

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter “Contract”) is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter “Board”), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and Create, LLC (hereinafter “Contractor”), with its principal place of business at 3154 Cityscape Drive NE, Washington, DC, 20018.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter “Parties”) agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board’s Procurement Regulations currently in effect (hereinafter “Regulations”) that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter “Services”) of a quality and in a manner that is within the highest standards of Contractor’s profession or business. The Services are as follows:

Contractor shall provide services to the Comprehensive Coordinated Early Intervening Services (CCEIS) Department to support the work in reducing the significant disproportionality of ECE African American student removals. The Create, LLC proposal is attached and incorporated herein by reference. The proposed intervention will help reduce the disproportionality along with disparities among racially minoritized students in discipline outcomes. The proposal outlines objectives of the consultation, formulating root causes, provide professional development related to identified root causes or racial equity, and attend/participate in stakeholder meetings where disproportionality data is reviewed. The date and locations shall be agreed upon by the Contractor and the CCEIS Department.

ARTICLE III Compensation

The Board shall pay Contractor the total amount stated below (hereinafter "Contract Amount"). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	\$45,457
Progress Payments (if not applicable, insert N/A):	Upon Receipt of Itemized Invoice
Costs/Expenses (if not applicable insert N/A):	N/A
Fund Source:	IDEA ARP

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on March 29, 2023 and shall complete the Services no later than September 15, 2023, unless this Contract is modified as provided in Article VIII.

ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this

Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor 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, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before

the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at

Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV
Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the 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 or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of March 29, 2023.

Contractor's Social Security Number or Federal Tax ID Number: _____

JEFFERSON COUNTY BOARD OF
EDUCATION

Create, LLC
CONTRACTOR

By: _____

By: _____

Title: Martin A. Pollio, Ed.D.
Superintendent

Title: Dr. Ivory Toldson
Owner/Principal

Cabinet Member: **Kim Chevalier**

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: _____

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: _____

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: _____

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): _____

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): _____

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): _____

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: _____

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: _____

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items: _____

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Carlisa Gibson

Print name of person making Determination

Comprehensive Coordinated Early Intervening Services

School or Department

Signature of person making Determination

Date

Create, LLC

Name of Contractor (**Contractor Signature Not Required**)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011

A Proposal to Consult with Comprehensive Coordinated Early Intervening Services (CCEIS) on Reducing the Total Behavior Removals of Black Students with Disabilities

I. Introduction

A. Description of proposal

Jefferson County Public Schools (JCPS) is committed to providing an equitable and inclusive educational environment for all its students. Unfortunately, JCPS is facing a challenging issue in that the total behavior removals of Black students with disabilities are disproportionately higher than those of other student groups. To address this issue, JCPS seeks assistance from external consultants who can help review data, provide professional development related to identified issues, attend/participate in stakeholder meetings where disproportionality data is reviewed, and create a comprehensive plan outlining specific strategies and supports that can be implemented by the district's CEIS department. Additionally, the consultant will develop professional development materials and sessions on racial equity topics for school-based personnel, district administrators, and school staff, as well as create an evaluation plan to assess progress towards reducing total behavior removals of Black students with disabilities across all schools within the JCPS system.

The importance of this goal cannot be overstated. In recent years, there has been an increasing awareness that disparities in discipline outcomes among racially minoritized students occur frequently in public schools. The proposed intervention will not only help reduce these disparities but also ensure that disciplinary practices do not have a disproportionate impact on traditionally underserved student populations. By consulting with an expert in this area, JCPS hopes to identify the root causes of behavioral disparity among Black students with disabilities and put into place effective strategies and supports that will ensure improved outcomes for these students. Not only will this result in more equitable discipline practices but it will also lead to better educational experiences overall for all JCPS students.

B. Background information on Jefferson County Public Schools

Jefferson County Public Schools (JCPS) is a public school district located in Jefferson County, Kentucky, serving a population of 760,000. The district operates all but one of the county's public schools, with an annual budget of \$1.8 billion, 18,000 employees and 167 schools. It also has one of the 10 largest transportation systems in the country with over 1,500 vehicles managing routes for 96,000 students each year. The JCPS Board of Education is comprised of seven elected members who work together to select and hire a Superintendent as its chief executive. In addition, the board sets policies and regulations that are necessary for running the school system as efficiently and effectively as possible while also providing quality education to all students. The board also ensures that all district services comply with state and federal laws and regulations.

C. Overview of the Comprehensive Coordinated Early Intervening Services (CEIS) Department

The Comprehensive Coordinated Early Intervening Services (CCEIS) program was established to provide additional academic and behavioral support for children from age 3 through grade 12 who were significantly over-identified. CCEIS is intended to serve both those identified as needing special education or related services, and those not currently identified but in need of additional support. All initiatives should have an evidence-based approach which identifies measurable goals that can be tracked over time. In this way, schools are able to receive the necessary feedback regarding the effectiveness of their interventions with targeted student populations.

