



The Wallace Foundation
140 Broadway, 49th Floor
New York, NY 10005

(212) 251-9700
wallacefoundation.org

September 22, 2022

Marty Pollio, Ed.D.
Superintendent
Jefferson County Public Schools
VanHoose Education Center
Louisville, KY 40218-2414

Dear Dr. Pollio:

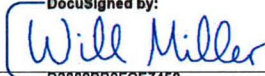
This letter, when signed by Board of Education of Jefferson County, Kentucky (“you” or “your”), shall constitute an amendment of the agreement governing grant # 20210184 (“Grant”) between you and The Wallace Foundation (“Wallace”) executed on September 1, 2021; as amended on November 8, 2021) (the “Agreement”), as follows:

1. The Agreement is hereby amended to increase the Grant amount by Two Million Three Hundred Twenty Thousand Dollars (\$2,320,000) for a total Grant amount of Four Million One Hundred Ten Thousand Dollars (\$4,110,000). These additional funds are to be used to extend your participation in Wallace’s Equity-Centered Pipeline Initiative by one year and will be paid to you within thirty (30) days of Wallace’s receipt of this amendment signed by you.
2. The attached Appendix A2 (scope of work for year 2) is henceforth incorporated as part of the Agreement.
3. The end date of the Grant is hereby extended by one year, from August 31, 2022 to August 31, 2023.

Except as expressly amended herein, all of the terms and conditions of the Agreement shall remain in full force and effect.

If this letter accurately reflects your understanding, please have a duly authorized individual with the legal capacity to execute and deliver this amendment sign where prompted by DocuSign. If you have any questions, please contact Grants Associate Carolina Velasquez at cvelasquez@wallacefoundation.org.

Sincerely,
THE WALLACE FOUNDATION

DocuSigned by:

D2889BB0FCE7458
Will Miller, President

ACCEPTED AND AGREED:
Board of Education of Jefferson County, Kentucky

By: _____
Signature Date _____

Name: Martin Pollio

Title: Superintendent

APPENDIX A2

Grantee: Board of Education of Jefferson County, Kentucky
Grant Amount: \$4,110,000
Term: September 1, 2021 through August 31, 2023 (Scope period: September 1, 2022 through August 31, 2023)
Grant ID#: 20210184

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.

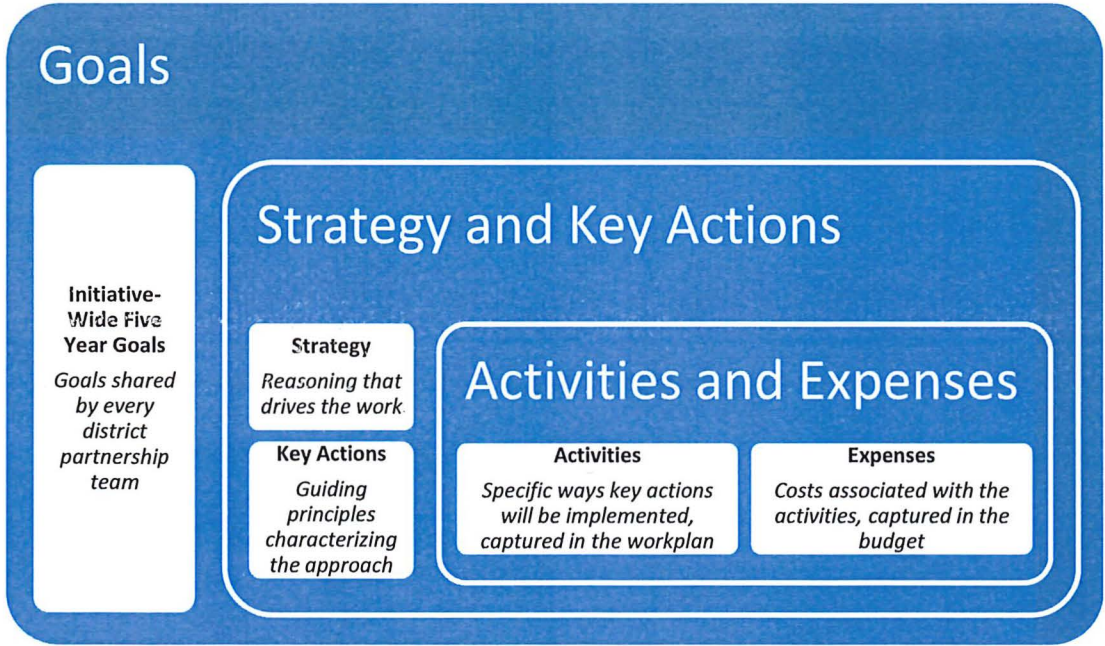
The question the initiative seeks to answer is:

