

Memorandum of Agreement
Between
Jefferson County Board of Education
And
Spalding University

This Memorandum of Agreement (hereinafter "Agreement") is entered into between the Jefferson County Board of Education (hereinafter "JCPS"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218, and Spalding University (hereinafter "Spalding"), a private university with its principal place of business at 306 West Breckinridge Street, Louisville, Kentucky 40203.

WHEREAS, JCPS has been awarded grant funding from the Wallace Foundation to develop a comprehensive, aligned principal pipeline to benefit student achievement, and produce equity-centered leaders who can help bring a district's vision of equity to fruition. The initiative seeks to benefit both participating districts and yield broadly applicable approaches that other districts can adapt to their own contexts.

WHEREAS, the Wallace Foundation requires university partners be part of this initiative, the Wallace Foundation Equity Centered Pipeline Initiative (hereinafter "Project"). Wallace Foundation has determined the amount of funding JCPS must provide to university partners.

WHEREAS, JCPS and Spalding, through the College of Education, desire to engage in the Project to develop a comprehensive, equity-centered pipeline for school and district leaders. NOW THEREFORE, in consideration of the premises and the mutual promises set forth in this Agreement, JCPS and Spalding agree that they will collaborate on the Project as described below.

I. Spalding agrees to:

- A. Align work for this Project with the Scope of Work and budget in Appendices A and B.
- B. To track all expenditures of funds against the approved budget in Appendix B.
- C. Maintain a record of all expenditures for a period extending at least five (5) years following the expenditure by Spalding of all funds received from JCPS and to permit JCPS or its representatives reasonable access during regular business hours to such financial records for the purpose of making such financial audits, verifications, or other evaluations as JCPS deems necessary or appropriate, including the right to make copies of such information.

- D. Not use the logo of JCPS or Wallace Foundation without prior permission.
- E. All employees, volunteers and contractors (including employees of contractors) of Spalding performing services on JCPS school premises during JCPS school hours under this Agreement are required to submit per KRS 160.380 to a national and state criminal history background check by department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no administrative findings of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- F. No contractor, employee, intern or volunteer shall be utilized to supervise students, or deemed to have the authority to supervise students, unless the volunteer has been designated to supervise students by the Principal and approved by the Superintendent/designee, and the volunteer has undergone the required records check.
- G. Prohibit contractors, employees, interns and volunteers under this Agreement from performing services under this Agreement and from remaining upon the premises of a JCPS facility for any purpose under this Agreement if the contractor, employee, intern or volunteer has been convicted of the following:
 - 1. Any conviction for sex-related offenses;
 - 2. Any conviction for offenses against minors;
 - 3. Any conviction for felony offenses except as provided in number 6 below;
 - 4. Any convictions for deadly weapon-related offenses;
 - 5. Any conviction for drug-related offenses, including felony drug offences, within the past seven (7) years;
 - 6. Any conviction for violent, abusive, threatening or harassment related offenses; OR other convictions determined by the Superintendent/designee to bear a reasonable relationship to the ability of the applicant to serve as a volunteer.
- H. Spalding will ensure that the volunteers/contractors/employees under the supervision of JCPS staff shall comply in all material respects with all applicable laws and regulations and all applicable JCPS policies and procedures of which JCPS informs Spalding.
- I. If the performance of this Agreement involves the transfer by JCPS to Spalding of any data regarding any student that is subject to the Family Educational Rights

and Privacy Act of 1974, 20 U.S.C. 1232g as amended, ("FERPA"), Spalding agrees to:

1. In all respects comply with the provisions of FERPA, including any requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, and any other applicable state or federal law.
2. Use any such data for no purpose other than to fulfill the purposes of this Agreement, and not share any such data with any person or entity other than Spalding and its employees, contractors, volunteers, and agents, without the prior approval of JCPS. Disclosure shall be limited to only those employees, contractors, volunteers, or agents who are necessary for the fulfillment of this Agreement.
3. Require all employees, contractors, volunteers, and agents of Spalding to comply with all applicable provisions of FERPA with respect to any such data. Spalding shall require and maintain confidentiality agreements with each employee, contractor, volunteer or agent with access to data pursuant to this agreement.
4. Maintain any such data in a secure environment, whether physical or electronic, and not copy, reproduce, or transmit any such data except as necessary to fulfill the purposes of this Agreement. Spalding shall notify JCPS within 24 hours in the event of any data breach or disclosure of data to any person or entity other than the parties listed in section ii of this provision.
5. Collect, store, and maintain data in a manner that does not permit the identification of an individual student by anyone other than employees, contractors, or agents of Spalding necessary for the fulfillment of this Agreement and having a legitimate interest related to the purposes of this Agreement in knowing such personal identification, and not disclose any such data in a manner that would permit the identification of an individual student in any form, including, but not limited to, published results of studies.
6. Destroy or return to JCPS any such data obtained under this Agreement within thirty days (30) after the date by which it is no longer needed by Spalding for the purposes of this Agreement. Spalding will require all employees, contractors, volunteers, or agents of any kind to comply with this provision.

J. JCPS retains the right to audit Spalding's compliance with the confidentiality requirements of this provision.

K. For any projects, involving research, program evaluation, monitoring activities, or data collection of any kind, JCPS student or staff participation is voluntary. As a federally authorized Institutional Review Board (IRB), JCPS complies with the federal definition for research, which includes sharing of Personally Identifiable Information (PII) for the purpose of answering a question or evaluating activities for effectiveness beyond standard educational or operational procedures. Thus, all research and program evaluation and data collection activities must be approved by the JCPS IRB and shall not begin before approval is secured from the JCPS IRB.

L. Spalding acknowledges that any violation of this Agreement and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for JCPS to immediately terminate this Agreement pursuant to Article V of this Agreement.

II. Jefferson County Public Schools agrees to:

- A. Provide Spalding with \$470,000 in funding to support work connected to the Project as outlined in Appendix A.
- B. Ensure the development of a strategic plan of action that outlines a comprehensive equity centered JCPS Leadership Academy for aspiring and current district leaders.
- C. Ensure the development of program deliverables to the Wallace Foundation as outlined in Appendix A.
- D. Ensure the submission of required progress and financial reports to the Wallace Foundation as outlined in Appendix A.

III. Period of Performance:

This Agreement shall be in effect for the period beginning September 15, 2021 through August 31, 2022.

IV. Payment

- A. Funds are to be used as agreed-upon and represented in this Agreement, including appendices, and may not be used in any other way or for any other purpose without JCPS' prior written approval. Spalding will receive payment by submitting invoices, no more than monthly, in the same format as Appendix B detailing the amounts paid under each

budget category for the previous month (amount spent and a narrative for each expense line on appendix B and backup documents such as invoices or other records of expenses). After review and approval by the JCPS Director of Leadership and Professional Development, the approval along with the invoice will be submitted to JCPS Grants and Awards by the 15th of each month.

B. Spalding will submit the invoice as described above no later than the 10th of the month for previous month expenses. Additional documentation may be requested to verify expenses.

C. Changes

Spalding must make a request to JCPS, in writing, prior to making any changes to the approved budget in Appendix B, including but not limited to:

- i Revision of a budget line or budget category of more than \$5,000, subject to a cumulative cap of \$45,000
- ii Change in the scope of work or strategy
- iii To add, delete or change a deliverable
- iv To substantially change the level of involvement of a staff member or members considered key to the Project

D. Detailed invoices should be submitted to:

Faith Stroud, Director of Leadership and Professional Development
Camp Edwards
Jefferson County Public Schools
701 South Hancock Street
Louisville, KY 40203

E. If the approved budget includes indirect costs, such costs will be identified in a separate budget line and cannot exceed 15% of direct costs.

F. If Spalding expects to have unexpended funds at the end of the Period of Performance, at least three months prior to the Agreement end date, Spalding should have a discussion with JCPS Director of Leadership and Professional Development. A request to use the unexpended funds should identify the amount of remaining funds and a proposed plan for spending down.