D. Background of Consultants

With their impressive experience and expertise in the field of education, Dr. Ivory A Toldson and Dr. Ashley L White are the ideal consultants for Jefferson County Public Schools.

Dr. Ivory A. Toldson is the national director of Education Innovation and Research for the NAACP, professor of counseling psychology at Howard University, and editor-in-chief of The Journal of Negro Education. Previously, Dr. Toldson was appointed by President Barack Obama to devise national strategies to sustain and expand federal support to HBCUs as the executive director of the White House Initiative on Historically Black Colleges and Universities (WHIHBCUs). He also served as president and CEO of the QEM Network and contributing education editor for The Root, where he debunked some of the most pervasive myths about African Americans in his Show Me the Numbers column. Dr. Toldson is the executive editor of the Journal of Policy Analysis and Research, published by the Congressional Black Caucus Foundation, Inc. He is also the author of Brill Bestseller, No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People. Dr. Toldson is ranked among the nation's top education professors as a member of Education Week's Edu-Scholar Public Influence Rankings, an annual list that recognizes university-based scholars across the nation who are champions in shaping educational practice and policy.

Dr. Ashley L. White is an assistant professor at the University of Wisconsin-Madison. Dr. Ashley L. White also serves as the inaugural Education Fellow for Equity Access and Opportunity with the National Association for the Advancement of Colored People (NAACP). Before her appointment at UW-Madison, Dr. White served as the 2019-2020 Joseph P. Kennedy Public Policy Fellow with the Committee on Education and Labor under Chairman Robert "Bobby" C. Scott and has worked in several other policy spaces. Before earning her Ph.D. from the University of South Florida, White taught school for 15 years, primarily in special education and inclusive settings. Dr. White researches the intersectionality of ethno-racial identities and disability in postsecondary settings through the consideration of student and educator experiences and related federal policies. Additionally, Dr. White invests time in working with school districts across the country to advance professional development for teachers related to special education, disability, and intersectional issues.

II. Objectives of the Consultation

A. Reduce total behavior removals of Black students with disabilities

In recent years, evidence-based strategies have emerged as an effective way to reduce the prevalence of total behavior removals among Black students with disabilities. Culturally Responsive Positive Behavioral Interventions and Supports (PBIS), schoolwide mitigation approaches, culturally responsive practices and counseling services, early childhood intervention programs, social emotional learning curricula, culturally responsive and anti-racist trauma-informed approaches to education such as Trauma Focused Cognitive Behavioral Therapy (TF-CBT), and whole child/whole school integration initiatives have all been demonstrated to help address this issue. It is essential that stakeholders consider contextual factors which may influence a student's academic success when implementing these strategies.

Schools should also consider collaborating with community organizations in order to build capacity for families. Data collection is essential for measuring the effectiveness of interventions; districts must strive for comprehensive systems of data collection in order to accurately measure progress over time. Educators need professional development related to (CR)PBIS expectations so they have adequate tools when engaging with students who might require additional support due their disability, ethno-racial background, or other diverse identity markers.

These evidence-based strategies are increasingly being used in educational settings across the country in an effort to provide quality education for all students regardless of their race, gender, or disability. However, it is important that these strategies be implemented thoughtfully and effectively so that they can truly make a positive impact on student outcomes. For this reason, it is critical that stakeholders consider all aspects of the implementation process including identifying necessary resources, training staff appropriately, establishing appropriate criteria for evaluation and measurement of success, ensuring proper data collection and analysis, and developing comprehensive plans for continual improvement based on feedback from all involved parties.

Overall, there is immense potential for evidence-based strategies to make a positive difference in reducing the prevalence of total behavior removals among Black students served through the Individuals with Disabilities Education Act (IDEA). By considering contextual factors within educational settings which could impede progress made by these strategies as well as collaborating with community organizations and providing sufficient professional development opportunities for educators, schools can maximize their chances at success when implementing evidence-based interventions designed to help these underrepresented populations thrive academically and socially.

B. Formulate potential root causes

Step 1: Establish an understanding of the current policies, procedures and practices related to exclusionary discipline for Black students with disabilities in Jefferson County Public Schools. This should include an analysis of all available disciplinary data related to offenses charged against these students (i.e., fighting, disrespect), days spent out-of-school due to disciplinary actions (e.g., official or unofficial suspensions, expulsions), and any other relevant information that may

be collected from sources such as student/parent surveys, interviews with school staff (e.g., educators, administrators, support personnel), and other members of the community.

Step 2: Examine the racial equity indicators that are associated with this issue, including disproportionality by race in the number of behavior removals experienced by Black students with disabilities. Utilize existing research and data collection methods such as focus groups or interviews with stakeholders to explore possible root causes for disparities in suspension rates amongst different demographic groups.

Step 3: Analyze existing disciplinary records for evidence of unlawful segregationist policies within certain schools or districts. Identify areas where there may be a need for additional oversight or changes in policy that can help reduce disparities in suspension rates between demographic groups.