“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. Overview of key terms

The visual below captures key definitions used in this initiative related to expectations for moving work forward and the relationship between goals, strategies, key actions, activities, and expenses.

- **Initiative-Wide Five-Year Goals:** Common goals shared by every district partnership team in the initiative.
- **Strategy:** The set of reasoning that drives the work forward.
- **Year Two Strategy:** The strategy for the initiative’s second year that will undergird the main approach for each of the seven domains and enable teams to prioritize the activities in their workplan.
- **Initiative-Wide Key Actions:** The overall, common set of guiding principles that characterize the approach across the initiative.
- **Activities:** The specific ways the actions will be implemented, captured in the workplan.
- **Expenses:** Costs associated with the activities, captured in the budget.



C. Key partners

This initiative involves 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.

Please list the key partners to accomplish the following scope of work:

Community partners <ul style="list-style-type: none"> • Louisville Urban League • Evolve 502 • NAACP 	State partner(s) <ul style="list-style-type: none"> • Kentucky Department of Education 	University partners <ul style="list-style-type: none"> • Spalding University • University of Louisville Mentor universities <ul style="list-style-type: none"> • Florida Atlantic University (serving both university partners)
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D. Goals: Five-Year Initiative-Wide Goals

At the end of a successful five-year 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 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.

E. Year Two Strategy

On behalf of your district partnership team, provide the strategy that will undergird the main approach for each domain and enable you to prioritize the activities in your workplan for Year Two (September 1, 2022-August 31, 2023). Please draw on the vision for an equity centered pipeline developed in Year One, Deliverable Five.

Domain One: Leader standards

Develop the Jefferson County Public Schools (JCPS) equity-centered leader standards for principal supervisors and align them to the JCPS Equity Dispositions.

Domain Two: High quality pre-service principal preparation

Align partner university preparation programs with the JCPS equity-centered leader standards and the JCPS Equity Dispositions in principal preparation program redesign that is also informed by the Quality Measures review process.

Domain Three: Selective hiring and placement

Align the selection and hiring process for principals and assistant principals to the JCPS equity-centered leader standards and the JCPS Equity Dispositions.

Domain Four: Evaluation and support

Provide on the job support and professional learning experiences to principal supervisors and principals that are informed by the JCPS school leader performance evaluation results.

Domain Five: Principal supervisors

Design and develop a culturally responsive and equity-centered coaching model aligned to the principal supervisor standards for principal supervisors to utilize when supporting principals and assistant principals.

Domain Six: Leader tracking system

Create a vision and implementation plan for a leader tracking system that will drive continuous improvement, principal pipeline efforts and succession planning.

Domain Seven: Systems and sustainability

Develop a coherent vision among internal and external stakeholders on equity-centered leadership through strategic communications and community engagement.

F. Initiative-Wide Key Actions in Year Two

Throughout the initiative districts and their partners will employ the six key actions listed below to guide the work, collaborating with all the partners in the ecosystem. District partnership teams will engage with the Program team, participate in the research studies, and share their challenges, opportunities, pitfalls and back-steps during this process. Confidentiality and anonymity will be maintained throughout.

The logic model aligned to the seven domains that comprise comprehensive, aligned principal pipelines, developed in Year One, Deliverable Four, will form the basis for the specific activities to be pursued under the six key actions below (which remain the same from Year One). A consultant will continue to help to coordinate these actions.

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

Districts will continue to forge and deepen “interdependencies” with their local community stakeholder organizations, university preparation programs and mentor universities, and state agencies.

