



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Leadership Internship Program

1. **Purpose:**

The Washington State Educational Leadership Intern Program funds public school districts for the partial release time of district employees participating in administrative (principal, superintendent and program director) intern programs with an appropriate mentor. The program is designed to provide interns with rigorous, authentic and quality training experiences. This program, aligned with the goals of education reform and school improvement, provides leadership training and essential skills to administrators with the outcome of greater student achievement.

2. **Description of services provided:**

The Washington School Principals' Education Foundation (through AWSP) under contract with OSPI operationally administers the Leadership Internship Program for superintendents, principals, and program administrators. Services include:

- a. Develop Leadership Internship Program application materials and program materials (under the Superintendent's direction and agency letterhead).
- b. Develop and keep current the Intern Program database, which includes information such as the participant's name, address, school, district, grade level, region, gender, program completion date, training participation, placement, etc.
- c. Process Leadership Internship Program applications, prepare preliminary data for advisory committee, select and secure meeting sites, and organize and facilitate the candidate selection process.
- d. Prepare and distribute acceptance and rejection notices to applicants.
- e. Provide the Superintendent's designee with a breakdown of the applicants upon request. Breakdown shall include information such as the number of applications received, the number funded, etc.
- f. Collaborate/partner with other organizations and advisory committees such as the Association of Washington School Principals, Washington Council of Educational Administration Programs, Washington Association of School Administrators, and school districts to define required training/workshops/conference activities.
- g. Organize, implement, and notify participants of the training activities.
- h. Provide information to the Superintendent's designee regarding trainings, workshops, and conference activities upon request.
- i. Develop and conduct workshops for program participants.
- j. Organize and maintain all data related to principal interns, including demographic data, level in which internship shall be completed, and job placement data at end of internship year.

- k. Communicate regularly with interns on professional issues, meetings, in-service, publications, and other training opportunities.
- l. Recommend adjustments to The Washington State Educational Leadership Intern Program Grants when needed.
- m. Provide enhanced four- (4-) day cohort-based series of learning and support for all interns across the state. This professional learning will help interns in a variety of ways, including providing professional learning on the following topics:
 - Being a racially-literate school leader
 - Creating and developing an action plan for your internship
 - Setting goals for a successful internship
 - FERPA and Confidentiality
 - ASB, Booster Club & PTA
 - Applying an equity lens during your internship
 - Engaging students in systemic change
 - Elevating student voice
 - Conducting equity audits for systemic change
 - Holding courageous conversations
 - Conducting a job search and preparing for the interview
 - Understanding and implementing school-wide inclusive practices
 - Defining my impact
- n. Other duties as mutually agreed upon between Contractor and Superintendent.

3. Criteria for receiving services and/or grants:

Schools must assure that:

- a. The candidate shall be enrolled in a Professional Educator Standards Board-approved school principal preparation program;
- b. The candidate shall apply in writing to his or her local school district;
- c. Each school district shall determine which applicants meet its criteria for participation in the principal internship support program. When submitting the names of applicants, the school district shall identify a mentor principal for each principal intern applicant.
- d. School Districts and institutes of higher education approved principal program and internships must comply with WAC 181-78A.

Beneficiaries in 2020-21 School Year:

Number of School Districts:	79
Number of Schools:	173
Number of Students:	103,800 since some interns worked in multiple schools the number can range up to 125,737
Number of Educators:	177 funded, 24 non-funded
Other: Higher Ed. Principal Programs	19

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 1

FY21 Funding: State Appropriation: \$477,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$477,000

4. **Are federal or other funds contingent on state funding?**

- No
 Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$477,000	\$407,973
FY20	\$477,000	\$425,403
FY19	\$477,000	\$475,945
FY18	\$477,000	\$446,767
FY17	\$477,000	\$449,627
FY16	\$477,000	\$471,294
FY15	\$477,000	\$425,011
FY14	\$477,000	\$474,319
FY13	\$477,000	\$429,967
FY12	\$477,000	\$475,890
FY11	\$530,000	\$265,000
FY10	\$530,000	\$530,000
FY09	\$705,000	\$620,508

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	# Funded Interns	Funded Release Days
FY21	177	20*
FY20	194	20*
FY19	266	20*
FY18	215	20
FY17	216	20
FY16	227	20
FY15	196	20
FY14	201	20

Fiscal Year	# Funded Interns	Funded Release Days
FY13	187	22
FY12	121	32
FY11	192	23
FY10	207	22
FY09	190	34.5
FY08	248	26.5
FY07	260	25
FY06	227	30
FY05	224	29.5

*Although the above chart identifies 20 funded release days, current funding only allows interns an average of 12-15 days.