V. Termination

The Agreement may be terminated by either party with or without cause upon no less than thirty (30) days written notice to either party. This Agreement may be terminated immediately by JCPS upon ten (10) business days written notice to Spalding for its failure to cure a material breach of this

Agreement. The Jefferson County Board of Education may terminate this Agreement immediately in the event that student confidentiality or safety is deemed to be in jeopardy or for any other reason the Superintendent determines is in the best interest of the school.

VI. Modification

No waiver, alteration, or modification of the provisions of this Agreement shall be binding unless in writing and mutually agreed upon by both JCPS and Spalding.

VII. Equal Opportunity

During the performance of this Agreement, Spalding shall comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Kentucky Equal Employment Act of 1978, KRS 45.550-45.640, and the American Disabilities Act, and shall not discriminate against any JCPS employee, student or student's, parent or guardian because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, or disability or limitations related to pregnancy, childbirth, or related medical conditions.

VIII. Compliance with Anti-lobbying Regulations

Because the Internal Revenue Service code (specified in the Wallace MOU) places certain restrictions on the use of grants made by private foundations such as Wallace Foundation, Spalding agrees that no portion of this funding may be used for lobbying or to attempt to influence legislation (within the meaning of section 4945 (d)(1) of the Internal Revenue Service Code) or the outcome of any specific public election, or for voter registration within the meaning of section 4945(d)(2) of the Internal Revenue Service Code.

IX. Compliance with Anti-terrorism Regulations

Spalding agrees to abide by United States laws, statutes and regulations prohibiting the financing of terrorism and restricting U.S. persons from dealing with any individuals, entities or groups subject to sanctions by the U.S. Treasury Department's Office of Foreign Assets Control. Spalding will not promote, support or engage in violence, terrorism, or the destruction of any State, nor will make subgrants or other payments to any entity that engages in such activities.

X. Withholding Payment and Termination or Expiration of Funding

JCPS reserves the right to withhold payment or terminate this Agreement under any of the following circumstances:

- A. Spalding fails to comply with the terms and conditions of this Agreement.
- B. Any representations or warranties by Spalding shall be or become untrue, and such failure or misrepresentation has not been corrected within thirty (30) days of receiving written notice from JCPS describing such failure. In such event JCPS shall provide a written notice of cancellation specifying a date of cancellation of not less than thirty (30) days from the date of such cancellation notice.
- C. Significant changes in the Spalding leadership or key project staff occur that may threaten the implementation of the Project.
- D. Spalding becomes unable for any reason to carry out the purpose of the Agreement.
- E. In the event of termination of this Agreement, or upon expiration of the Wallace Foundation ECPI grant, previously approved expenditures and obligations incurred in good faith prior to the effective date of termination or expiration date, as the case may be, shall be considered authorized expenses under this Agreement. All other funds must be returned to JCPS within ten (10) business days of the effective date of termination or expiration, as the case may be.

XI. Publications, Presentations and Materials

- A. If during the term of the Agreement, Spalding creates publications or other public material related to the scope of this Agreement, including but not limited to webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as "Products"), Spalding shall retain the copyright to all such Products. However, Spalding hereby grants, transfers and assigns to the Wallace Foundation a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for noncommercial purposes any and all such Products for the full term of copyright, in all countries, in all languages and in all media now known or hereafter developed. Spalding shall send JCPS and Wallace Foundation an electronic version, in WORD and PDF format, of all such Products.
- B. In addition, in the course of performing the work outlined in Appendix A, Spalding may create conferences, lectures, panel discussions, webinars, or podcasts featuring Wallace Foundation-commissioned research or other Wallace Foundation Products (hereinafter collectively referred to as "Presentations"). Spalding agrees to provide Wallace Foundation the opportunity to review and comment on recommended topics and speakers for all Presentations. These recommendations will be shared with JCPS and Wallace Foundation with sufficient time to enable JCPS and Wallace Foundation to suggest alternative or additional topics and speakers for your consideration, provided that such suggestions are received in a timely manner to meet your planning deadlines.

