

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

Grantee: The School Board of Broward County, Florida
Grant Amount: \$500,000
Purpose of the Grant: To continue participation in Wallace's Principal Supervisor Initiative.
Term: September 1, 2017 – September 30, 2018
Grant ID#: 20170154

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 "The School Board of Broward County, Florida"; 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, including submitting timely deliverables and reports as described in Appendix A.
- (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 Wallace believes, in its sole judgment, 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.

BY SBBC



(Corporate Seal)

ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By Abby M. Freedman
Abby M. Freedman, Chair

ATTEST:

Robert W. Runcie
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

Janette M. Smith
Office of the General Counsel

APPENDIX A

Grantee: The School Board of Broward County, Florida
Grant Amount: \$500,000
Term: September 1, 2017 through September 30, 2018
Grant ID#: 20170154

Wallace's mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of 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

Wallace's Principal Supervisor Initiative recognizes that this is a crucial position to help principals do their jobs better, but one that has been hampered by the changing and relatively ad hoc nature of how the position is defined, and how candidates are recruited, hired and evaluated. Those in the principal supervisor position often have little experience or training for the job, the number of principals they supervise prevents them from focusing on improving principal

performance, and the principal supervisor role needs to move from a compliance focus to a focus on improving principal performance. To ensure that principal supervisors' work is well supported in a sustained way, the participating districts will undergo an assessment of the current organizational structures of their central office and design detailed and feasible plans for their restructuring.

The goal is to assess whether, if the role of principal supervisors shifts from overseeing compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, this will improve the effectiveness of the principals with whom they work.

B. Goals/Deliverables

- **The Principal Supervisor Picture in the District (Consider the analysis given to you by the CGCS)**

Number of principal supervisors, number of schools, number of aspiring principal supervisors on the bench

It has been the mission of Broward County Public Schools (BCPS) to strengthen the role of the Cadre Directors (principal supervisors) and central office leaders.

The following bulleted points depict the picture of the Principal Supervisor in Broward as verified by the CGCS. BCPS has

- Lowered the span of control for Cadre Directors, ensuring that schools throughout the district—and particularly struggling schools— receive more hands-on support from these leaders.
- Reorganized the academic department to better meet the needs of schools.
- Created a support structure of instructional facilitators, who report to the Office of School Performance and Accountability (OSPA) and to the Cadre Directors. In fact, allowing cadre directors to help select these staff and deploy them where they are needed in schools not only provides them with the resources and flexibility they need to address a range of principal needs on a timely basis, it also serves as a valuable part of the district's leadership pipeline system.
- Rolled out performance tasks to build a shared understanding of instructional rigor and expectations. The student performance task initiative is a potentially powerful strategy for advancing collaboration and refocusing the district on instructional quality. While this initiative is still new this year, the student work coming out of these performance tasks is already being used in school based PLCs to drive the conversation around instructional standards and student outcomes.

The District has also expanded its leadership development pipeline by continuing to offer a Principal Supervisor Intern Program for principals. The program is a one-year residency where a current Cadre Director mentors an Intern Director. The Intern Director is relieved of principal duties during this experience and is provided oversight to a number of schools. This initiative reduced the span of control while establishing a pool of highly trained individuals well positioned to assume future roles as principal supervisors and/or Central Office staff. In the 2016-2017 school year, the program was expanded to give one Intern Director experience in the central offices.

➤ **Goals of this project (where do you want to be at the end of 4 years?)**

One of the goals for attainment at the conclusion of the four-year project will be to sustain the reduction of span of control for Cadre Directors to support their principals.

The Intern Director program will serve as a strategy to narrow the responsibilities of Cadre Directors by increasing site-based support for principals and strengthening the leadership skills of the Intern Directors. The program will also be broadened to give Intern Directors opportunities and experiences in the central offices.

The second goal is to have a succession plan that ensures a continuous supply of Intern Directors to be trained as principal supervisors and central office leaders. This will be done through the creation and use of a Leader Tracking System. The ultimate goal of this innovative concept is to ensure principals' performance will positively impact student achievement.

Another goal of the project is to sustain differentiated coaching and mentoring for Cadre Directors. This personalized professional development will create coherence and clarity of the principal supervisor role and in turn will improve principals' instructional practices. Cadre Directors will be able to dedicate time to helping principals grow as instructional leaders, including assisting them in developing strategies that promote teaching and learning and providing opportunities for on-site observations in schools. Furthermore, Cadre Directors will be able to tailor support and feedback based on individual principals' needs and act as brokers between principals and the central office.