7. **Programmatic changes since inception (if any):**

2018-19 marked the first year of the Aspiring School Leaders Network, a workshop series designed to provide resources, guidance and supports to those who have set their sights on leading and transforming educational systems for all students. Attendees learned how to enhance their administrative internship experience, hearing from successful veteran leaders in the field and gaining valuable insights on preparing for employment in a leadership role. The workshop series offerings were conducted on both the west and east side of the state. The workshops served over 100 interns during those sessions.

Below identifies the enhanced four-day cohort-based series of learning and support for all interns across the state. This professional learning will help interns in a variety of ways, including providing training on the following topics:

- Being a racially-literate school leader
- Creating and developing an action plan for your internship
- Setting goals for a successful internship
- FERPA and Confidentiality
- ASB, Booster Club & PTA
- Applying an equity lens during your internship
- Engaging students in systemic change
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- Conducting equity audits for systemic change
- Holding courageous conversations
- Conducting a job search and preparing for the interview
- Understanding and implementing school-wide inclusive practices
- Defining my impact

8. **Evaluations of program/major findings:**

Participant evaluations are completed annually and reviewed by the Intern Grant Advisory Committee. This information, combined with feedback from the Washington Council of Educational Administration Programs (WCEAP), are used to make adjustments and improvements to the program. Findings include enhanced awareness and subsequent

teaching, learning, and acquisition of pertinent skill sets needed to be a successful administrator in the current educational environment in schools and districts.

9. **Major challenges faced by the program:**

Overwhelmingly, AWSP continues to hear that \$2,140 does not cover adequate release time. When the grant started, interns received 45 release days for administrative experiences and job shadowing. Now the language suggests 20 days. Unfortunately, more and more districts are only offering what the \$2,140 will actually cover in substitute costs, giving many interns an average of 8-12 days. The appropriation has continued to be inadequate to support programmatic needs and accomplish the goals and intent of the program.

NOTES:

The amount of funding for each grant recipient is \$2,140. This amount is based on a suggested 20 release days at a rate of \$107/day (2015-16) or the district's actual daily replacement cost if less than \$107. Current average of district substitute pay is \$143.36/day. The funding provided may not actually cover the district's substitute cost.

In 2015-16, the allocation covered actual substitute costs in only four of the eighty-two districts from which interns applied for the 2015-16 school year. While in some cases, local districts make up this difference with local funds to ensure interns receive 20 days release time, this is not always the case. In districts with higher substitute costs, interns may only receive release days until the funds run out, sometimes at 8-12 actual release days.

This program is vital to the recruitment, support and training of the future leaders of our schools. A further reduction in funding would make it extremely challenging for interns to transition into first-year principals as effective leaders. An increase is necessary to ensure interns receive support at the intended 20-day level, let alone the 45-day level prescribed in the original legislation.

A statewide challenge affecting both principals and teachers is the growing issue of educator attrition and shortages. With the problem of filling positions and school staffing needs, districts are needing the assistance and resources to not only recruit teachers but to bolster the pool of eligible administrators and this program is essential to the recruitment, training, and support to interested teachers and districts in need of highly qualified principals. Increased and continuing support of resources will provide avenues to face these challenges.

10. **Future opportunities:**

This program has been and continues to be essential to the preparation of qualified, effective principals. The program will need continued and appropriate funding. The state principal workforce continues to experience those eligible for retirement. The Leadership Internship Program encourages and supports new candidates to replace the increasing retirement cohort. With the positive direction the state is moving in providing all students with effective, highly qualified educators.

Program curriculum enhancements listed below serves to support the needs of an ever-changing demand of new and essential leadership skills.

Enhanced four-day cohort-based series of learning and support for all interns across the state. This professional learning will help interns in a variety of ways including providing training on the following topics:

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- School-wide inclusive practices
- Defining my impact

11. **Statutory and/or budget language:**

Budget Proviso: ESSB 5092 Sec. 1511 (2)(c)- \$477,000 of the general fund--state appropriation for fiscal year 2020 and \$477,000 of the general fund--state appropriation for fiscal year 2021 are provided solely for the leadership internship program for superintendents, principals, and program administrators.

12. **Other relevant information:**

Grade Level	Number of Applicants	Percentage	Funded Applicants	Percentage	Non-funded Applicants
High School	33	17%	29	88%	4
Middle School	42	21%	37	88%	5
Elementary School	118	60%	107	91%	11
Program Admin	4	2%	4	100%	0
Total	197		177	90%	20

13. **Schools/districts receiving assistance:**

See [OSPI's 2021 Grantee List](#).

14. **Program Contact Information:**

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