. While there are significant qualitative and quantitative differences among the TPP 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. These best practices appear to be having an impact on the preparation of highly qualified principal candidates.

REVIEW OF BEST PRACTICES

- *Provision of program leadership.* Program leadership was not identified as a best practice in the previous NCSEAA Annual Report. However, this shouldn't be overlooked. There is no doubt that energetic leadership is necessary and important to the success of the TPP Program. For many of the TPP leaders, this leadership is possibly as much a calling as a responsibility. The TPP leaders believe in the importance of producing highly qualified school administrators, and the leaders are justifiably proud of their accomplishments to date. This said, it is interesting to note that interviews with 11 of the program leaders at the end of the 2018-19 year revealed that leadership was one of the least important programmatic elements in their ranking of best practices...and yet leadership is also one of the most expensive programmatic elements in the implementation of the program. Per the GrantProse secondary analyses of TPP expenditures in 2018-19, salary and fringe benefits for personnel employed by the agencies charged with administering the TPP Programs (all of which were Institutions of Higher Education except for SREC) averaged almost 25% of all TPP expenditures in 2018-19. Expenditures in 2018-19 for salary and fringe benefits of institutional employees ranged from more than \$460,000 at NCSU to less than \$20,000 at HPU as reported in **Table 23** of this report (found on page 40). In the absence of TPP funding, this is money that the institutions are not likely to pay out of pocket.
- *How participants are recruited.* There is some evidence that recruiting for the 2018-20 funding cycle may have been more difficult than in the earlier 2016-18 funding cycle. In their interviews, project leaders and LEA representatives both alluded to this difficulty. The pool of individuals wishing to become assistant principals and principals is possibly being exhausted, information about the program is possibly not being widely distributed, individuals may not see benefits to them outweighing their costs, and/or other possible explanations. It will be important to evaluate the success of future efforts to recruit a large pool of highly qualified candidates, especially if more awards are to be made by the TP3 Commission.
- *How participants are selected.* The TPP Programs are quite 'selective' in their selection process, using a variety of mechanisms to identify and pick the best candidates. While this is clearly a strength of the TPP Program, there is at least one reason for concern. The ethnic/racial diversity of those selected in the

second funding cycle was notably less diverse than for those selected in the first funding cycle. Possibly, the pool of candidates generated for the second funding cycle through the recruitment process was not as diverse and/or possibly biases impacted the selection process. Whatever factors might have contributed to the less diverse collection of participants in 2018-19, it will be important for TPP and LEA leaders to address the challenge of recruiting and selecting for diversity in future efforts.

- Engagement with LEAs. This is another clear strength of the TPP Program and has little fiscal cost, but is ‘expensive’ in time and effort. Interviews with the LEA representatives found that they universally complimented TPP Program leaders on their efforts to collaborate with the LEA, while interviews with the TPP leaders found that they identified time and effort, as well as factors such as turnover in LEA staff, as challenges that required careful management and ongoing attention. Still, the partnership between the grantee institution and the LEA is a critical factor in the success of the TPP Program and it may be helpful for the state to find ways of supporting this partnership.
- Implementation of a cohort. Participants completing the post-survey administered in the Spring 2019 mentioned the cohort model as one of the ‘best’ features of the TPP Program, and their average ratings on the Likert scale measuring perceptions of the cohort model ranged from 4.63 to 4.97 across the five programs (a 4 indicated they ‘Agreed’ the feature was evident and a 5 indicated they ‘Strongly Agreed’ the feature was present). Also, interviews with the Project Directors found that they ranked the cohort model midway among a set of best practices. While there is no legislative expectation that TPP Programs will operate in cohorts, this practice is too important to overlook, and defines in part the ‘transformational’ aspect of the TPP Program.
- Authenticity of experiences. When surveyed in the Spring 2019, participants indicated that the TPP Program gave them practical, real-world and/or authentic experiences associated with being a school leader and also commented on how the program blended theory (i.e., the coursework) and practical experiences together well. GrantProse observations of classroom learning activities substantiated the participants’ views, finding that simulations and/or project-based learning activities were often embedded in the instruction. Interviews with the Project Directors suggest that the TPP Program is having some impact on how faculty in other principal preparation programs deliver their curriculum and instruction. And, interviews with the LEA representatives reveal that many of them cite the value of the internship as a ‘real’ learning experience.
- Emphasis on instructional leadership. In contrast to traditional principal preparation programs, the TPP programs share an emphasis on the primary role of the principal as an instructional leader working with teachers and school staff in creating a school culture focused on high quality instruction rather than just acting as a building manager. The TPP programs convey this emphasis through the focus of their classes, choice of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences. Equity and equitable outcomes for students is one of the themes driving this emphasis on instruction. WCU, for instance, reports adding added courses addressing Leadership for Equity, and Social Justice I & II
- Emphasis on high need schools. TPP Provider agencies are focused on preparing principals to serve in high needs schools. Almost 95% of TPP graduates serving in principal and assistant principal (P/AP) roles at the end of the 2018-19 year were serving at high need schools per the GrantProse analysis of high need schools in the state. This is well above the 80% of schools in the state that GrantProse suggests meet