XII. Reports

To provide an opportunity to reflect on the funded Project, its accomplishments, challenges, progress and lessons learned, Wallace Foundation requires narrative and financial reports on the outcome of the work supported by this Agreement. Wallace Foundation is interested in critical analysis of the progress made compared to original goals (a plan vs. performance analysis), reflections about what worked and what did not and why, and observations about future directions Spalding might take as a result of funded work. Reporting requirements are included in Appendix A.

XIII. Participation in Studies and Evaluations

As partners in knowledge development, Spalding agrees to cooperate fully with JCPS and Wallace Foundation and its designees, including cooperating with data collection activities. Spalding knows that any violation of this Agreement and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for JCPS to immediately terminate this Agreement pursuant to Article V of this Agreement.

XIV. Independent Parties

In the performance of the duties and obligations imposed on each party by this Agreement, it is mutually understood and agreed that Spalding is at all times acting as an independent contractor with respect to JCPS, and neither party shall be construed to be an agent or representative of the Spalding.

XV. Captions

Section titles or captions contained in the Agreement are inserted only as a matter of convenience and reference and in no way define, limit, extend or describe the scope of this Agreement or the intent of any provisions hereof.

XVI. Entire Agreement

This Agreement contains the entire agreement between JCPS and Spalding and supersedes any and all prior agreement executed contemporaneously with the execution of the Agreement and incorporated herein by reference shall remain in full force and effect.

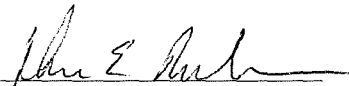
IN TESTIMONY THEREFORE, the have caused this Agreement to be executed in their respective name, on the day and year signed below, with the effective date as of September 15, 2021.

JEFFERSON COUNTY PUBLIC SCHOOLS

Many Pollio, Ed.D.
Superintendent

Date

SPALDING UNIVERSITY



John Burden, Ph.D.
Provost

11/30/2021
Date

APPENDIX A

Partner: Spalding University
Funding Amount: \$470,000
Term: September 15, 2021 through August 31, 2022

Wallace's mission is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

Our approach is to work collaboratively with others both to create benefits for the people these organizations serve and to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain strong, effective partnerships with grantees. We have learned from our grantees that our approach means your experience working with Wallace may be similar to your experience with other foundations in some respects, and different in others. Here is what you can expect in working with Wallace:

- The key to successful partnerships is a mutual commitment to open, candid, ongoing and respectful communications. We commit to be clear and timely in communicating our goals, strategies and expectations. In turn, we ask that you share with us what's working well, if something isn't working as expected, and what you are learning. We take seriously our own accountability as a foundation to use philanthropic resources wisely, which means regularly assessing whether the work we are funding is creating hoped-for results and benefits.
- To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated. As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.
- To support shared learning, we may ask grantees to participate in learning communities with other grantees and experts to discuss experiences and challenges in the work, exchange ideas, share expertise, and advise members of the community on issues that may be relevant to your work. In turn, we commit to organize these convenings so that you will find them a valuable use of your time.

A. Initiative strategy and purpose

Given that comprehensive, aligned principal pipelines have been demonstrated to benefit student achievement, and given the key role of principals in advancing equity, this initiative seeks to learn whether and how districts can develop and implement comprehensive, aligned principal pipelines that produce equity-centered leaders who can help bring a district's vision of equity to fruition. The initiative seeks to benefit both participating districts, and yield broadly applicable approaches that other districts can adapt to their own contexts.

The question the initiative seeks to answer is:

“How can large, high-needs districts, in partnership with their stakeholders, create comprehensive, aligned principal pipelines and other supports that are capable of producing and supporting equity-centered leaders within the district ecosystem?”

