



OK AS TO FORM  
AMH 6-11-2024

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

(212) 251-9700  
wallacefoundation.org

June 6, 2024

Marty Pollio, Ed.D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center, 3332 Newburg Rd.  
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, October 7, 2022, July 26, 2023, and October 26, 2023 (the “Agreement”), as follows:

1. The Agreement is hereby amended to increase the Grant amount by One Million Three Hundred Forty-Five Thousand Dollars (\$1,345,000) for a total Grant amount of Seven Million Two Hundred Fifty-Five Thousand Dollars (\$7,255,000). 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 A4 (Scope of Work for Year 4) is henceforth incorporated as part of the Agreement.
3. The end date of the Grant is hereby extended by one year from June 30, 2024 to June 30, 2025.


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

Please note that in Wallace’s grants management system, this amendment is designated as # 20210184-A4 for payment purposes.

20210184-A4

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 Deanna Chernovetsky at [dchernovetsky@wallacefoundation.org](mailto:dchernovetsky@wallacefoundation.org).

Sincerely,  
THE WALLACE FOUNDATION

DocuSigned by:  
  
208909ED1BBD4F7...  
Will Miller, President

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

By: \_\_\_\_\_  
*Signature* Date

Name: Marty Pollio

Title: Superintendent



## APPENDIX A4

**Grantee:** Board of Education of Jefferson County, Kentucky  
**Grant Amount:** \$1,345,000 (New grant amount: \$7,255,000)  
**Term:** September 1, 2021 through June 30, 2025 (Scope period: July 1, 2024 through June 30, 2025)  
**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 sector, 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**

Below please see 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 Four Strategy:** The strategy for the initiative’s fourth year that will undergird the main approach for each of the seven domains and enable teams to prioritize the activities in their work plan.
- **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 work plan.
- **Expenses:** Costs associated with the activities, captured in the budget.

## **C. District Ecosystem**

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.

## **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.
- 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).

**E. Year Four Goals**

Together with your district partnership team, you will identify goals for Year Four that will undergird the main approach for each domain and enable you to prioritize the activities in your work plan (July 1, 2024-June 30, 2025). These goals will be captured in your Year Four work plan. Please draw on the vision for an equity centered pipeline developed in Year One and the logic model revised in Year Two.

**F. Initiative-Wide Key Actions in Year Four**

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.

- 1) **Key Action One:** Developing and sustaining deep partnerships with internal and external stakeholders and organizations.
- 2) **Key Action Two:** Visioning and strategic planning.
- 3) **Key Action Three:** Revisit and refine “equity” and “equity-centered leaders.”
- 4) **Key Action Four:** Implementing an equity-centered principal pipeline that translates the vision into reality.
- 5) **Key Action Five:** Providing mentoring and training for current assistant principals to become the next generation of equity-centered principals.
- 6) **Key Action Six:** Engaging in continuous improvement.

*See work plan for description of specific activities to implement actions identified above. The budget template includes the corresponding spending anticipated.*

**G. Publications and Presentations**

Wallace must be informed with sufficient notice if the grantee intends to issue a publication or make a presentation about work related to this grant. Wallace reserves the right to review and comment on drafts prior to publication or presentation.

**H. Participation in Research and Data Requirements**

There are three research studies associated with ECPI: (1) The Central Office Research Study (CORS), is documenting the organizational culture and history of each district to understand how equity leadership plays out differently according to context. (2) The CALL-ECL study, is documenting how districts go about developing equity-centered pipelines, and developing two tools that can (a) measure equity-centered leadership practices in and across the schools and (b) monitor equity outcomes measures across the 12 equity indicators from the National Academies, involving both achievement and opportunities. (3) The Research Use and Coordination (RUCS) study is leading a research-practice design network to facilitate district inquiries into particular parts of their pipelines.

Names of districts, and local communities participating in this initiative will not be linked to specific findings in any public report, without expressed permission of district leaders. Researchers will provide districts opportunities to review, for accuracy and confidentiality, all research reports before they are published.

Required research activities in Year 4 will include:

- Identifying ECPI team members to participate in interviews, reflection meetings, and surveys.
- Coordinating site visits with research team members and reflecting on periodic research memos to ensure researchers are capturing your full story.
- **Providing, if mutually agreed upon, quantitative data necessary for the research team’s analysis.** A list of those data requests will be available before the start of the new school year.
- Additionally, districts will be invited to opt in to participate in three separate projects. First, to join the second year of the Research Practice Design Network to develop tools to support your ECPI work. **Second, to participate in the piloting of the CALL-ECL school/district-based tool to measure equity-centered leadership practices.** Third, to collaborate with the Measuring Equity Indicators project to develop a dashboard that will allow you and your district to monitor progress on the impacts and outcomes of your ECPI work.

Should research organizations use or collect data for the purpose of conducting a research study, the research organizations 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 the JCPS IRB and shall not begin before approval is secured from the JCPS IRB.

## **I. Wallace Network Activities**

### **1) Technical Assistance**

Appropriate district partnership team members are asked to meaningfully engage with all essential initiative-wide technical assistance, including:

- An assigned ECPI consultant
- Education Development Center (Quality Measures assessment for university partners)
- Education Resource Strategies (Sustainability planning)
- Organizational Design Partners (Logic model revisions)

The following technical assistance will be made available to districts to support their Year 4 priorities and achieve the initiative’s Five-Year Initiative-Wide goals.

