

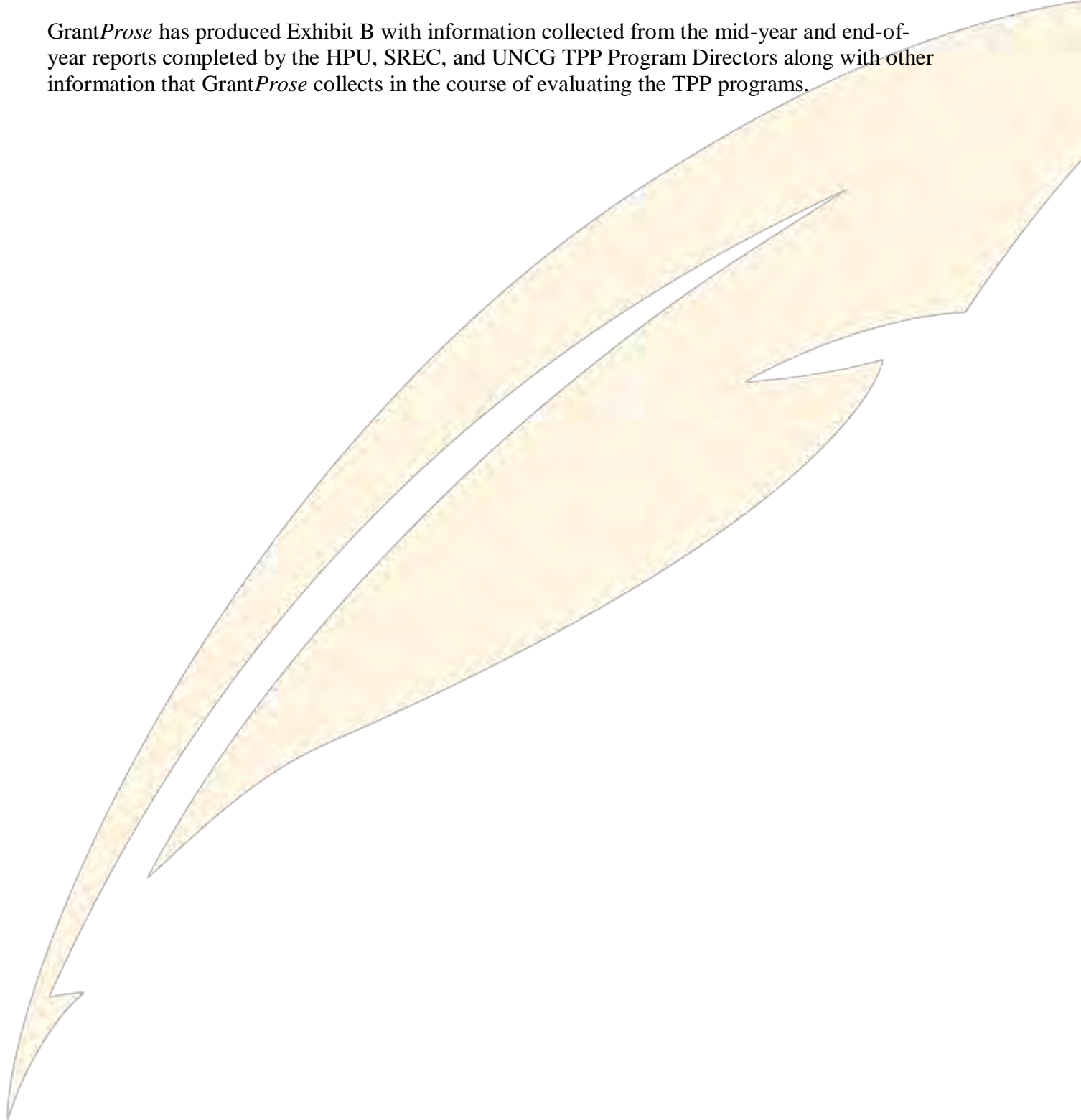


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## **EXHIBIT B**

**July 2021**

GrantProse has produced Exhibit B with information collected from the mid-year and end-of-year reports completed by the HPU, SREC, and UNCG TPP Program Directors along with other information that GrantProse collects in the course of evaluating the TPP programs.



## Program Activities and Accomplishments Report

Each grantee should complete the basic information requested here relative to the organization, and a description of activities and accomplishments undertaken by the grantee with the State funds.

Grantee Name:	High Point University
Grantee Tax ID #	56-0529999
Program Name:	Transforming Principal Preparation
Project/Activity Title:	High Point University Leadership Academy
Grantee's Fiscal Year End:	06/30/2021
Date of This Report:	07/31/2021
Preparer of This Report:	GrantProse, including information collected from Dr. Barbara Zwadyk

**The following is a description of activities and accomplishments undertaken by our organization using the provided State funding.**

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

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.

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

2016-17: Reduction from 40 to 30 participants and addition of participants earning MEd in administration.

2017-18: No changes reported.

2018-19: HPU will serve a total of 33 participants in the 2018-20 funding cycle.