Step 4: Develop a comprehensive plan outlining specific strategies to address root causes of inequities identified through the previous steps. The plan should prioritize interests of those primarily involved while also considering potential long term versus short term goals/objectives in an equitable manner when designing for long term outputs.

Step 5: Implement strategies identified throughout the planning process using evidence-based practices, stakeholder input, and collaboration between schools and community organizations. Monitor progress and adjust the plan accordingly to ensure successful implementation and equitable outcomes.

Step 6: Monitor progress over time through continued review/analysis of data on behavior removals among Black students with disabilities, as well as feedback from stakeholders regarding effectiveness of implemented strategies. Make necessary adjustments according to new data and findings in order to continually improve upon efforts towards eliminating discipline disparities within Jefferson County Public Schools system.

C. Provide professional development related to identified root causes or racial equity

Professional development on racial equity in school removal is of critical importance to ensure that schools demonstrate equitable and inclusive environments for all students. Developing a comprehensive training plan on racial equity should include specific steps and activities to equip educators with the necessary resources and knowledge to facilitate meaningful conversations about race, racism, intersectional student identities, and disparities in educational contexts.

First, it is important for professional development programs on racial equity to provide a thorough overview of concepts related to social inequities, bias-based behaviors, intersectional identities, and power dynamics between groups/individuals within classrooms or other school settings. This includes recognizing implicit biases (unconscious attitudes towards people) as well as identifying cultural differences that can influence learning outcomes for students. These approaches should also recognize the impact of historical events such as slavery, colonialism,

disability rights, residential segregation laws etc., which continue to perpetuate uneven opportunities today.

Second, professional development plans should emphasize best practices in teaching and learning when it comes to dealing with issues of race/racism in schools. This could entail actively fostering open dialogue around topics such as cultural appropriation or stereotypes; promoting culturally relevant curricula that reflects different perspectives; employing restorative justice processes when addressing disruption caused by bias-related incidents; developing anti-racist policies that are both enforceable but also respect students' perspectives/lived experiences; forming safe spaces for vulnerable students; organizing group discussions among staff members etc.

D. Attend/participate in stakeholder meetings where disproportionality data is reviewed

In order to effectively engage stakeholders when reviewing data on racial disproportionality in discipline in schools, external consultants must approach the task with a level of impartiality and professionalism. It is important that they maintain an open-minded position while assessing the data and listening to those who have experienced or been impacted by the issue firsthand.

Careful consideration must be taken when selecting language which describes any related issues. It has to be understood that this topic can hit close to home for many individuals, so it is imperative that consultants remain sensitive towards their audience as well as respect all forms of communication offered during interviews and/or review sessions.

The review process should involve collecting qualitative as well as quantitative information through use of surveys, structured interviews, focus groups, and analysis of relevant documents such as policy records, school climate reports etc. All information gathered should be organized into manageable categories so insights can further refine into meaningful conclusions which guide decisions moving forward.

It is essential for consultants to ensure stakeholders actively participate in key processes throughout a data review project to create innate ownership of results and reduce imposition from outside forces. Involving stakeholders could mean providing training opportunities for them beforehand or having them participate directly in various research activities. Whatever form this engagement takes, it is important to, not just collect their input but also show recognition for their contribution. This, in turn, facilitates trust between both parties involved throughout any engagement and/or workflow processes within the respective district/school system being evaluated. Overall, stakeholder participation increases transparency & credibility surrounding a report's recommendations; concretizes necessary buy-in throughout the research/intervention process; and ensures that any changes proposed, based on findings made by external consultants during their reviews, align with stakeholder input and project goals.

III. Consulting Plan & Budget

A. Consult with CEIS team leaders to assess current practices and gain an understanding of existing initiatives and resources available to address disproportionality in discipline outcomes among Black students with disabilities.

- March - April (10 hours/week)

B. Create a comprehensive plan outlining specific strategies, practices, and supports that can be implemented by the CEIS department to reduce total behavior removals of Black students with disabilities.

- April (10 hours/week)

C. Develop targeted professional development materials and sessions on identified root causes or racial equity topics for the CEIS team leaders, school-based personnel, district administrators, school staff, parents/guardians, and other stakeholders involved in the implementation process.

- May (10 hours/week)

D. Train CEIS team members on methods of data collection and analysis used to identify disproportionality in discipline outcomes among Black students with disabilities.

- May & August (1.5 hour trainings)

E. Attend/participate in stakeholder meetings where disproportionality data is reviewed and provide technical assistance as needed.

March - September (2 hours/week)

Budget

o Time estimate: 219 total hours from March - September 2023.

o Cost estimate: (\$38,325) \$175 per hour.

- Travel, lodging and expenses: (\$3,000) \$1,500 per consultant for one trip each.
- Total direct cost: \$41,325
- Indirect cost, (supplies, use of personal equipment): \$4132.50 (10% of direct cost)
- **Total cost estimate: \$45,457**