



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

(212) 251-9700
wallacefoundation.org

August 26, 2021

Talisa Dixon
Superintendent
Columbus City Schools
270 E. State St.
Columbus, OH 43215

Dear Dr. Dixon:

I am pleased to advise you that The Wallace Foundation (“Wallace,” “we” or “our”) has approved a \$1,790,000 grant (the “Grant”) to Columbus City Schools (“you” or “your”).

Purpose of the Grant: To participate in the Equity-Centered Pipeline Initiative.
Term: September 1, 2021 – August 31, 2022
Grant ID#: 20210192

Our approach is to work collaboratively with others both to create benefits for the people these organizations serve directly and to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain strong, effective partnerships with grantees. I look forward to working in partnership with you and ask that you please feel free to contact me or your Senior Program Officer, Aiesha Eleusizov, at any time at:

Phone Number: (212) 251-9724
Email: AEleusizov@wallacefoundation.org

The enclosed Grant Agreement for your review and signature includes:

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

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

Sincerely,

DocuSigned by:

04C820AAE7A6470...

Jody Spiro
Director, Education Leadership

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

Grantee: Columbus City Schools
Grant Amount: \$1,790,000
Purpose of the Grant: To participate in the Equity-Centered Pipeline Initiative.
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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 “Columbus City Schools”; that you are recognized by the Internal Revenue Service (“IRS”) as a tax exempt organization because you are a governmental entity; that you are

not a private foundation or a supporting organization; that such tax status remains in effect; and there is no issue presently pending by the IRS that could result in any change in your tax status. Your acceptance of any advances under this Agreement shall be deemed to constitute a reaffirmation of each and every representation by you in this Agreement.

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

(b) Compliance with anti-lobbying regulations

Because the Code places certain restrictions on the use of grants made by private foundations such as Wallace, you agree that no portion of this Grant may be used for lobbying or to attempt to influence legislation (within the meaning of section 4945 (d)(1) of the Code) or the outcome of any specific public election, or for voter registration within the meaning of section 4945(d)(2) of the Code.

(c) Compliance with anti-terrorism regulations

You agree to abide by United States laws, statutes and regulations prohibiting the financing of terrorism and restricting U.S. persons from dealing with any individuals, entities or groups subject to sanctions by the U.S. Treasury Department's Office of Foreign Assets Control. You will not promote, support or engage in violence, terrorism, or the destruction of any State, nor will you make subgrants or other payments to any entity that engages in such activities.

3. Withholding Payment and Termination or Expiration of Grant

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

(a) You fail to comply with the terms and conditions of this Agreement.

(b) Any representations or warranties by you shall be or become untrue, and such failure or misrepresentation has not been corrected within thirty (30) days of receiving written notice from Wallace describing such failure. In such event Wallace shall provide a written notice of cancellation specifying a date of cancellation of not less than thirty (30) days from the date of such cancellation notice.

(c) Significant changes in the organization's leadership or key project staff occur that may threaten the implementation of the Program.

(d) You become unable for any reason to carry out the purpose of the Grant.

In the event of termination of this Agreement, or upon expiration of the Grant, your previously approved expenditures and obligations incurred in good faith prior to the effective date of termination or expiration date, as the case may be, shall be considered authorized expenses under this Agreement. All other Grant funds must be returned to Wallace within ten (10) business days of the effective date of termination or expiration, as the case may be, unless Wallace agrees, in writing, that the Grant funds may be used to support other work.

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

4. Publications, Presentations and Materials

- (a) If during the term of the Grant you create publications or other public materials related to the scope of this Grant, including but not limited to reports, webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as “Products”), you shall retain the copyright to all such Products. However, you hereby grant, transfer and assign to Wallace a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for non-commercial purposes any and all such Products for the full term of copyright, in all countries, in all languages and in all media now known or hereafter developed. You shall send Wallace an electronic version, in WORD and PDF format, of all such Products.
- (b) In addition, in the course of performing the work outlined in Appendix A, you may create conferences, lectures, panel discussions, webinars, or podcasts featuring Wallace-commissioned research or other Wallace Products (hereinafter collectively referred to as “Presentations”). You agree to provide Wallace the opportunity to review and comment on your recommended topics and speakers for all Presentations. These recommendations will be shared with Wallace with sufficient time to enable Wallace to suggest alternative or additional topics and speakers for your consideration, provided that such suggestions are received in a timely manner to meet your planning deadlines.

5. Reports

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

6. Participation in Studies and Evaluations

To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit

lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated.

As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.

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

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

8. Public Announcements and Acknowledgement

- (a) Wallace reserves the right to announce the Grant publicly in a manner and at a time of its choosing. You may make your own announcement, subject to Wallace's right to approve the release and time before it is issued.
- (b) Acknowledgment of the Grant should include: a general acknowledgment of "The Wallace Foundation" among your list of annual funders on your website and all appropriate print and electronic programs, publications, and public announcements for the Grant period; and specific acknowledgment of Wallace's support of the Grant activities on all related electronic and printed materials including but not limited to your website, e-announcements and e-newsletters, books, posters, brochures, press releases, and in public announcements (both in person and online) referring to the Grant activities. Prominence of acknowledgment should be commensurate with the level of Wallace's support relative to other funding sources.
- (c) Wallace typically includes a link on www.wallacefoundation.org to the grantee's website. Wallace's website contains hundreds of free resources and you may want to consider a link from your site to Wallace's Knowledge Center.