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

2. Key Action Two: Visioning and strategic planning

The vision of the equity-centered pipeline aligned to the seven domains and articulated in Year One, Deliverable 5, will inform the strategies to be pursued. Districts and their stakeholders should continue to be intentional and explicit about their vision as they work to achieve the Year Two goals established for each domain [Section D].

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

3. Key Action Three: Revisit and refine “equity” and “equity-centered leaders”

In Year One, each district defined “equity” and the skills needed by equity-centered leaders in its community, alongside their partners. In Year Two, the definitions of “equity” and “equity-centered leaders” will guide strategic planning and the design and implementation of pipeline elements.

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

4. Key Action Four: Begin implementing an equity-centered principal pipeline that translates the vision into reality

Districts and their partners will use the pipeline vision statements they developed in Year One to bring their vision into reality in Year Two, captured in the goals they establish for each domain. The first iteration of revised pipeline elements will be implemented, aligned to the definitions of “equity” and “equity-centered leadership” that were developed in Year One.

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

5. 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.

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

6. Key Action Six: Engaging in continuous improvement

The initiative asks districts and their partners to continuously assess their progress against goals established for each domain through incorporating ongoing critical reflection with their partners, participation in professional learning communities, the lessons from the ongoing research, technical assistance from organizations in the field and regular communication with their Wallace consultant, who will help coordinate and facilitate all these activities. Districts and their partners will identify metrics against which to measure their progress towards established goals and will develop a monitoring plan aligned to those metrics.

See workplan for description of specific activities to implement this action. The budget template includes the corresponding spending anticipated.

G. Participation in research and data requirements

All district teams will participate in the research projects associated with this initiative. 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. A complete set of required data elements will be developed and shared with districts by February 28 2023, along with a data sharing calendar.

H. 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);
 - Mentor program assistance and *Quality Measures* assessment for university partners;
 - Leader tracking system capacity development.
- Professional Learning Communities (PLCs):
 - Three initiative-wide PLCs (with superintendents) on November 14-15, 2022; March 6-7, 2023; and June 26-27, 2023. These are coordinated with program deliverables so PLCs are used for discussion of and feedback on deliverables by which subsequent revisions may be considered.
 - School leader PLCs (calendar to be determined);
 - University faculty PLCs (calendar to be determined).
- Annual “Day at Wallace” team review of progress and problem-solving (approximately March-April).
- Regularly scheduled conference calls (twice per month) with your Wallace contact.
- Other conference calls and virtual activities with your Wallace contact and consultant.

I. Program deliverables to be discussed at professional learning communities and subsequently revised (Guidelines will be sent no later than six weeks prior to the due date):

Deliverable		Draft to Learning Forward	Deliverable Due Date
Year 2, Deliverable 1	Year Two workplan	October 7, 2022	December 15, 2022
Year 2, Deliverable 2	Critical reflection of Quality Measures process		
Year 2, Deliverable 3	Community engagement plan	January 26, 2023	April 6, 2023
Year 2, Deliverable 4	Leader tracking system vision statement		
Year 2, Deliverable 5	A specific deliverable to be negotiated between the Project Director and the Wallace contact by December 15, 2023, to reflect logic model implementation		
Year 2, Deliverable 6	Updated logic model	May 19, 2023	July 27, 2023
Year 2, Deliverable 7	Leader tracking system implementation plan		
Year 2, Deliverable 8	A specific deliverable to be negotiated between the Project Director and the Wallace contact by April 6, 2023, to reflect logic model implementation		

J. Budget, progress and financial reports (Guidelines will be sent no later than six weeks prior to the due date):

Budget / Report	Draft to Wallace Contact	Due Date
Year One final financial report (<i>Note: this report was part of districts' Year One grant agreement</i>)	N/A	September 30, 2022
Year Two budget	October 7, 2022 (or earlier)	October 31, 2022
Year Two progress report (<i>to form the basis for Days at Wallace to be scheduled for approximately March / April</i>)	February 28, 2023	April 30, 2023
Year Two interim financial report	February 28, 2023	April 30, 2023
Year Two final financial report	N/A	September 30, 2023

**See Exhibit A for a complete list of deliverables, reports and other key initiative dates listed chronologically.*

K. 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.

L. Responsibility for legal review

The Wallace Foundation 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.

M. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact prior to making any changes to the grant, including but not limited to:

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

If the approved budget includes indirect costs, such costs will be identified in a separate budget line and may not exceed 15% of direct costs. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, allocated charges for administrative departments (e.g., Accounting, HR, Development), information technology, telephone and supplies. The indirect rate should be applied to actual expenditures for each grant payment period.

If you anticipate unexpended funds (balance) will remain at the end of the grant term, you must have a discussion with your Wallace staff contact about the use of the remaining funds at least three months prior to the end of the grant term. Your request should identify the remaining funds and propose a plan for spending down (course correction request).

N. Payment Schedule

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you, Wallace will send you an electronic ACH transfer in the amount of \$2,320,000. Separately, Wallace will send you instructions on how to submit your banking information using our secure grantee portal.

**Appendix A: Scope of Work
For The Wallace Foundation**

DocuSigned by:

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Jody Spiro, Director

9/22/2022

Date

ACCEPTED AND AGREED:

Board of Education of Jefferson County, Kentucky

By: _____
Signature

Date

Name: Martin Pollio

Title: Superintendent



The Wallace Foundation
140 Broadway, 49th Floor
New York, NY 10005

(212) 251-9700
wallacefoundation.org

November 8, 2021

Marty Pollio, Ed.D.
Superintendent
Jefferson County Public Schools
VanHoose Education Center
Louisville, KY 40218-2414

Dear Dr. Pollio:

This letter, when signed by Board of Education of Jefferson County, Kentucky (“you” or “your”), shall constitute an amendment of the agreement governing grant # 20210184 (“Grant”) between you and The Wallace Foundation (“Wallace”) executed September 1, 2021 (the “Agreement”), as follows:

1. The Agreement is hereby amended to add One Hundred Thousand Dollars (\$100,000) that Wallace will pay you for a total Grant amount of One Million Eight Hundred Ninety Thousand Dollars (\$1,890,000). These additional funds are to help you plan and implement your ongoing local communications strategies both internally and externally. These funds will be added to your existing Grant budget and may be used during the next two years, through August 31, 2023. The funds may be used to support communications technical assistance associated with the Equity-Centered Pipeline Initiative and/or your broader work in equity. You may choose a local agency or individual you are comfortable with who: demonstrates the ability to develop strategic communications plans; familiarity with equity-related issues and education; provides access to experienced staff in the firm (if not an individual); has experience in crisis communications and the ability to work collaboratively. Activities may include, but are not limited to, monitoring local and statewide news coverage, helping to develop communications strategy and district-specific talking points, all in coordination with the District Partnership Team managing the initiative locally. The additional \$100,000 will be paid to you within thirty (30) days of Wallace’s receipt of this amendment letter signed by you.

Except as expressly amended herein, all of the terms and conditions of the Agreement shall remain in full force and effect.

If this letter accurately reflects your understanding, please have a duly authorized individual with the legal capacity to execute and deliver this amendment sign where prompted by DocuSign.

If you have any questions, please contact Grants Associate Carolina Velasquez at cvelasquez@wallacefoundation.org.

Sincerely,
THE WALLACE FOUNDATION

DocuSigned by:

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Will Miller, President

ACCEPTED AND AGREED:

Board of Education of Jefferson County, Kentucky

By:  11/8/2021
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Signature Date

Name: Dr. Marty Pollio

Title: Superintendent



The Wallace Foundation
140 Broadway, 49th Floor
New York, NY 10005

(212) 251-9700
wallacefoundation.org

August 27, 2021

Marty Pollio, Ed.D.
Superintendent
Jefferson County Public Schools
VanHoose Education Center
Louisville, KY 40218-2414

Dear Dr. Pollio:

I am pleased to advise you that The Wallace Foundation ("Wallace," "we" or "our") has approved a \$1,790,000 grant (the "Grant") to Board of Education of Jefferson County, Kentucky ("you" or "your").