the legislative definition of being a high need school. The emphasis in the TPP Program of placing participants at high need schools for their internship may have some bearing on their subsequent employment. Recognizing that the hiring and placement of TPP graduates as P/APs is in the control of the LEAs, it may be that LEA leaders appreciate the experience that these individuals may have gained during their internship as well as the concentration in their curriculum on issues related to high need schools such as equity among students.

- *Full-time internship with coaching/mentoring.* The full-time internship was identified in the interviews with Project Directors as one of five practices most important to the success of the TPP Program. The internship was also identified in the interviews with the LEA representatives as an important feature of the program. Moreover, most of the LEA representatives indicated they would like to see the internship be for a full academic year, recognizing that this would give the intern the benefit of seeing all aspects of a school year. While the participants were not asked about their internship on the Spring 2019 post-survey because many would not have had their internship in the 2018-19 year, many of those who did have their internship in the year described it as a valuable experience. Presently, it is unknown whether a 5-month internship is sufficient or if a 10-month internship is necessary, but what is known is that it is expensive to pay salaries (with associated fringe benefits) for individuals during their internship, especially if individual salaries are to be held harmless. TPP funding may be adequate to support a 5-month internship, possibly with LEA support, but additional revenue such as the state's MSA funds will be needed to support a 10-month internship.

Regarding coaching provided during the internship, the Project Directors ranked this as most important among the best practices, and the participants also gave this a strong rating on the Likert scale measuring perceptions of the coaching activity. The degree to which coaching is 'embedded' with the participants throughout their program may be an element in how coaching was perceived, insofar as SREC participant perceptions of coaching were the strongest, possibly due in part to how the SREC coaches even attended classes with the participants.

- *Independent evaluation and continuous improvement processes.* The TPP Programs have all cooperated well with the GrantProse evaluation activities. And, each of the TPP programs engages in continuous review and program improvement activities on their own. The programs utilize formal and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements. The programs' LEA representatives, principal mentors, and executive coaches also provide regular feedback regarding the training and support they receive from the programs.

LOOKING AHEAD

In light of the recent Senate Bill 227 legislation, NCASLD has two years remaining in its role as administrator for the current set of TPP grantees. Two of these programs—NCSU and WCU—will enter their final year in 2019-20 under NCASLD’s administration, and three of the programs—HPU, SREC, and UNCG—will have another year in 2020-21 under NCASLD’s administration. Concurrently, beginning with the 2019-20 year, NCASLD will also be represented on the TP3 Commission and have a role in advising and assisting the Commission with decisions pertaining to the next round of funding and administering transforming principal preparation programs.

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

1. Assist the current five TTP Programs to successfully complete implementation of their programs,
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 TPP 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 two years:

1. Continue to implement the 3-tiered model of program evaluation described in this report, and
2. Initiate a research design to address what if any impact graduates of the TPP Program may be having on student achievement.

RECOMMENDATIONS

In the Executive Summary for this report, GrantProse identified a set of recommendations for NCASLD and the TPP Provider agencies to consider in the 2018-19 year. These recommendations are repeated here.