➤ **Key Partners (Including all sub-contractors)**

List key partners to accomplish the following scope of work)

- SAP SuccessFactors (LTS)
- GKDN (LTS consultants)
- Axum Management Capabilities Inc.
- Council of the Great City Schools
- IO Education (Val-Ed)

➤ **Main approaches toward reaching the goals for September 1, 2017 – September 30, 2018**

Summary of work in year 4 – September 1, 2017 – September 30, 2018

The main approaches for year four are the following;

- Implement and utilize the design developed for the Leader Tracking System to provide comprehensive data to ensure that a cultural change can occur where end users understand the value of developing and tracking their own career to support the teaching and learning activities for students as well as developing themselves into highly qualified career leaders within BCPS.
- Continue to ensure the span of control is an average of 1:15, which will be fully paid for by hard money and/or federal funds
- Develop a strategic communications plan to ensure BCPS Central Office transformation story is shared nationally
- Support the principals' needs for coaching and mentoring, support for instructional and non-instructional tasks

- Plan and launch the 2018 National Summit for Principal Supervisors in collaboration with the Council of the Great City Schools

➤ **Component 5: Strengthening the Central Office Structures**

Describe the current structural configuration of the central office and district plans to strengthen the structure to more effectively facilitate and support the functioning of principal supervisors.

BCPS District Strategic Plan aligned with the Broward's BEST Blueprint has been recalibrated to strengthen Central Office structures. The Offices of School Performance and Accountability, Academics and Leadership Development have strengthened their relationship to support principals as instructional leaders.

The School Board adopted a new Office of Strategic Initiative Management (SIM). This department helps the district successfully execute its priorities to maximize student success. SIM is designed to help drive the Strategic Plan by maximizing collaboration and focusing utilization of limited resources through the ongoing monitoring and reporting on initiatives for optimal outcomes, benefits and impact. Communication to schools in reference to professional development and resources are in direct alignment to the Strategic Plan and will be evidenced by Broward's SIMs Tracking System. Action Items (tasks) are monitored by Cadre Directors and data will be shared with Senior Cabinet on a weekly basis.

Communication tools and customer service intake will be further developed and provided to streamline Central Office school communications, manage parent concerns, and inform system-wide improvements through interval reporting.

List 3 main strategies for September 1, 2017 – September 30, 2018:

5a. Align the central Teaching and Learning office with the principal supervisor function so both are reflective of the district's overall instructional vision

5b. At the school level, align the PS standards, Principal/AP standards with the teacher competencies

5c. Develop and implement a strategic communications plan that will ensure Broward's Principal Supervisor and Central Office transformation story is being shared nationally

➤ **Component 1: Revising the Position Descriptions**

Broward County Public School's job descriptions for the principal supervisor (Cadre Director), Principal, and Assistant Principal was revised in 2012. In the school year 2014-2015 (Year 1 of the Wallace grant), the job description of the principal supervisor position was aligned to the Principal Supervisor Standards Development Committee of the Council of Chief State School Officers (CCSSO) and Board approved in the Fall of 2015. BCPS used the new job description in year three (3) for hiring four (4) new Cadre Directors for the 2016-2017 school year. BCPS will also use the new job description to hire two (2) new Cadre Directors for the 2017-2018.

➤ Component 2: Expanding the Capacity of Principal Supervisors

Professional development for principal supervisors is an important way to support their effectiveness in their newly redefined positions. Topics of such professional development might include, but not be limited to, the following:

- Setting performance goals
- Facilitating networks and learning communities among principals
- Evaluating the performance of principals and use those evaluations to improve their performance
- Designing and conducting professional development for groups of principals
- Coaching principals
- Using tools effectively

Describe how the district will develop, conduct and evaluate such programs and include which outside organizations will assist with this portion of the work, if applicable.

The capacity of the principal supervisors (Cadre Directors) has been expanded through collaborative work with the Office of Leadership Development (OLD), the Center for Educational Leadership (CEL) and Learning Sciences Institute (LSI).

Professional learning aligned to the CCSSO and Florida Standards to ensure effective instructional practices has been provided. OLD, the Cadre Directors, CEL and LSI have collaborated to develop and communicate the structures and processes that support the work of the Cadre Directors. Year-long professional development experiences centered on the inquiry cycle for the Chief of School Performance and Accountability and Cadre Directors was provided. Cadre Directors have effectively coached principals through a leadership cycle of inquiry to demonstrate their growth as instructional leaders.

