OK AS TO FORM
AMH 7-1-2025

Wallace

June 26, 2025

Dr. Brian Yearwood
Superintendent
Jefferson County Public Schools
VanHoose Education Center, 3332 Newburg Rd.
Louisville KY 40218-2414

Dear Dr. Yearwood:

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") signed on September 1, 2021; as amended on November 8, 2021, October 7, 2022, July 26, 2023, October 26, 2023, and June 27, 2024 (the "Agreement"), as follows:

1. The attached Appendix A5 amends the terms of the previous Appendices to the Agreement, adding specifics for an extension of the Grant to a fifth year. The terms of each previous Appendix continue to apply to the work completed in the period covered by each such Appendix.

Except as expressly amended herein, including by Appendix A5, 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-A5.

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.

Sincerely,
THE WALLACE FOUNDATION

Will Miller

Will Miller, President

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

By: _____   _____
     Signature   Date

Name: _____

Title: _____

APPENDIX A5

Grantee:	Board of Education of Jefferson County, Kentucky
Grant Amount:	$1,080,000 (New grant amount: $8,335,000)
Grant Period:	July 1, 2025 through June 30, 2026
Grant ID#:	20210184-A5

Wallace's mission is to help all communities build a more vibrant and just future by fostering advances in the arts, education leadership, and youth development. 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 grantees both (a) to strengthen their organizations and create benefits for the people these organizations serve and (b) 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 our approach and the work we are funding is creating hoped-for value for our grantees and learnings of potential benefit to the broader sector.

- 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 or other efforts to support the development of knowledge and insights from grant-funded activities. These studies result in public reports that are widely disseminated. As partners in knowledge development, you agree to participate in and cooperate fully with Wallace and its designees in designing and implementing research-related activities.

- To support shared learning, we will 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.

- Wallace seeks to work across all communities in the country, and to that end seeks to support, publish, and disseminate Research Reports that are non-partisan in nature, in order to ensure that insights learned through the work the foundation supports reach the widest possible audience. To that end, our editorial review process considers four key factors: clarity, including language accessible to non-specialists; organization of

argument; support for and limitations to claims; and non-partisanship. In that spirit, we will ask researchers to offer you the opportunity to review their reports before publication and will provide our own editorial suggestions for the consideration of researchers, writers and others who are communicating about your Wallace-funded work for the public. Our suggestions are intended to help to amplify research findings and contributions to the broadest possible audiences.

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 opportunity for all, 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. While Wallace encourages each grantee to develop its own definition of "equity" as described here, Wallace considers equity to mean all people having the opportunity and support they need to reach their full potential. 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 Goals**: Common goals shared by every district partnership team in the initiative.
- **Year Five Strategy**: The strategy for the initiative's fifth 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: Initiative-Wide 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.

Aligned this principal pipeline with the district's strategic plan, policies and practices, its central office, any other relevant office, 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 Five Strategy

Together with your district partnership team, you will identify strategic goals for Year Five that will undergird the main approach for each domain and enable you to prioritize the activities in your work plan (July 1, 2025-June 30, 2026). These goals will be captured in your Year Five work plan and supported by your budget. Please draw on the vision for an equity-centered pipeline developed in Year One and the logic model revised in Year Four.

F.   Initiative-Wide Key Actions in Year Five

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:** Revisiting and refining "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 leadership that supports opportunity for all plays out differently according to context. (2) The Comprehensive Assessment of Leadership Learning-Equity Centered Leadership (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) measure the 16 equity indicators developed by the National Academies of Sciences, Engineering, and Medicine (NASEM) that relate to both learning outcomes 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. Researchers will provide districts opportunities to review, for accuracy and confidentiality, all research reports before they are published.

Required research activities in Year 5 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 third year of the Research Practice Design Network to develop strategies and tools to support your ECPI work. Second, to participate in the piloting of the CALL-OTL (Opportunity to Learn) survey – a school/district-based tool to measure equity-centered leadership practices. Third, to collaborate with the CALL-MEI (Measuring Equity Indicators) project to develop a dashboard using a combination of publicly available data and local data that will allow you and your district to monitor progress on the trends and impacts 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. JCPS shall be responsible for sharing this requirement with any relevant research organization directly.

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 (Financial sustainability planning for district teams)

The following technical assistance will be made available to districts to support their Year Five priorities and achieve the initiative-wide goals.
- 228Accelerator (Support for AI-driven professional development tool)
- Black Girls Teach (Leadership development)
- Crocus (LTS / LDMP planning)
- National Urban League (Community engagement planning and efforts)
- The Hatcher Group (Communications support)

2. *Professional Learning Communities (PLCs)*
In Year Five 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 2025[5] 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 6-8, 2025 (in-person)
- May 4-6, 2026 (in-person)

In Year 5 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 (October 8-9, 2025 and May 6-7, 2026)
- EO PLC (Dates TBD)
- Principal Supervisor PLC (Dates TBD)
- School Leader PLC (Dates TBD)
- State Liaison PLC (October 8-9, 2025, and May 6-7, 2026, virtual date(s) TBD)
- University Faculty PLC (November 6-7, 2025 and March 3-4, 2026)
- Additional optional community experiences include regional site visits hosted by other districts participating in the initiative and events hosted by research partners.

3) *Annual Day with Wallace*

In Year 5, Day with Wallace will be an opportunity to share progress and engage in cross-district sharing and collaborative problem-solving. Day with Wallace will be held on March 20, 2026.

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):

Budget / Report / Deliverable	Due Date (uploaded in GMS system)
Year Four Final Financial Report (*Note: this report was part of districts' Year Four grant agreement*)	July 31, 2025
Updated Principal Pipeline Self-Study	September 30, 2025
Year Five Work Plan	October 31, 2025
Year Five Budget	October 31, 2025
Year Five Interim Financial Report	January 30, 2026
Year Five Progress Report	January 30, 2026
LTS / LDMP Evidence of Implementation	March 30, 2026
Sustainability Plan	April 30, 2026
Year Five Final Financial Report	July 31, 2026

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. Any grant funds that will be used to support tuition in Year 5 must have been documented in the previously submitted plans.

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 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 five (5) business days of any request.

O. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact, and receive written approval of same from your Wallace 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
- To report changes in circumstances related to partners named in the original Appendix A

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 and receipt or confirmation of your ACH banking information, Wallace will send you an electronic ACH transfer in the amount of $270,000. Separately, Wallace will send you instructions on how to submit your banking information using our secure grantee portal.

Subsequent payments will be made according to the following schedule:

Scheduled Date	Payment Amount
On or before November 30, 2025	$270,000
On or before January 30, 2026	$540,000

Subsequent payments are subject to the terms and conditions of this Agreement.

Appendix A5: Scope of Work
For The Wallace Foundation

Signed by:

Dennis Caindec
AA313BF1A2A04E8...   6/26/2025
Dennis Caindec, Program Officer   Date

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

By: _____   _____
    Signature   Date

Name: _____

Title: _____