- NCASLD should expand its Professional Learning Network to permit other principal preparation programs in the state to participate.
- NCASLD should direct focus in the last two years to issues of sustainability, replication, and scaling identified best practices to programs across the state.
- Regarding scaling across the state, NCASLD should investigate the possibility of incorporating many of the value-added features of the TPP Programs into existing or new tuition-bearing courses, thereby reducing the cost of the program to the state.
- In its new role with the TP3 Commission,
 - NCASLD should use this venue to continue its advocacy for best practices in principal preparation programs across the state. An objective should be that all principal preparation programs in the state should be implementing most if not all of the best practices being realized in the TPP Program.
 - Based on its experience administering the TPP Program and knowledge it has gained about the strengths and weaknesses of the different programs, NCASLD should advise the TP3 Commission on desirable features and requirements to include in the solicitation for new grant proposals.
 - Considering the high stakes decision to be made regarding whether a school meets the legislative intent of being a high need school, NCASLD should work closely with the TP3 Commission to review the legislative definition to ensure that its focus is as intended—on schools where there is a need for specialized resources such as might be provided by a graduate of the state’s transformational principal preparation programs.

ADDENDUM WITH TP3 CONSIDERATIONS

If the NCSEAA and TP3 Commission desire to implement the TPP Program with fidelity to the best practices NCASLD and GrantProse have identified, it will be necessary to provide fiscal support to agencies/institutions that will be charged with implementing the program (e.g., public or private IHEs, regional consortiums, etc.). As indicated in Senate Bill 227, the TP3 Commission “...shall select grant recipients and notify the Authority for the award of the grants with the Authority acting as the fiscal agent for the Trust Fund with respect to grants awarded by the Commission.” Furthermore, “The Commission shall select up to eight grant recipients to be operating a school leader preparation program with grant funds in any fiscal year.” New grant awards will conceivably be made beginning with the 2020-21 year.

A review of Senate Bill 227 suggests there may be \$7-8M in funding available annually each year to make these new awards for some unspecified period of time, recognizing that some of these funds will also support operations of the TP3 Commission and NCSEAA. Using \$7M as an estimate for how much will be available for distribution to grant recipients and the possibility of as many as eight grant awards, returns a figure of \$875,000 per award per year...or \$1,750,000 over the course of a 2-year program. These figures are consistent with the current size of grants in the TPP Program. With this information, GrantProse offers the following considerations for the TP3 Commission and NCSEAA to weigh in its consideration of how to make new grant awards.

Soliciting Applicants

The TP3 Commission and NCSEAA are advised to cast a wide net in their recruitment of applicants to submit grant proposals. In the current TPP Program, there are three UNC System universities, one private university, and a regional education consortium implementing programs. After three years of operations, the GrantProse evaluation shows that non-traditional applicants such as the private university or the regional consortium have been just as successful as the more traditional UNC System applicants. Moreover, these non-traditional applicants have implemented varied designs that introduce unique features to the principal preparation programs. SREC, with the most non-traditional management structure, has strong collaboration with its partnering LEAs, has a unique practice of exposing interns to two different school environments, and asks its Executive Coaches to attend the university classes along with the participants. And, HPU, a private university, has one of the lowest percentage institutional costs among the programs while the UNC System universities have some of the highest costs. Soliciting applications from varied constituencies is one way to strengthen program design through comparing and contrasting practices. Moreover, in this solicitation, special consideration should be given to the degree of collaboration with LEAs. If transformational change is to happen in principal preparation programs, it will be necessary for consumer voices – especially in the school districts -- to be heard and involved as collaborative decision-makers in the design and implementation of the program at the university and in the field.

Average Size of Awards and Number of Participants

Consistent with expenditures and expenses seen in the current set of five TPP programs, one consideration is that a maximum award of \$1,750,000 could be set for a two-year program (to average \$875,000 per year), with a minimum number of participants to be served per the following table. The minimum number of participants is derived using \$70,000 as an average 2-year per participant cost, consistent with analyses that GrantProse has conducted for the TPP Program. To ensure the viability of a program and ability to implement the suite of TPP best practices, a minimum award could also be set, for instance, with no award less than \$800,000 for a two-year program (\$400,000 per year). Should some awards be made for less than \$875,000 per year, other awards could

be made for more than this and with adjustments to the minimum number of participants to serve. Other factors to weigh in making these awards will include whether a program will be a 1- or 2-year program and whether a program plans to access other revenue sources to support operations, such as the state's MSA funds. Both of these factors are addressed in considerations offered below.