Professional learning from CEL around the unique challenges of turn-around schools was provided regarding strategies that can be implemented to support turnaround Cadre Directors and Principals. The Cadre Directors completed a portfolio based on UW Instructional Leadership Inquiry Cycle. The components included analyzing evidence to develop problems of practice, determining an area of focus, and developing action plans for implementation and support. The monitoring and follow up have been supported by the leadership development department and the UW through weekly collaborative visits and protocol driven debrief through coaching and mentoring. 80% of Intern Directors have shown increases in their instructional practices. Due to the volume of surveys that are being asked of schools to do in the county, the UW District Leadership Design Lab Principal Performance Management Survey was not used this year.

LSI has trained the Cadre Directors on conducting Rigor Walks to help school leadership teams gain powerful insight into instruction and leadership. During a Rigor Walk, LSI consultants facilitate interviews with your school leadership team, walk the school, and conduct an onsite analysis to collect information about the Pillars of Rigor. The information is used to identify baseline conditions and determine next steps for implementing support structures to have an immediate, positive impact on teaching and learning.

The district has gained an understanding of how to develop and support turnaround leaders, examine high quality adult learning and implications for competency-based development of turnaround principals. Through their learning, Cadre Directors are exploring how to leverage principal supervisors and others to increase turnaround principal competencies. The practice of analyzing school leader behaviors to identify

evidence of competencies has been conducted and studied for leadership improvement.

The data from the Accreditation Report, TNTP, Student Performance, Strategic Plan, Stakeholder Customer Survey, Service Quality Data and VAL-ED was used to develop professional development programs for sub-cadres. Data was used to show improvement as evidenced by their final BASA evaluations. Results of the VAL-ED survey were interpreted against a set of Performance Standards: Core Components (High Standards of Student Learning, Rigorous Curriculum, Quality Instruction, Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability) & Key Processes (Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring) that research has shown to influence student achievement. These Core Components and Key Processes were rated Below Basic, Basic, Proficient, and Distinguished using a performance scale. An overall data analysis has yielded the following results, identifying areas for District-wide professional growth were consistent for 2013-2014, 2015-2016 and 2016-2017: Connections to External Communities, Performance Accountability, and Rigorous Curriculum.

Positive restructuring outcomes have developed over the past few years in Broward County Public Schools as a result of survey initiatives and analysis. The results of this data have been instrumental in the design and successful District-wide implementation of Broward's BEST Blueprint: Best Practices. An informed and well-received recalibration of District-wide Cadre/Sub-Cadre Professional Learning Communities have also been attributed to this study. These results have also been the driving force in the District's Initiative to reduce the Span of Control, providing Professional Development for Cadre Directors and Intern Directors through Wallace's Principal Supervisor Initiative providing direct support to school principals.

The principal supervisors attended national conferences and collaborated with the central offices from other school district across the nation for the purpose of sharing and learning principal supervisor best practices. To further collaboration across the nation, BCPS hosted the 2nd National Principal Supervisor Summit in May 2017.

List up to 3 main strategies for September 1, 2017 – September 30, 2018:

- 2a. Address principals' need for support for non-instructional tasks, but not at the expense of principal supervisors' focus on instruction
- 2b. Further address the evaluation of principal supervisors, including VAL-ED
- 2c. Analyze evaluation feedback to strengthen the effectiveness and improve outcomes of the 3rd National Summit for Principal Supervisors

➤ **Component 3: Ensuring a Continuous Supply of Qualified Leaders to Assume the Principal Supervisor Position in the Future**

Describe how the plans to develop a pipeline of up-and-coming potential principal supervisors to fill these positions now and in the future. This should include succession planning (identifying high potentials), pre-position training, hiring criteria and support for new principal supervisors on the job.

Demonstrate how you will collect, analyze and use comprehensive data for aspiring principal supervisors, including their training and hiring. And also providing data for the initiative evaluation.

BCPS developed and enhanced the Principal Supervisor Intern Cadre Director program. The program includes professional learning. Intern Directors engage in monthly professional learning communities on topics related to governance (operations) & Board processes, setting expectations, acquiring the CCSSO Standards and content related to academic improvement within the schools that they support for the purpose of review and refining the use and practice of the Inquiry Cycle tools and protocols. Intern Cadre Directors are provided with job embedded experiences and personalized learning to strengthen their leadership skills. The Intern Director Cadre program was expanded in the 2016-2017 school year. One Intern Director is being given opportunities for central office experiences in the Chief of Staff's office.