Purpose of the Grant: To participate in the Equity-Centered Pipeline Initiative.

Term: September 1, 2021 – August 31, 2022

Grant ID#: 20210184

Our approach is to work collaboratively with others both to create benefits for the people these organizations serve directly and to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain strong, effective partnerships with grantees. I look forward to working in partnership with you and ask that you please feel free to contact me or Wallace's consultant, Doug Anthony, who will be managing this grant at:

Email: danthony@wallacefoundation.org

The enclosed Grant Agreement for your review and signature includes:

- General Terms and Conditions of the Grant;
- Appendix A (Scope of Work): Specific information about the amount and timing of payments, and requirements for deliverables and reports; and
- Appendix B: The agreed-upon budget.

Please review this Grant Agreement, sign where prompted by DocuSign and in Section 3 of the Terms and Conditions, check the representation that applies to your organization under the New York Non-profit Revitalization Act, also as prompted by DocuSign. If you have any questions, please contact Grants Associate, Carolina Velasquez, at cvelasquez@wallacefoundation.org.

Sincerely,

DocuSigned by:

04C820AAE7A6470...

Jody Spiro
Director, Education Leadership



**THE WALLACE FOUNDATION
GENERAL TERMS AND CONDITIONS OF THE GRANT**

Grantee: Board of Education of Jefferson County, Kentucky
Grant Amount: \$1,790,000
Purpose of the Grant: To participate in the Equity-Centered Pipeline Initiative.
Term: September 1, 2021 – August 31, 2022
Grant ID#: 20210184

1. Use and Management of Grant Funds

- (a) The scope of work and budget for the Grant are in the attached Appendices A and B. The Grant is to be used as agreed-upon and represented in this Grant Agreement (“Agreement”) including appendices, and may not be used in any other way or for any other purpose without Wallace’s prior written approval. The Grant will support the work described in Appendix A (“Project”).
- (b) In all cases it is expected that Grant funds will be used exclusively to further your public charitable purposes consistent with your tax-exempt status.
- (c) The Grant funds are to be invested in U.S. Treasury Bills or an FDIC-insured certificate of deposit, checking or savings account or a money market mutual fund that is registered under the Investment Company Act of 1940 (Section 270.2a-7) until such time as the funds are expended to meet the purposes of the Grant, unless otherwise mutually agreed to in writing by you and Wallace. Any income earned by the Grant funds prior to expenditure may be used only for the projects and activities covered by this Agreement. You agree to include and specifically identify in your financial reports to Wallace any income earned by the Grant funds.
- (d) You agree to track all expenditures of Grant funds against the approved budget found in Appendix B.
- (e) You agree to maintain a record of all expenditures of Grant funds for a period extending at least three (3) years following the expenditure by you of all Grant funds received from Wallace and to permit Wallace 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 Wallace deems necessary or appropriate, including the right to make copies of such information.

2. Representations and Warranties

- (a) Organization status
 - (i) You represent that your official name is “Board of Education of Jefferson County, Kentucky”; that you are recognized by the Internal Revenue Service (“IRS”) as a tax exempt organization because you are a governmental entity; that you are not a private foundation or a supporting

organization; that such tax status remains in effect; and there is no issue presently pending by the IRS that could result in any change in your tax status. Your acceptance of any advances under this Agreement shall be deemed to constitute a reaffirmation of each and every representation by you in this Agreement.

- (ii) You represent that the execution and delivery of this Agreement and the performance of your obligations hereunder will not violate the terms of your certificate of authority, or government charter or status, and that this agreement constitutes a valid, legal and binding obligation by you, enforceable in accordance with its terms.

- (b) **Compliance with anti-lobbying regulations**
Because the Code places certain restrictions on the use of grants made by private foundations such as Wallace, you agree that no portion of this Grant may be used for lobbying or to attempt to influence legislation (within the meaning of section 4945 (d)(1) of the Code) or the outcome of any specific public election, or for voter registration within the meaning of section 4945(d)(2) of the Code.
- (c) **Compliance with anti-terrorism regulations**
You agree 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. You will not promote, support or engage in violence, terrorism, or the destruction of any State, nor will you make subgrants or other payments to any entity that engages in such activities.