If \$7M is available each year and eight awards are made, the average award would be \$875,000 per year or \$1,750,000 for a two-year performance period. Using a 2-year average cost of \$70,000 per participant, **Table 33** indicates how many participants could be served for different award sizes. For a 2-year award of \$1,750,000, an expectation could be set that the Provider will serve no fewer than 25 participants. If eight awards are made, each at or averaging this amount, then at least 200 participants could be served in a 2-year performance period, representing a 56% increase in the number of participants served compared to the 2018-20 performance period.

TABLE 33. MINIMUM NUMBER OF PARTICIPANTS BY SIZE OF 2-YEAR AWARD	
Size of Award	Minimum number of participants selected for program *
\$1,500,001 to \$1,750,000 total for 2 years	At least 25
\$1,250,001 to \$1,500,000 total for 2 years	At least 21
\$1,000,001 to \$1,250,000 total for 2 years	At least 17
\$800,000 to \$1,000,000 total for 2 years	At least 14

** Note: A figure of \$70,000 per participant for a 2-year program is used at the upper level of each award range to determine the minimum number of participants to be served associated with the size of the award.*

Replicating and Scaling Best Practices

- Provision of Program Leadership
 - Transformative principal preparation programs need dedicated and funded leadership; however, analyses of TPP budgets reveals there is wide variation in how programs use TPP funds to support the employment of institutional personnel for full- or part-time work associated with the grant program. TPP Providers with higher personnel costs tended to make greater use of other revenue sources such as MSA funding to support participant costs and/or did not hold harmless participant salaries during their internship, thus freeing TPP funds for institutional expenses. If the TP3 Commission desires to maximize the number of individuals that can be served, consideration should be given to limiting/reducing institutional costs so as to increase funds available for participant costs.

One consideration for any new grant competition is that a ceiling could be set on institutional expenses which GrantProse believes could be 35-40% of the total TPP funding, consistent with the GrantProse secondary analyses of TPP budgets reported in **Table 23** (found on page 40). Along with salaries for institutional personnel, other budget items that would be included in this ceiling are the institution's Indirect Cost rate (restricted by NCASLD to 8% in the TPP Program), travel and materials/supplies for institutional personnel, and contractual expenses including for Executive Coaches. Setting a ceiling of 35-40% of the TPP award for institutional expenses such as these then permits committing 60-65% of the award for participant expenses including university tuition and participant salaries during their internship. Programs that plan to implement a 10-month internship could still access MSA funds to permit holding harmless participant salaries during their internship.

Other possible approaches to maximize the number of participants that can be served include having the participant pay some portion or all of their tuition and/or not holding participant salaries harmless

during their internship. However, adopting either of these ideas could have adverse impact on recruiting highly qualified applicants.