The Intern Directors completed a portfolio based on UW Instructional Leadership Inquiry Cycle. Components included analyzing evidence to develop problems of practice, determining an area of focus, and action plan implementation and support. The monitoring and follow up are supported by the leadership development department and the UW through weekly collaborative visits and protocol driven debrief through coaching and mentoring. 90% of Intern Directors have shown increases in their instructional practices.

Intern Principals (IP) and Intern Assistant Principals (IAP) participated in a year-long professional learning. IPs and IAPs identified and developed strategies for specific leadership gaps with individualized support and professional development from their District Mentor. They attended monthly meetings and engaged in learning opportunities with 1st Year Principals and Assistant Principals (Book Studies and Webinars) as well as attended OLD/CEL District trainings to make connections and build relationships with district-based personnel.

The development Phase of the Leader Tracking System has been deployed to Cadre Directors, Intern Directors & Human Resources. Phase 1 includes Employee Profile, School Demographics, Search/Comparison Functionality of aspiring principal supervisors, principals, and assistant principals.

List up to 3 main strategies for September 1, 2017 – September 30, 2018:

3a. Implement the design developed for the leader tracking system

➤ **Component 4: Reducing the Span of Control**

Describe how the district will approach reducing the number of principals supervised by each principal supervisor.

Reducing the span of control has served as a strategy to narrow the responsibilities by increasing site-based support for principals and strengthening the leadership skills of Cadre Directors (principal supervisors) and Intern Directors alike. The ultimate goal of this innovative concept is to ensure principals' performance will positively impact student achievement. BCPS has benefitted from an individualized leadership approach provided by Cadre Directors and Intern Directors.

In August 2016 four (4) new Cadre Directors were hired. This brought the span of control number of Cadre Directors from an average of 24:1 to 15:1. In an effort to raise student achievement while reducing

the span of control BCPS revisited the portfolio structure of schools for all Cadre Directors, leveraging their expertise to obtain the desired result. Intern Cadre Directors were assigned to a specific portfolio of schools to support Principals and their development as instructional leaders. This restructuring of school portfolios reduced the span for our most critical schools to an average of 11:1.

To further reduce the span of control, Cadre Directors were provided with Office of Service Quality (OSQ) Instructional Facilitators to facilitate the School Improvement process and provide instructional support to schools. Streamline processes for operational tasks and parent concerns through the Office of Service Quality also continues to take place.

List up to 3 main strategies for September 1, 2017 – September 30, 2018:

4a. Ensure span of control is an average of 1:15, which will be fully paid for by hard money and/or federal funds by September 30, 2018

➤ **District-Wide Scale (Describe what will be scaled widely and deeply)¹**

How will you ensure the consistency of implementation across all principal supervisors in the district?

To ensure the consistency among principal supervisors, we have put the following things in place:

- Ongoing professional development
- Weekly meetings with the Chief of School Performance and Accountability
- Weekly meetings with level specific peers
- Weekly collaborative school visits

➤ **Sustainability² (Describe how the principal supervisor work will be consistently supported by the district's budget, policies and culture and how you plan to lessen your reliance on TA)**

Budget: The District is committed to maintaining the reduction of the span of control for principal supervisors in the 2017-2018 school year. The reduction has enabled the principal supervisor to coach and mentor principals to improved instructional leadership. District staff will need to rethink how they structure and allocate resources from various departments and redefine district roles that support the shift.

Policies: The District will continue to convene work groups, inclusive of district staff and principals, to develop a process that will inform policies & job descriptions and make recommendations for the purpose of hiring personnel and providing professional learning.

Culture: The District is positioned to transform and strengthen relationships between school and Central Office leadership to support teaching and learning. This transformation will provide stability at the

¹ **Examples of characteristics of a program going to scale include:** core elements of the program have been identified and replicated faithfully; local adaptations of the program have been incorporated in addition to the replicated core elements; the program has spread widely enough to make a difference and reach a "tipping point."

² **Examples of characteristics of sustainability of a program include:** funding stability either from diversified sources or guaranteed funding for multiple years; being embedded in supportive school board and/or district policies/procedures; being entrenched in the culture based on evidence of effectiveness.