- (d) Neither party shall use the logo of the other without the prior written permission of the other.

9. Miscellaneous

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

Signatures

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

For The Wallace Foundation

Will Miller 8/26/21
 Will Miller Date
 President

ACCEPTED AND AGREED:
Columbus City Schools

DocuSigned by:
 By: Dr. Talisa Dixon 8/30/2021
 Signature Date

Name: Dr. Talisa Dixon

Title: Superintendent/CEO

APPENDIX A

Grantee: Columbus City Schools
Grant Amount: \$1,790,000
Term: September 1, 2021 through August 31, 2022
Grant ID#: 20210192

Wallace's mission is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

Our approach is to work collaboratively with others both to create benefits for the people these organizations serve and to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain strong, effective partnerships with grantees. We have learned from our grantees that our approach means your experience working with Wallace may be similar to your experience with other foundations in some respects, and different in others. Here is what you can expect in working with Wallace:

- The key to successful partnerships is a mutual commitment to open, candid, ongoing and respectful communications. We commit to be clear and timely in communicating our goals, strategies and expectations. In turn, we ask that you share with us what's working well, if something isn't working as expected, and what you are learning. We take seriously our own accountability as a foundation to use philanthropic resources wisely, which means regularly assessing whether the work we are funding is creating hoped-for results and benefits.
- To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated. As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.
- To support shared learning, we may ask grantees to participate in learning communities with other grantees and experts to discuss experiences and challenges in the work, exchange ideas, share expertise, and advise members of the community on issues that may be relevant to your work. In turn, we commit to organize these convenings so that you will find them a valuable use of your time.

A. Initiative strategy and purpose

Given that comprehensive, aligned principal pipelines have been demonstrated to benefit student achievement, and given the key role of principals in advancing equity, this initiative seeks to learn whether and how districts can develop and implement comprehensive, aligned principal pipelines that produce equity-centered leaders who can help bring a district's vision of equity to

fruition. The initiative seeks to benefit both participating districts, and yield broadly applicable approaches that other districts can adapt to their own contexts.

The question the initiative seeks to answer is:

“How can large, high-needs districts, in partnership with their stakeholders, create comprehensive, aligned principal pipelines and other supports that are capable of producing and supporting equity-centered leaders within the district ecosystem?”

B. Goals/Deliverables

The context: The five-year goals

At the end of a successful initiative, each district and its stakeholders will have:

- Defined what equity means in the context of the district’s history, policies and strategic vision, and with the input of key stakeholders including parents and students;
- Developed a comprehensive, fully aligned principal pipeline and other supports that produce equity-centered leaders;
- Made each of the seven key pipeline features fully reflect the district’s context and definition of equity; and
- Aligned this principal pipeline with the district’s strategic plan, policies and practices, its central office, its equity office (if it has one), and the pipeline functions and the structures of the various organizations in its ecosystem (i.e., feeder university preparation programs, state policies and local community organizations).

The districts’ work will center on developing a vision and working definition for equity in their school systems and feeder principal preparation programs and putting this vision into action in how aspiring principals are developed, hired and placed, and trained on-the-job during their early years as school leaders. This enhanced version of a comprehensive, aligned principal pipeline would take into account all the pipeline parts—including principal supervision that supports leaders in improving equity and instruction and the design and implementation of an equity-focused leader tracking system that serves as a resource for identifying, recruiting and supporting candidates, including those who perhaps might have otherwise been overlooked.

We anticipate that such an initiative would involve the full district “ecosystem,” by which we mean all the organizations that form the community affecting the education of children and preparation of teachers and leaders. This includes the district’s central office, university partners, stakeholders (such as students, parents, city agencies and community organizations), and the state education agency or agencies.

Year One goals (September 1, 2021 –August 30, 2022)

The first year of the Equity-Centered Pipeline (ECPI) work focuses on the seven domains with special attention to the “Six Circle Model” adapted from the Dalmau Network Group and as cited by the National Equity Project. This model makes an important distinction about equity driven work: “above the line” activities that focus on tactical processes, and “below the line” activities that focus on relationships and identity. In the service of sustainable transformation, we believe the first year’s work must balance the “above the line” processes with the “below the line” work - that is, emphasizing the importance of relationships, identity, information, and

community as we develop an equity-centered leadership approach that principals in Columbus City can understand and use to advance anti-racist goals. Accordingly, there are several components of the year one plan focused on relationships and belonging in this work, in addition to the tactical aspects of the implementation.