- LEA/Community Partnerships
 - Providers of the grant program could be expected to execute a Memorandum of Understanding (MOU) with each LEA partner that specifies varied roles and responsibilities for the Provider and the LEA.
 - Grant recipients could be required to recruit participants solely from high need LEAs. This would present almost no difficulty if the GrantProse interpretation of a high need district is used, with 112 of 115 LEAs presently meeting high need status. However, if changes are made to the definition of high need schools and/or districts so as to reduce the number of schools or LEAs so identified, it might be necessary to allow for some leeway in this specification. Also, whether to permit recruiting participants from charter schools should also be considered.
 - The LEA could be expected to maintain participants selected from their LEA as a continuing employee of their LEA during the period of the internship, permitting such individuals to continue their enrollment in the State's retirement system. Also, if the LEA commits any funds in support of the participant's salary and/or fringe benefits during their internship, this commitment should not obligate the participant to remain as an employee of the LEA for any set period of time following their completion of the internship. The participant should be free to seek employment as a public school educator elsewhere in North Carolina, in accordance with the terms of the forgivable loan program that underwrote expenses for their internship and university tuition. Note: The SREC program has an interesting variation on this condition in which participants are free to seek employment among any of the 13 LEAs that are partnering with SREC in the TPP Program, even though individual LEAs may commit some funds to participant salary during the internship.
- Targeted Recruitment of Applicants
 - The MOU between the Provider and LEA could specify responsibilities for the LEA to work with the Provider institution to create promotional materials and initiatives that advertise the program, to broadly advertise the TPP program to its staff, and to participate with the Provider institution in any informational programs designed to recruit participants as well as the final process of making recommendations for individuals to select for the program. Considering how TPP Program Project Directors indicate that it was difficult to recruit sufficient high quality candidates for the 2018-20 performance period, the active involvement of the LEA in recruitment efforts appears to be a must.
- Selection of Program Participants Using Rigorous Criteria
 - The Provider of the grant program and the LEA could jointly make the decision about which applicants to select into the program, in accordance with the policy and practice of each agency, consistent with practices currently being followed in the TPP Program.
- Application of a Cohort Model
 - Individuals selected into the program could be enrolled concurrently at the Institution of Higher Education such that they form a cohort which should progress together through the university coursework and participate together in other activities that may be offered in the program. Ideally, this cohort should be a stand-alone cohort and not mixed together with other students also pursuing principal licensure and/or the MSA degree.
- Provision of Participant Support

- Participants should be paid a salary during their internship that holds them harmless vis-à-vis the most recent salary they received in their employment as an public school educator, to include the full complement of fringe benefits they previously received as an employee and other forms of remuneration such as a local supplement and/or payment for national board certification they may receive. If programs implement the minimum 5-month internship specified in Senate Bill 227, funds provided through the grant program should be sufficient to pay the full cost of holding individuals harmless. If programs elect to implement a 10-month internship than the \$41,000+ that is available in MSA funds for such internships could be accessed to supplement the grant funds so as to hold individuals harmless.
- Moreover, there should be a common standard of how participants will be paid during their internship applied across all grant programs. To do otherwise risks incurring participant dissatisfaction if individuals in one program learn they are receiving less fiscal support than individuals in another program. This rule could be generally extended to other forms of participant support such as university tuition and fees and extra employment such as over the summer. Considering that the TPP Programs have featured equity issues in their principal preparation programs, it is right that they also treat the participants equitably.
- Rigorous and Authentic Coursework Aligned to School Executive Leadership Standards
 - It is one thing to say that coursework and learning experiences will be rigorous and authentic; however, it is another thing to actually see that this is being implemented. What does it mean to be rigorous? What does it mean to be authentic? Regarding rigor, while aligning courses with the NC Standards for School Executives is expected, universities should also look to national models for examples of rigor. Many examples of implementing rigor can also be learned from the current set of TPP Providers. And, regarding authentic, there is probably no better way to ensure this is happening then through close collaboration with current and past practitioners and LEA leadership. New applicants for grant funding should detail how it is that they will implement rigorous and authentic coursework.
- Full-time Internships with Embedded Mentoring and Substantial Leadership Responsibilities
 - While the legislation calls for a full-time internship of five months, the TP3 Commission could consider whether a 10-month internship is better, and/or offer a competitive priority in the grant solicitation for applicants who propose a 10-month internship. The GrantProse evaluation found that LEA representatives almost universally expressed a preference for a 10-month internship.
- Commitment to Program Evaluation and Continuous Improvement
 - 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.”* Per this expectation, the TP3 Commission should consider implementing a robust independent third-party evaluation that will look at participant outcomes as well as compare and contrast how the different grant recipients implement their programs with fidelity to the best practices identified in this report. In consideration of how the GrantProse evaluation of the TPP Program finds there is wide variation in how the TPP Providers expend their grant funding, especially when distinguishing between institutional and participant expenses, the evaluation should also seek to identify when expenses are reasonable and when not, which may in turn identify potential cost savings that will better permit scaling the program across the state.