2019-20: No changes reported.

2020-21: No changes reported

**3. 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.**

- HPU established partnerships with 7 LEAs for the 2016-18 funding cycle, 13 LEAs in the 2018-20 funding cycle, and 11 LEAs in the 2020-22 funding cycle
- HPU enrolled 30 individuals in the 2016-18 funding cycle, 33 individuals in the 2018-20 funding cycle, and 32 individuals in the 2020-22 funding cycle
- 63 graduates from the first two funding cycles earned M.Ed. degrees.
- 52 graduates from the first three funding cycles have secured principal or assistant principal (P/AP) positions, and 50 of these individuals remain in P/AP positions at the time of this NCSEAA report.
- 45 individuals currently in P/AP positions are at high need schools.

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

HPU has one year remaining in the 2020-22 funding cycle; however, in the most recent competition for TP3 funding, HPU was not awarded TP3 funding to continue serving students after completing the 2020-22 funding cycle. HPU's plans after completing the 2020-22 funding cycle are unknown at the time of this report.

## Program Activities and Accomplishments Report

Each grantee should complete the basic information requested here relative to the organization, and a description of activities and accomplishments undertaken by the grantee with the State funds.

Grantee Name:	SREC-Hoke County Schools (Fiscal Agent for Sandhills Regional Education Consortium)
Grantee Tax ID #	Hoke County Schools (Fiscal Agent) 566001051
Program Name:	Transforming Principal Preparation
Project/Activity Title:	Sandhills Leadership Program
Grantee's Fiscal Year End:	06/30/2021
Date of This Report:	07/31/2021
Preparer of This Report:	GrantProse, including information collected from Jim Simeon

**The following is a description of activities and accomplishments undertaken by our organization using the provided State funding.**

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

SLP will recruit and select two cohorts of 13-18 program participants. Each participant will complete 18 credit hours and a five-month full-time clinical internship in one of 13 partnering districts in order to be ready for service as a leader in a high needs school.

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

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.

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.

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.

2019-20: Cohort V will complete the program in December 2020.

2020-22: No changes reported.

**3. 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.**

- SREC established partnerships with 13 LEAs in the 2016-18 funding cycle, 12 LEAs in the 2018-20 funding cycle, and 13 LEAs in the 2020-22 funding cycle.
- SREC enrolled 26 individuals in the 2016-18 funding cycle, 39 individuals in the 2018-20 funding cycle, and 20 individuals in the 2020-22 funding cycle.
- 60 graduates from the first two funding cycles earned MSA degrees and 6 graduates earned Post Master's Certificates in Administration.
- 43 graduates from the first two funding cycles have secured principal or assistant principal (P/AP) positions, and 42 of these individuals remain in P/AP positions at the time of this NCSEAA report.
- 39 individuals currently in P/AP positions are at high needs schools.

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

SREC has one year remaining in the 2020-22 funding cycle; however, in the most recent competition for TP3 funding, SREC was not awarded TP3 funding to continue serving students after completing the 2020-22 funding cycle. SREC's plans after completing the 2020-22 funding cycle are unknown at the time of this report.

## Program Activities and Accomplishments Report

Each grantee should complete the basic information requested here relative to the organization, and a description of activities and accomplishments undertaken by the grantee with the State funds.

Grantee Name:	University of North Carolina-Greensboro
Grantee Tax ID #	56-6001468
Program Name:	Transforming Principal Preparation
Project/Activity Title:	Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)
Grantee's Fiscal Year End:	06/30/2021
Date of This Report:	07/31/2021
Preparer of This Report:	GrantProse, including information collected from Dr. Kimberly Kappler Hewitt

**The following is a description of activities and accomplishments undertaken by our organization using the provided State funding.**

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

The *Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)* program will recruit and select two cohorts of 10 principal candidates. Each candidate will complete 42 credit hours and a 10-month full-time clinical internship in one of 12 partnering districts in order to be ready for service as a leader in a high-need, rural school.

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

2016-17: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants each.

2017-18: A single cohort of 22 participants will be selected.

2018-19: No changes reported.

2019-20: No changes reported.

2020-21: No changes reported.

**3. 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.**

- UNCG established partnerships with 11 LEAs in the 2016-18 funding cycle, 10 LEAs for the 2018-20 funding cycle, and 11 LEAs in the 2020-22 funding cycle.
- UNCG enrolled 20 individuals in the 2016-18 funding cycle, 22 individuals in the 2018-20 funding cycle, and 20 individuals in the 2020-22 funding cycle.
- 41 graduates from the first two funding cycles earned MSA degrees.
- 34 individuals from the first two funding cycles have secured principal or assistant principal (P/AP) positions, and 33 of these individuals remain in P/AP positions at the time of this NCSEAA report.
- 29 individuals currently in P/AP positions are at high need schools.

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

We have prepared a proposal for a new TP3 grant that would provide six years of additional funding, which would allow us to prepare three more PPEERS cohorts. (Information provided in a June 22, 2021, press release from the University of North Carolina System indicates UNCG was awarded funding for the next six years.)