3. Withholding Payment and Termination or Expiration of Grant

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

- (a) You fail to comply with the terms and conditions of this Agreement.
- (b) Any representations or warranties by you shall be or become untrue, and such failure or misrepresentation has not been corrected within thirty (30) days of receiving written notice from Wallace describing such failure. In such event Wallace 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 organization's leadership or key project staff occur that may threaten the implementation of the Program.
- (d) You become unable for any reason to carry out the purpose of the Grant.

In the event of termination of this Agreement, or upon expiration of the Grant, your 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 Grant funds must be returned to Wallace within ten (10) business days of the effective date of termination or expiration, as the case may be, unless Wallace agrees, in writing, that the Grant funds may be used to support other work.

Notwithstanding any termination of this Agreement you shall remain obligated to comply with the remaining provisions of the Agreement.

4. Publications, Presentations and Materials

- (a) If during the term of the Grant you create publications or other public materials related to the scope of this Grant, including but not limited to reports, webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as “Products”), you shall retain the copyright to all such Products. However, you hereby grant, transfer and assign to Wallace a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for non-commercial 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. You shall send Wallace 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, you may create conferences, lectures, panel discussions, webinars, or podcasts featuring Wallace-commissioned research or other Wallace Products (hereinafter collectively referred to as “Presentations”). You agree to provide Wallace the opportunity to review and comment on your recommended topics and speakers for all Presentations. These recommendations will be shared with Wallace with sufficient time to enable Wallace 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.

5. Reports

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

6. Participation in Studies and Evaluations

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.

7. Participation in Grantee Meetings, Learning Communities and Advisory Boards

- (a) You understand and acknowledge that Wallace asks all its grantees to: attend periodic meetings with other grantees and experts to facilitate the exchange of ideas; share experiences and documentation that contribute to Wallace's understanding of your work; advise about issues that may be relevant to the field in which you are working; and provide data and information that may be useful to Wallace's creation of certain knowledge products. In furtherance of these efforts, you agree to attend such meetings and provide such information as Wallace may reasonably request. You are authorized to use Wallace Grant funds to defray reasonable and necessary expenses incurred in connection with the activities described in this paragraph.
- (b) You agree to give Wallace advance written notice of all major meetings to be held in connection with the work related to the Grant, and to work with Wallace to schedule such meetings so its staff can attend.
- (c) If in carrying out the terms of the Grant you create an advisory board, you agree that, at Wallace's request, a member of our staff will serve ex-officio.

8. Public Announcements and Acknowledgement

- (a) Wallace reserves the right to announce the Grant publicly in a manner and at a time of its choosing. You may make your own announcement, subject to Wallace's right to approve the release and time before it is issued.
- (b) Acknowledgment of the Grant should include: a general acknowledgment of "The Wallace Foundation" among your list of annual funders on your website and all appropriate print and electronic programs, publications, and public announcements for the Grant period; and specific acknowledgment of Wallace's support of the Grant activities on all related electronic and printed materials including but not limited to your website, e-announcements and e-newsletters, books, posters, brochures, press releases, and in public announcements (both in person and online) referring to the Grant activities. Prominence of acknowledgment should be commensurate with the level of Wallace's support relative to other funding sources.
- (c) Wallace typically includes a link on www.wallacefoundation.org to the grantee's website. Wallace's website contains hundreds of free resources and you may want to consider a link from your site to Wallace's Knowledge Center.
- (d) Neither party shall use the logo of the other without the prior written permission of the other.

9. Miscellaneous

- (a) This Agreement may not be modified except by written agreement executed by both parties. A waiver of any breach shall not be construed as a waiver of any subsequent breach.
- (b) No third party beneficiary rights are created by virtue of this Agreement.
- (c) This Agreement sets forth the entire agreement between the parties and supersedes all prior written or oral representations or understandings between the parties, all of which are merged herein.
- (d) Notwithstanding any provision of law or regulations to the contrary, you expressly agree that Wallace and its successors and assigns shall have the right and judicial standing to enforce any and all provisions of this Agreement, irrespective and separate and apart from, any rights which the Attorney General of the State of New York or the Commonwealth of Kentucky may possess under law.