- 228 Accelerator (Equity-centered AP professional development)
- Black Girls Teach (Leadership development for women of color)
- Crocus (LTS / LDMP planning)

- National Center for Grow Your Own (Support states in approval of the registered apprenticeship process for principals)
- National Urban League (Community engagement planning and efforts)
- Policy Studies Associates (Support states in planning and facilitating equity centered AP academies)

## 2) *Professional Learning Communities (PLCs)*

In Year 4 there will be two initiative-wide PLCs for members of the district partnership team. While district Superintendent/CEO participation is encouraged for all initiative PLCs, the participation of **all** district Superintendents/CEOs is requested during the October 2024 initiative-wide PLC. In addition, Superintendents are asked to participate in two mutually agreeable research and communications activities [e.g., participation in facilitated events (panel, presentation, etc.) at convenings hosted by Wallace communications and/or research partners]. The two initiative-wide PLCs will be held on:

- October 7-8, 2024 (in-person)
- May 13-14, 2025 (in-person)

Additionally, in Year 4 Wallace will offer a series of role-specific PLCs and expect that appropriate staff will participate. Dates will be communicated as soon as possible when not listed below.

- Chiefs of Schools Network (Dates will be communicated when confirmed)
- Equity Officer PLC (Dates will be communicated when confirmed)
- Principal Supervisor PLC (5 virtual sessions; participation in NCE conference on March 6-8, 2025; MCEL Leaders Developing Leaders Summit)
- School Leader PLC (Dates will be communicated when confirmed)
- State Liaison PLC (October 8-9, 2024; May 14-15, 2025)
- University Faculty PLC (October 17-18, 2024; February 10-11, 2025; May 14-15, 2025)

## 3) *Annual Day with Wallace*

In Year 4, *Day with Wallace* will be an opportunity to share progress and engage in cross-site sharing and collaborative problem-solving. *Day with Wallace* will be held on April 11, 2025.

- 4) Regularly scheduled conference calls with your assigned Wallace Program Officer.
- 5) Other conference calls and virtual activities with your assigned Wallace Program Officer, consultant, technical assistant providers

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

<b>Budget / Report / Deliverable</b>	<b>Draft due (emailed to Wallace Program Officer)</b>	<b>Due Date (uploaded in GMS system)</b>
Year Three Final Financial Report ( <i>Note: this report was part of districts' Year Three grant agreement</i> )	N/A	July 31, 2024
Year Four Work Plan	August 8, 2024	September 12, 2024
Year Four Budget	August 8, 2024	September 12, 2024
LTS / LDMP Milestone and Activity Planner and Roadmap	August 15, 2024	September 19, 2024
Sustainability Framework Reflection	November 14, 2024	December 12, 2024
Year Four Interim Financial Report One (7/1/24-10/31/24)		December 12, 2024
Year Four Progress Report		January 16, 2025
Updated Community Engagement Plan	January 16, 2024	March 13, 2025
Year Four Interim Financial Report Two (7/1/24-2/28/25)		April 10, 2025
Logic Model Revision	April 10, 2025	May 29, 2025
Year Four Final Financial Report (7/1/24-6/30/25)		July 31, 2025



**K. University Partner Tuition Guidelines (if applicable)**

In partnership with university partners, where applicable, the district is asked to develop and submit budgets detailing their commitment to support district employees who will enroll as students in graduate programs (i.e., Masters or Doctorate). The budgets will include the amount of grant funds that will be allocated to support tuition, the district plan for sustaining tuition support in Year Five and beyond (e.g., where additional funds will come from to decrease the grant funds used for the tuition support for each year), and the university plan for sustaining tuition support in Year Five and beyond.

**L. 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. As fiscal agents, districts also have the authority to approve or disapprove partner budgets (e.g. University and state partners) and any budget course corrections, in accordance with Wallace guidelines. Partners have the responsibility to submit budgets and financial reports to the district one week in advance of Wallace due dates.

**M. 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.

**N. Freedom of Information Act (FOIA) Reporting Requirements**

All grantees are asked to notify their assigned Wallace contact (Program Officer) of any Freedom of Information Act (FOIA) requests received for response that are (1) specifically for documents related to the Wallace grant award, or (2) requests for materials related to your Wallace grant award. Notification of all requests should be shared with Wallace contact(s) within fifteen (15) days of any request.

**O. 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:

- Reallocation of spending between budget categories cumulating to 10% or more of the budget most recently approved by Wallace
- Change in the scope of work or strategy
- To add, delete or change a deliverable, or to change its timing
- 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. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, information technology, supplies, and allocated charges for administrative departments (e.g., accounting, human resources, development). The indirect rate should be applied to actual expenditures for each grant payment period.

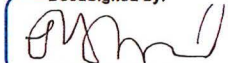
If you expect to have unexpended funds at the end of the grant term, at least three months prior to the term end you should have a discussion with your Wallace staff contact. A request to use the unexpended funds should identify the amount of remaining funds and a proposed plan for spending down.

**P. 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 \$1,345,000.

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

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Rotunda Floyd-Cooper, VP of Education Leadership

6/6/2024

Date

**ACCEPTED AND AGREED:**

Board of Education of Jefferson County, Kentucky

By: \_\_\_\_\_  
*Signature*

\_\_\_\_\_  
Date

Name: Marty Pollio

Title: Superintendent