District level and enable schools to withstand any systemic changes of leadership. This collaborative culture will provide a strong foundation for the District's Strategic Plan to be fully implemented and align all resources to support school leaders and principal supervisors. Hence, BCPS will be positioned to establish and sustain a high performing learning culture in each and every school.

Plans to lessen your reliance on TA:

Broward County Public Schools is committed in our plans to cultivate and foster independence and sustainability. The process for shifting responsibility, bridging communication and easing the transition from vendor based reliance and training has occurred in collaboration with BCPS personnel and the providers. The following components regarding the Principal Supervisor Initiative will be overseen, facilitated, and directed by the following BCPS Divisions:

- Furtherance of Professional Development with CEL – The Office of Leadership Development is collaborating with CEL and will transition to be the professional development providers for Cadre Directors and Intern Directors.
- Leader Tracking System Development – The Office of Information and Technology has been involved since the initiation of LTS and is fully versed in all facets of the LTS development and functioning.
- National Summit Principal Supervisors – As this was developed by the Office of Service Quality, we are well prepared to take over this initiative.
- Reducing the Span of Control – The District will look to reallocate resources, general funds and grants, to support the new Cadre Director positions.

➤ **Leader Tracking System (Describe how the leader tracking system will support the district's principal supervisor work)**

The primary objective of this endeavor is to successfully implement a Leader Tracking System (LTS, aka My Career Plan) which will provision BCPS with a centralized repository of school leadership talent profiles as well as provide a means of developing the best and brightest for future leadership positions. BCPS continually strives to strengthen school leadership and ensure that quality leaders are placed at the helm of student achievement. Without effective school leadership, closing the achievement gap and preparing students for successful futures is difficult to conceive or achieve. The principal plays a critical role in advancing student achievement by setting the expectations necessary to improve achievement in his or her school. Effective use of an LTS will address the following key areas of focus and result in a positive impact in student achievement.

- **Leader Preparation** – The LTS will provide districts with the ability to review common career paths toward leadership roles and redesign positions as necessary to improve experiences and opportunities for potential leaders.
- **Selective Hiring and Matching** – The LTS will assist in making more informed decisions based on aggregate data relative to experience, training, and qualifications to determine the best internal candidates for district leadership vacancies.
- **Professional Development and Support** – The LTS will assist with identifying the appropriate professional development and training to produce highly qualified principals. Personalized professional development will improve the coherence and clarity of the principal role, improve principals' instructional practices and provide targeted coursework to staff with career goals of becoming a district leader.

- **Succession Planning** – The LTS will be used to assist with identifying and developing internal staff with the potential to fill key district or school based leadership positions in the organization.

Wallace Network Activities

Selected districts will participate in:

- The third-party evaluation
- Wallace convening and professional learning community activities
 - Personal participation of the Superintendent in two one-day PSI PLC meetings during this scope period
- Regularly-scheduled conference calls with your Wallace contact
- Other conference calls and virtual activities

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, information technology, telephone, supplies, and allocated charges for administrative departments (e.g., Accounting, HR, Development). The indirect rate should be applied to actual expenditures for each grant payment period.

If unexpended funds will remain at the end of the grant term, you should 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 proposed plan for spending down.

D. Reports and Financial Analysis

- ✓ Work plan due September 1, 2017
- ✓ 3-5 page paper on how central office redesign has occurred through the life of the initiative due August 31, 2018
- ✓ Draft sustainability plan due October 2, 2017 (Template will be provided by June 30)
- ✓ Final sustainability plan due January 31, 2018
- ✓ Progress report and financial reports for year 4 due March 16, 2018
- ✓ Final financial reports and final report on workplan actions completed for Year 4 due October 31, 2018

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 \$500,000.

ACCEPTED AND AGREED:

The School Board of Broward County, Florida

By: _____
Signature Date _____

Name: _____

Title: _____

BY SBBC



(Corporate Seal)

ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By Abby M. Freedman
Abby M. Freedman, Chair

ATTEST:

Robert W. Runcie
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

Janette M. Smith
Office of the General Counsel

Principal Supervisor Initiative

Grantee: The School Board of Broward County		Grant ID # 20170154	
	Wallace Grant ¹	Non-Wallace Budget	Total Budget (by category)
One-Time Costs	\$354,589		\$354,589
On-Going Costs	\$126,180	\$7,447,688	\$7,573,868
Indirect	\$19,231		\$19,231
Total Budget - Wallace and Non-Wallace Support	\$500,000	\$7,447,688	\$7,947,688
NOTE: Interest is expected to be earned			
	A	B	C (A+B)
Year 4: September 1, 2017 - September 30, 2018	WALLACE BUDGET	TOTAL NON-WALLACE SUPPORT	TOTAL PROGRAM BUDGET (Total Wallace and Non-Wallace Support)
			Total District Hard Money, including Wallace
			Hard Money as a % of Total Program Budget
ONE-TIME COSTS			
PERSONNEL			
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0
PROJECT COSTS			
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0
Consultants (Please fill in corresponding Worksheet)	\$45,000	\$0	\$45,000
Conference/Meetings (Please fill in corresponding Worksheet)	\$4,000	\$0	\$4,000
Printing/Publication	\$0	\$0	\$0
Equipment Rental/Purchase	\$0	\$0	\$0
Office Expenses (Includes postage, copying, mailing, phones)			\$0
Leader Tracking System or equivalent	\$275,589		\$275,589
Wallace Network Activities (Please allocate \$30,000)	\$30,000	\$0	\$30,000
SUBCONTRACTORS (Please fill in corresponding Worksheet)			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total One-time Subcontractors	\$0	\$0	\$0
One-Time Costs Total	\$354,589	\$0	\$354,589
ON-GOING COSTS			
PERSONNEL			
Staff (Please fill in Personnel Worksheet)	\$0	\$4,358,337	\$4,358,337
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$2,554,351	\$2,554,351
PROJECT COSTS			
Training (Please fill in corresponding Worksheet)	\$0	\$350,000	\$350,000
Consultants (Please fill in corresponding Worksheet)	\$0	\$0	\$0
Conference/Meetings (Please fill in corresponding Worksheet)	\$15,000	\$7,500	\$22,500
Printing/Publication	\$6,000	\$0	\$6,000
Equipment Rental/Purchase	\$12,000	\$150,000	\$162,000
Office Expenses (Includes postage, copying, mailing, phones)	\$2,500	\$2,500	\$5,000
SUBCONTRACTORS (Please fill in corresponding Worksheet)			
Asum Management Capabilities	\$20,000	\$25,000	\$45,000
IO Education	\$70,680	\$0	\$70,680
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total On-going Subcontractors	\$90,680	\$25,000	\$115,680
On-going Costs Total	\$126,180	\$7,447,688	\$7,573,868
INDIRECT COSTS			
	Enter percentage here		
	4%		
Indirect costs	\$19,231		\$19,231
GRAND TOTALS	\$500,000	\$7,447,688	\$7,947,688
			\$7,466,919
			94%

¹ Please enter your proposed budget in the green cells under one-time and on-going costs. Fill in the following worksheets as requested. Formulas will insert totals from worksheets on to this summary budget.

Each subcontract (including to key partner organizations) receiving \$50,000 or more must complete a "Detailed Subcontract Budget" Definition of hard money: Guaranteed, on-going annual, continuous funds (e.g. Title I, II, III, district and state funds) Definition of soft money: A grant with a defined time limit (e.g. RTTT and foundation grants)