Signatures

Each signatory below represents and warrants that he or she has been duly authorized and has legal capacity to execute and deliver this Agreement, making it binding on his or her organization.

For The Wallace Foundation

Will Miller 8/27/21
Will Miller Date
President

ACCEPTED AND AGREED:

Board of Education of Jefferson County, Kentucky

By: _____
Signature Date

Name: Martin Pollio

Title: Superintendent

APPENDIX A

Grantee: Board of Education of Jefferson County, Kentucky
Grant Amount: \$1,790,000
Term: September 1, 2021 through August 31, 2022
Grant ID#: 20210184

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 workplan (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 workplan (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 workplan (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 workplan (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 workplan (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 workplan (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 workplan (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 workplan)

Note: Year Two scopes, budgets and workplans 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. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact prior to making any changes to the grant, including but not limited to:

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

If the approved budget includes indirect costs, such costs will be identified in a separate budget line, and generally may not exceed 15% of direct costs. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, allocated charges for administrative departments (e.g., Accounting, HR, Development), information technology, telephone and supplies. The indirect rate should be applied to actual expenditures for each grant payment period.

If you expect to have unexpended funds at the end of the grant term, at least three months prior to the term end you should have a discussion with your Wallace staff contact. A request to use the unexpended funds should identify the amount of remaining funds and a proposed plan for spending down.

D. 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 workplan due October 8, 2021
- Interim progress report on workplans and financial reports for Year One due February 22, 2022
- Year One report on workplan due August 31, 2022
- Final financial report for Year One due September 30, 2022

E. Payment Schedule

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you, Wallace will send you an electronic ACH transfer in the amount of \$1,790,000.

**Appendix A: Scope of Work
For The Wallace Foundation**



DocuSigned by:

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Jody Spiro, Director of Education Leadership

8/27/2021

Date

ACCEPTED AND AGREED:

Board of Education of Jefferson County, Kentucky

By: _____
Superintendent Signature

Date

Name: Martin Pollio

Title: Superintendent

Appendix B: Equity-Centered Pipeline Initiative - Budget Summary YEAR ONE**Maximum grant request: \$700,000 district, \$470,000 per university partner and \$150,000 state**

District Grantee of Record:	Jefferson County Board of Education	Grant ID #	20210184	
	One-time	On-going costs beginning in Year Two	Total grant funds	Initiative expenses paid by Wallace
District costs	\$700,000	\$0	\$700,000	\$331,000
Spalding University costs	\$470,000	\$0	\$470,000	\$26,000
University of Louisville costs	\$470,000	\$0	\$470,000	\$26,000
State costs	\$150,000	\$0	\$150,000	\$5,000
Total Budget	\$1,790,000	\$0	\$1,790,000	\$388,000

NOTE: Interest is expected to be earned

Year One: September 1, 2021 - August 31, 2022	One-time costs	On-going costs beginning in Year Two	Total grant funds	Initiative expenses paid by Wallace
SUMMARY DISTRICT COSTS (Please complete a separate budget tab for all district costs)				
Project Director salary and fringe	\$47,440	\$0	\$47,440	
Visioning and strategy development (district staff, principals, students, board, community)	\$21,431	\$0	\$21,431	
Community re-grants	\$45,000	\$0	\$45,000	
Developing equity-centered leader standards	\$20,000	\$0	\$20,000	
Leader Tracking System	\$230,000	\$0	\$230,000	
PD for sitting leaders	\$100,000	\$0	\$100,000	
Communications technical assistance	\$45,000	\$0	\$45,000	
Co-constructing curriculum with prep partners	\$15,000	\$0	\$15,000	
TA to support district's implementation plan	\$80,000	\$0	\$80,000	
PD for novice leaders (teacher leaders, AP, principals), includes TA	\$50,000	\$0	\$50,000	
Local travel and accommodations	\$2,000	\$0	\$2,000	
PLC travel and other Wallace Network Activities	\$20,000	\$0	\$20,000	
District equity audits (paid by Wallace)	n/a	n/a	\$0	\$35,000
NUL Technical assistance to districts (paid by Wallace)	n/a	n/a	\$0	\$30,000
CGCS Technical assistance to districts (paid by Wallace)	n/a	n/a	\$0	\$30,000
Leader Tracking System Technical assistance (paid by Wallace)	n/a	n/a	\$0	\$50,000
EDC Quality Measures and Partnership tool (paid by Wallace)	n/a	n/a	\$0	\$35,000
Consultant support (paid by Wallace)	n/a	n/a	\$0	\$90,000
Initiative Professional Learning Community (paid by Wallace)	n/a	n/a	\$0	\$24,000
Principal/ AP Professional Learning Community either Year 1 or 2 (paid by Wallace)	n/a	n/a	\$0	\$37,000
Indirect costs for district costs (est 5%)	3.57%	\$24,129	\$24,129	
TOTAL district costs	\$700,000	\$0	\$700,000	