B. Goals/Deliverables

The context: The five-year goals

At the end of a successful initiative, each district and its stakeholders will have:

- Defined what equity means in the context of the district’s history, policies and strategic vision, and with the input of key stakeholders including parents and students;
- Developed a comprehensive, fully aligned principal pipeline and other supports that produce equity-centered leaders;
- Made each of the seven key pipeline features fully reflect the district’s context and definition of equity; and
- Aligned this principal pipeline with the district’s strategic plan, policies and practices, its central office, its equity office (if it has one), and the pipeline functions and the structures of the various organizations in its ecosystem (i.e., feeder university preparation programs, state policies and local community organizations).

The districts’ work will center on developing a vision and working definition for equity in their school systems and feeder principal preparation programs and putting this vision into action in how aspiring principals are developed, hired and placed, and trained on-the-job during their early years as school leaders. This enhanced version of a comprehensive, aligned principal pipeline would take into account all the pipeline parts—including principal supervision that supports leaders in improving equity and instruction and the design and implementation of an equity-focused leader tracking system that serves as a resource for identifying, recruiting and supporting candidates, including those who perhaps might have otherwise been overlooked.

We anticipate that such an initiative would involve the full district “ecosystem,” by which we mean all the organizations that form the community affecting the education of children and preparation of teachers and leaders. This includes the district’s central office, university partners, stakeholders (such as students, parents, city agencies and community organizations), and the state education agency or agencies.

Year One goals (September 1, 2021 –August 30, 2022)

During the first year of implementation, our goal is to create a strategic plan of action that will outline our comprehensive equity-centered JCPS Leadership Academy for aspiring and current district leaders. To achieve this goal, we must create organizational coherence around our leadership standards and district expectations. We will increase our depth of knowledge of the PSEL standards in relation to our Jefferson County Public Schools (JCPS) Three Pillars and Six Systems, Racial Equity Policy, and other district policies/procedures. On-the-job support will be provided to current administrators to ensure that they understand the PSEL standards and required expectations for their position. To support newly hired principals, we will review/refine roles, responsibilities, and activities associated with the principal mentoring/coaching program.

To ensure clarity around administrative expectations we will review and realign the job descriptions of the Assistant Principals, Principals, Assistant Superintendents and Executive Administrators. We will also align professional learning for the Assistant Superintendent and Executive Administrators to their identified areas for growth to improve their capacity to support and grow instructional leaders.

Furthermore, our second goal is to refine our preservice principal preparation program, which also will include a more systemic equity-centered process to identify and recruit candidates that reflect the JCPS student population for leadership positions. We will collaborate with university partners to align their course work to the PSEL standards, JCPS Three Pillars and Six Systems and our district's Racial Equity Plan. To support the identification of leaders for an urban environment we will finalize our equity screener that we are developing with universities, KDE, and other stakeholders. Once approved by the local school board, we will begin using the equity screener in the hiring process of all leadership positions. In collaboration with Western Kentucky University, we will work to develop an effective data tracking system that will provide information for the selection, hiring and placement of administrative candidates. To support this work, we will also deepen our relationship with our community partners.

Key partners

<i>(List key partners to accomplish the following scope of work)</i>		
Community partners <ul style="list-style-type: none"> • Evolve502 • Urban League • Leadership Louisville 	State partner(s) <ul style="list-style-type: none"> • Kentucky Department of Education 	University partners <ul style="list-style-type: none"> • Spalding University College of Education • University of Louisville College of Education and Human Development • Western Kentucky University

Main program actions in Year One

Throughout the initiative districts and their partners will employ the six key actions listed below, working together with all the partners in the ecosystem. District teams will be asked to share their challenges, opportunities, pitfalls and back-steps during this process. Confidentiality and anonymity will be maintained throughout.

Key Action One: Developing and sustaining deep partnerships with internal and external stakeholders and organizations

Districts will form “interdependencies” with their local community stakeholder organizations, university preparation programs and the state agencies. Other stakeholder groups in the district's ecosystem will be locally identified, and may include community groups, city agencies, business leaders, parents, school leaders, and students.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Two: Visioning and strategic planning

Districts and their stakeholders should be intentional and explicit about their vision. Districts will identify the realities on the ground, and then develop strategies to address them. This will include integration of the equity pipeline as a lever for districtwide change in the district's strategic plan and the superintendent's goals.