Principal Supervisor Initiative

Subcontractor Name:		Success Factor	Grant ID # 20170154	
		Wallace Grant ¹	Non-Wallace Budget	Total Budget (by category)
One-Time Costs		\$180,589		\$180,589
On-Going Costs				
Indirect				
Total Budget - Wallace and Non-Wallace Support		\$180,589	\$0	\$180,589
NOTE: Interest is expected to be earned				
HARD MONEY ANALYSIS				
	A	B	C (A+B)	
Year 4: September 1, 2017 - September 30, 2018	WALLACE BUDGET	TOTAL NON-WALLACE SUPPORT	TOTAL PROGRAM BUDGET (Total Wallace and Non-Wallace Support)	Total District Hard Money, Including Wallace
				Hard Money as a % of Total Program Budget
ONE-TIME COSTS				
PERSONNEL				
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
PROJECT COSTS				
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Consultants (Please fill in corresponding Worksheet)	\$180,589	\$0	\$180,589	\$0 0%
Conference/Meetings (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Printing/Publication	\$0	\$0	\$0	\$0 #DIV/0!
Equipment Rental/Purchase	\$0	\$0	\$0	\$0 #DIV/0!
Office Expenses (Includes postage, copying, mailing, phones)		\$0	\$0	\$0 #DIV/0!
Leader Tracking System or equivalent			\$0	\$0 #DIV/0!
SUBCONTRACTORS (Please fill in corresponding Worksheet)				
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
Total One-time Subcontractors	\$0	\$0	\$0	\$0 #DIV/0!
One-Time Costs Total	\$180,589	\$0	\$180,589	\$0 0%
ON-GOING COSTS				
PERSONNEL				
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
PROJECT COSTS				
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Consultants (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Conference/Meetings (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0 #DIV/0!
Printing/Publication	\$0	\$0	\$0	\$0 #DIV/0!
Equipment Rental/Purchase	\$0	\$0	\$0	\$0 #DIV/0!
Office Expenses (Includes postage, copying, mailing, phones)			\$0	\$0 #DIV/0!
SUBCONTRACTORS (Please fill in corresponding Worksheet)				
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
	0	\$0	\$0	\$0 #DIV/0!
Total On-going Subcontractors	\$0	\$0	\$0	\$0 #DIV/0!
On-going Costs Total	\$0	\$0	\$0	\$0 #DIV/0!
INDIRECT COSTS				
	Enter percentage here			
	5			
Indirect costs	\$0		\$0	
GRAND TOTALS	\$180,589	\$0	\$180,589	\$0 0%

¹ Please enter your proposed budget in the green cells under one-time and on-going costs. Fill in the following worksheets as requested. Formulas will insert totals from worksheets on to this summary budget.

Each subcontract (including to key partner organizations) receiving \$50,000 or more must complete a "Detailed Subcontract Budget" Definition of hard money: Guaranteed, on-going annual, continuous funds (e.g. Title I, II, III, district and state funds)

Definition of soft money: A grant with a defined time limit (e.g. RTTT and foundation grants)

Principal Supervisor Initiative

Subcontractor Name:	GDKN Consultants		Grant ID #	20170154	
	Wallace Grant ¹	Non-Wallace Budget	Total Budget (by category)		
One-Time Costs	\$95,000		\$95,000		
On-Going Costs					
Indirect					
Total Budget - Wallace and Non-Wallace Support	\$95,000	\$0	\$95,000		
NOTE: Interest is expected to be earned					
	A	B	C (A+B)	HARD MONEY ANALYSIS	
Year 4: September 1, 2017 - September 30, 2018	WALLACE BUDGET	TOTAL NON-WALLACE SUPPORT	TOTAL PROGRAM BUDGET (Total Wallace and Non-Wallace Support)	Total District Hard Money, including Wallace	Hard Money as a % of Total Program Budget
ONE-TIME COSTS					
PERSONNEL					
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
PROJECT COSTS					
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Consultants (Please fill in corresponding Worksheet)	\$95,000	\$0	\$95,000	\$0	0%
Conference/Meetings (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Printing/Publication	\$0	\$0	\$0	\$0	#DIV/0!
Equipment Rental/Purchase	\$0	\$0	\$0	\$0	#DIV/0!
Office Expenses (includes postage, copying, mailing, phones)		\$0	\$0	\$0	#DIV/0!
Leader Tracking System or equivalent			\$0	\$0	#DIV/0!
SUBCONTRACTORS (Please fill in corresponding Worksheet)					
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
Total One-time Subcontractors	\$0	\$0	\$0	\$0	#DIV/0!
One-Time Costs Total	\$95,000	\$0	\$95,000	\$0	0%
ON-GOING COSTS					
PERSONNEL					
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
PROJECT COSTS					
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Consultants (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Conference/Meetings (Please fill in corresponding Worksheet)	\$0	\$0	\$0	\$0	#DIV/0!
Printing/Publication	\$0	\$0	\$0	\$0	#DIV/0!
Equipment Rental/Purchase	\$0	\$0	\$0	\$0	#DIV/0!
Office Expenses (includes postage, copying, mailing, phones)			\$0	\$0	#DIV/0!
SUBCONTRACTORS (Please fill in corresponding Worksheet)					
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
0	\$0	\$0	\$0	\$0	#DIV/0!
Total On-going Subcontractors	\$0	\$0	\$0	\$0	#DIV/0!
On-going Costs Total	\$0	\$0	\$0	\$0	#DIV/0!
INDIRECT COSTS					
	Enter percentage here				
	0				
Indirect costs	\$0		\$0		
GRAND TOTALS	\$95,000	\$0	\$95,000	\$0	0%

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