	One-time costs	On-going costs beginning in Year Two	Total grant funds	Initiative expenses paid by Wallace
SUMMARY RE-GRANT TO Spalding University (Please complete a separate budget tab for each university)				
Project Director salary and fringe	\$50,000	\$0	\$50,000	
Partner Provider program for re-design	\$190,000	\$0	\$190,000	
Faculty Costs (implementation of the logic model)	\$0	\$0	\$0	
Development of visioning and strategy	\$78,696	\$0	\$78,696	
Leader Tracking System	\$30,000	\$0	\$30,000	

District Grantee of Record:	Jefferson County Board of Education		Grant ID #	20210184	
Local meeting costs		\$20,000	\$0	\$20,000	
Local travel and accommodation costs		\$5,000	\$0	\$5,000	
PLC travel and other Wallace Network Activities		\$35,000	\$0	\$35,000	
Initiative-wide PLC starts Year 1 and Preparation program PLC in either Year 1 or 2 (paid by Wallace)		n/a	n/a	\$0	\$26,000
Enter percentage here					
Indirect costs (max 15%)	15.00%	\$61,304	\$0	\$61,304	
TOTAL re-grants to Spalding University		\$470,000	\$0	\$470,000	
SUMMARY RE-GRANT TO University of Louisville (Please complete a separate budget tab for each university)					
Project Director salary and fringe		\$52,130	\$0	\$52,130	
Partner Provider program for re-design		\$80,000	\$0	\$80,000	
Faculty Costs (implementation of the logic model)		\$72,748	\$0	\$72,748	
Development of visioning and strategy		\$89,568	\$0	\$89,568	
Leader Tracking System		\$50,000	\$0	\$50,000	
Local meeting costs		\$37,250	\$0	\$37,250	
Local travel and accommodation costs		\$2,000	\$0	\$2,000	
PLC travel and other Wallace Network Activities		\$25,000	\$0	\$25,000	
Initiative-wide PLC starts Year 1 and Preparation program PLC in either Year 1 or 2 (paid by Wallace)		n/a	n/a	\$0	\$26,000
Enter percentage here					
Indirect costs (max 15%)	15.00%	\$61,304	\$0	\$61,304	
TOTAL re-grants to University of Louisville		\$470,000	\$0	\$470,000	
One-time costs		On-going costs beginning in Year Two	Total grant funds	Initiative expenses paid by Wallace	
SUMMARY RE-GRANT TO STATE (Please complete separate tab for detailed state budget)					
Advisory committee meetings		\$32,435	\$0	\$32,435	
Staff/consultants		\$78,000	\$0	\$78,000	
Wallace Network Activities and local travel		\$20,000	\$0	\$20,000	
Initiative-wide Professional Learning Community, including travel (paid by Wallace)		n/a		\$0	\$5,000
Enter percentage here					
Indirect costs for state (est 5%)	15.00%	\$19,565	\$0	\$19,565	
TOTAL re-grants to state		\$150,000	\$0	\$150,000	
GRAND TOTALS		\$1,790,000	\$0	\$1,790,000	

Please enter your proposed budget in the separate tabs in the green cells. Formulas will insert totals from worksheets on to this summary budget.