Such plans will also include the roles and actions of their various partners and how everything fits together cohesively and is staged. Strategies to engage local community groups and the school board will be supported by Wallace-provided technical assistance from the National Urban League and the Council of the Great City Schools, respectively. Plans will be used as a foundation for baseline data analysis obtained via technical assistance in conducting three assessments using a team process: (1) an equity audit; (2) a self-study of the current principal pipeline against best practice; and (3) an assessment of the quality of the principal preparation programs. Through these analyses, gaps will be identified against the current practice.

A concluding step in the first year will be to develop a "logic model" with all stakeholders that depicts the goals, actions and intended outcomes of their efforts to comprehensively address the gaps identified between pipeline and equity goals and the metrics by which success will be measured. The logic model will be implemented during the subsequent years and revisited throughout the project as conditions change.

The district will be assigned a consultant who will help coordinate these activities.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Three: Defining "equity" and "equity-centered leaders"

Based on this vision, each district would intentionally define "equity" with the partners and, further, define the skills needed by equity-centered leaders in its community. While districts in the preparatory test identified various skills that equity-centered leaders should have, there were some points of commonality. All included the ability to:

- Engage the voices of families, the community and students;
- Uncover and disrupt inequities in their school and district;
- Allocate resources equitably; and
- Be able to perform these functions in a virtual environment if necessary.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Four: Designing an equity-centered principal pipeline that translates the vision into reality

Districts will bring their vision into action through a detailed assessment of all seven principal pipeline domains and deeply embedding equity within each. This will be implemented during the subsequent years of the initiative. Technical assistance in developing leader tracking systems will be provided.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Five: Providing mentoring and training for current assistant principals to become the next generation of equity-centered principals

The development of a comprehensive, aligned principal pipeline is a long-term endeavor, albeit one that showed results after only two years, according to the RAND study. In particular, it takes time to establish high-quality pre-service training aligned with the leader standards of the districts that hire its graduates and see its effects—in large part because graduates generally don't ascend to the principal position right away. Rather, they spend several years in other posts first, typically as assistant principals. Therefore, in the early years, it is important that districts address not only the principal pipeline but also the training and support of sitting assistant principals. These activities may also include in-service programs for sitting principals.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Six: Engaging in continuous improvement

The initiative asks districts to continuously assess their progress through incorporating on-going critical reflection with their partners, the lessons from the ongoing research, technical assistance from organizations in the field and regular communication with their Wallace consultant, who will help facilitate all these activities. Several professional learning communities will help facilitate this process for initiative participants. These are forums where grantees meet to discuss their experiences, share ideas and hear various perspectives from those engaged in this work.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Participation in research and data requirements

The district, community, and any individual participating in this initiative will not be identified in any public report; and will be provided opportunities to review, for accuracy and confidentiality, all research reports before they are published.

Requests for student data that are not already publicly available will be discussed with the district and collected upon mutual agreement. In addition, data requests will be coordinated between the program and research teams to ensure minimum duplication of data requests.

Should Research Organization use or collect data for the purpose of conducting a research study, Research Organization will separately submit an external research request through Data Provider's online system: <https://assessment.jefferson.kyschools.us/DRMS/>. For any project, involving data collection or research (e.g., program evaluation or monitoring activities, JCPS student or staff participation is voluntary. As a federally authorized Institutional Review Board (IRB), JCPS complies with the federal definition for research, which includes sharing of Personally Identifiable Information (PII) for the purposes of answering a question or evaluating

activities for effectiveness beyond standard educational or operational procedures. Thus, all data collection and research activities must be approved by JCPS IRB and shall not begin before approval is secured from the JCPS IRB.

K-12 Student-Level data, disaggregated by key demographics, including race, ethnicity, gender identification, SES/free or reduced-lunch eligibility, zip code of residence, homelessness/ houseless status, IEP/SPED status, English learner/reclassification status, and gifted/talented status, including:

- Achievement data;
- Enrollment, course-taking, grades, and exit data;
- Attendance data;
- Disciplinary data;
- Matriculation data;
- Socio-emotional learning data (if available); and
- Post-secondary data (if available).

Educator workforce data, including teachers, assistant principals, principals, principal supervisors, coaches, and other personnel that are classified as administrators, disaggregated by key demographics including:

- Professional history/personnel data;
- Assignment history;
- Educator school climate surveys (if available);
- Exit surveys or interviews (if available); and
- District principal pipeline/grow your own/internal aspiring leader program data (if available).

District-Level data, including:

- Hiring in district positions related to diversity, equity, and inclusion (from 2010, if available);
- System information (e.g., AYP/ESSA plans, org charts, etc.);
- Policy documents (e.g., Desegregation/equity MOU plans and documents); and
- Website metrics/analytics.

School-Level data, including:

- Academic and operations (e.g., CSI, Title I, course offerings, school climate surveys);
- Budget;
- Technology (e.g., tutoring systems, dashboards, student access); and
- Schools' programs, policies, or processes (e.g., discipline, SEL, others).

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish effective participation in the research.

Wallace network activities

- Initiative-wide program technical assistance provided to all teams by Wallace:
 - National Urban League (community engagement);

- Council of the Great City Schools (school board engagement);
- Leader Tracking Systems technical assistance;
- Equity-audit;
- Mentor program assistance; and
- *Quality Measures* assessment for university partners.
- Wallace professional learning community (PLC) and other grants management activities: Three initiative PLCs (with superintendents) as follows: Nov. 15-16, 2021 (virtual); March 28-29, 2022 (in-person); and June 17, 2022 (virtual) These are coordinated with the program deliverables so PLCs are used for discussion of and feedback on deliverables by which subsequent revisions may be considered.
- Annual “Day at Wallace” team review of progress and problem-solving.
- Regularly-scheduled conference calls (twice per month) with your Wallace contact.
- Other conference calls and virtual activities with your Wallace contact and/or ECPI consultant.

The Year One work plan (due by October 8, 2021) delineates specific activities to accomplish effective use of technical assistance.

Program deliverables

Deliverable due by October 8, 2021

- Deliverable 1a: Year One work plan
 - To be discussed at the PLC on November 15, 2021 (1pm - 4pm ET)
- Deliverable 1b: Full list of community partners

Deliverables due by February 28, 2022: All to be discussed at the March 28-29 PLC

- Deliverable 2: Draft definition of equity
- Deliverable 3: Draft definition skills of equity centered leaders
- Deliverable 4: Analysis of learning from equity audit

Deliverables due by May 18, 2022: To be discussed at the June 17 PLC (1:00 – 5:00 ET)

- Deliverable 5: Analysis of preparation programs (Quality Measures)
- Deliverable 6: Draft of equity-centered pipeline elements by domain
- Deliverable 7: Draft logic model (will become the basis for the Year Two scope, budget and work plan)

Note: Year Two scopes, budgets and work plans will be negotiated with your Wallace contact beginning in June 2022 for implementation from September 1, 2022 – August 31, 2023. The logic model will be the basis for those discussions.

Fiscal Agent

The district will assume the role of fiscal agent with respect to the funds received from Wallace. In your role as fiscal agent, you will ensure that pass-through distribution of grants to the two university and state partners is accomplished in a timely way.

Responsibility for legal review

Wallace expects that all grantees of the Equity-Centered Pipeline Initiative will comply with applicable federal, state and local anti-discrimination and equal opportunity laws and that no portion of the grant funds will be used to in any way discriminate against, deny benefits to, deny

employment to, or exclude from participating any persons (except where expressly permitted by law) on the grounds of race, color, national origin, religion, age, disability, marital status, sexual orientation, gender, legal citizenship or any other characteristic protected by law.

C. Reports and Financial Analysis

Progress and financial reports (Guidelines will be sent no later than six weeks in advance of the due date):

- Year One work plan due October 8, 2021
- Interim progress report on work plans and financial reports for Year One due February 22, 2022
- Year One report on work plan due August 31, 2022
- Final financial report for Year One due September 30, 2022

Jefferson
County
Board of

Grantee: Education GRANT #: 0

Please fill in all areas colored light GREEN

UNIVERSITY ONE COSTS: Spalding University School of Education		WALLACE COSTS									
		ONE-TIME				ON-GOING beginning in Year Two					
For each category, please breakdown the costs and include a description of what will be accomplished. For faculty, include their name, title, annual salary & percent of time on the work. For consultants, include the name of the consultant and daily/hourly rate with number of days/ hours		WALLACE GRANT AGREEMENT BUDGET (ONE-TIME)	WALLACE ADJUSTED BUDGET (ONE-TIME)	WALLACE EXPENDITURES (ONE-TIME)	WALLACE CONFIRMED OBLIGATIONS (ONE-TIME)	ANTICIPATED WALLACE BALANCE (ONE-TIME)	WALLACE GRANT AGREEMENT BUDGET (ON-GOING)	WALLACE ADJUSTED BUDGET (ON-GOING)	WALLACE EXPENDITURES (ON-GOING)	WALLACE CONFIRMED OBLIGATIONS (ON-GOING)	ANTICIPATED WALLACE BALANCE (ON-GOING)
Project Director costs: salary and fringe											
Name: Dr. Glenn Baete											
Title: Director of Advanced Programs		\$50,000				\$0					\$0
Salary paid by grant:						\$0					\$0
% of Time:						\$0					\$0
Fringe paid by grant:						\$0					\$0
Annual Salary:						\$0					\$0
Fringe Rate:						\$0					\$0
Partner Provider program for re-design											
Evidence-based programs--Spalding University		\$50,000				\$0					\$0
Equity Integration- Pilot the integration of Anti-		\$40,000				\$0					\$0
Continue to Align Spalding University Principal		\$50,000				\$0					\$0
TBD mentor program/partner provider		\$50,000				\$0					\$0
						\$0					\$0
						\$0					\$0
Faculty Costs (implementation of the logic model)											
Name:											
Title:						\$0					\$0
Salary paid by grant:						\$0					\$0
% of Time:						\$0					\$0
Fringe paid by grant:						\$0					\$0
Annual Salary:						\$0					\$0
Fringe Rate:						\$0					\$0
Name:											
Title:						\$0					\$0
Salary paid by grant:						\$0					\$0
% of Time:						\$0					\$0
Fringe paid by grant:						\$0					\$0
Annual Salary:						\$0					\$0
Fringe Rate:						\$0					\$0
Name:											
Title:						\$0					\$0
Salary paid by grant:						\$0					\$0
% of Time:						\$0					\$0
Fringe paid by grant:						\$0					\$0
Annual Salary:						\$0					\$0
Fringe Rate:						\$0					\$0
Name:											
Title:						\$0					\$0
Salary paid by grant:						\$0					\$0

Appendix B

% of Time:	Fringe paid by grant			\$0					\$0
Annual Salary:	Fringe Rate:								
Development of visioning and strategy									
Logic Model work meeting convening with JCPS	\$5,000			\$0					\$0
Equity Leadership Screener planning with JCPS	\$10,496			\$0					\$0
Lack of leadership profile for a JCPS school	\$14,500			\$0					\$0
Other activities TBD during work plan	\$38,700			\$0					\$0
Technology and technology assistance for	\$10,000			\$0					\$0
				\$0					\$0
Leader Tracking System									
Spalding University School of Education will	\$30,000			\$0					\$0
				\$0					\$0
				\$0					\$0
				\$0					\$0
				\$0					\$0
				\$0					\$0
				\$0					\$0
Local meeting costs									
Materials for meetings associated with grant	\$5,000			\$0					\$0
Refreshments for participants at meetings	\$5,000			\$0					\$0
Facility rental for meetings	\$10,000			\$0					\$0
				\$0					\$0
				\$0					\$0
				\$0					\$0
Local travel and accommodations	\$5,000			\$0					\$0
PLC travel and other Wallace Network	\$35,000			\$0					\$0