In year one of the plan, we will organize the leadership of the ECPI and establish the ECPI Committee consisting of a broad range of stakeholders from Columbus City School (CCS), Ohio State University (OSU), Ashland University (AU), the Ohio Department of Education (ODE), and representatives from the Columbus community. This high-level committee will be the primary decision-making body for this initiative, serving as the primary interface between the district and the community at large. Reporting to the ECPI Committee are seven subcommittees, chaired by the district’s Principal Coaches and the Executive Director of Transformation and Leadership. These committees will focus on the annual goals of the action plan and report progress to the ECPI Committee. This committee will guide the work and ensure that the necessary foundational work is established in year one which includes developing the necessary structures, processes and the collection of data (surveys, self-study, audits) that are mission critical for launching this work which will also serve as a springboard and guide the ECPI work moving forward. To ensure this work will become a systemic imperative throughout CCS, the ECPI will focus on showcasing and communicating its vision, plans, and successes to all stakeholders. The entire ecosystem (i.e., all members of the school community) must understand the relevance and urgency of the initiative, and the ECPI’s role in creating and maintaining this awareness is critical.

Key partners

<i>(List key partners to accomplish the following scope of work)</i>		
<p>Community partners</p> <ul style="list-style-type: none"> • Battelle For Kids • City Year 	<p>State partner(s)</p> <ul style="list-style-type: none"> • Ohio Department of Education, Office of Educator Effectiveness 	<p>University partners</p> <ul style="list-style-type: none"> • Ashland University, Dwight Schar College of Education • Ohio State University, College of Education & Human Ecology

Main program actions in Year One

Throughout the initiative districts and their partners will employ the six key actions listed below, working together with all the partners in the ecosystem. District teams will be asked to share their challenges, opportunities, pitfalls and back-steps during this process. Confidentiality and anonymity will be maintained throughout.

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

Districts will form “interdependencies” with their local community stakeholder organizations, university preparation programs and the state agencies. Other stakeholder groups in the district’s ecosystem will be locally identified, and may include community groups, city agencies, business leaders, parents, school leaders, and students.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Two: Visioning and strategic planning

Districts and their stakeholders should be intentional and explicit about their vision. Districts will identify the realities on the ground, and then develop strategies to address them. This will include integration of the equity pipeline as a lever for districtwide change in the district’s strategic plan and the superintendent’s goals.

Such plans will also include the roles and actions of their various partners and how everything fits together cohesively and is staged. Strategies to engage local community groups and the school board will be supported by Wallace-provided technical assistance from the National Urban League and the Council of the Great City Schools, respectively. Plans will be used as a foundation for baseline data analysis obtained via technical assistance in conducting three assessments using a team process: (1) an equity audit; (2) a self-study of the current principal pipeline against best practice; and (3) an assessment of the quality of the principal preparation programs. Through these analyses, gaps will be identified against the current practice.

A concluding step in the first year will be to develop a “logic model” with all stakeholders that depicts the goals, actions and intended outcomes of their efforts to comprehensively address the gaps identified between pipeline and equity goals and the metrics by which success will be measured. The logic model will be implemented during the subsequent years and revisited throughout the project as conditions change.

The district will be assigned a consultant who will help coordinate these activities.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Three: Defining “equity” and “equity-centered leaders”

Based on this vision, each district would intentionally define “equity” with the partners and, further, define the skills needed by equity-centered leaders in its community. While districts in the preparatory test identified various skills that equity-centered leaders should have, there were some points of commonality. All included the ability to:

- Engage the voices of families, the community and students;
- Uncover and disrupt inequities in their school and district;
- Allocate resources equitably; and
- Be able to perform these functions in a virtual environment if necessary.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Four: Designing an equity-centered principal pipeline that translates the vision into reality

Districts will bring their vision into action through a detailed assessment of all seven principal pipeline domains and deeply embedding equity within each. This will be implemented during the subsequent years of the initiative. Technical assistance in developing leader tracking systems will be provided.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Five: Providing mentoring and training for current assistant principals to become the next generation of equity-centered principals

The development of a comprehensive, aligned principal pipeline is a long-term endeavor, albeit one that showed results after only two years, according to the RAND study. In particular, it takes time to establish high-quality pre-service training aligned with the leader standards of the districts that hire its graduates and see its effects—in large part because graduates generally don't ascend to the principal position right away. Rather, they spend several years in other posts first, typically as assistant principals. Therefore, in the early years, it is important that districts address not only the principal pipeline but also the training and support of sitting assistant principals. These activities may also include in-service programs for sitting principals.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Key Action Six: Engaging in continuous improvement

The initiative asks districts to continuously assess their progress through incorporating on-going critical reflection with their partners, the lessons from the ongoing research, technical assistance from organizations in the field and regular communication with their Wallace consultant, who will help facilitate all these activities. Several professional learning communities will help facilitate this process for initiative participants. These are forums where grantees meet to discuss their experiences, share ideas and hear various perspectives from those engaged in this work.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish this key action.

Participation in research and data requirements

The district, community, and any individual participating in this initiative will not be identified in any public report; and will be provided opportunities to review, for accuracy and confidentiality, all research reports before they are published.

Requests for student data that are not already publicly available will be discussed with the district and collected upon mutual agreement. In addition, data requests will be coordinated between the program and research teams to ensure minimum duplication of data requests.

K-12 Student-Level data, disaggregated by key demographics, including race, ethnicity, gender identification, SES/free or reduced-lunch eligibility, zip code of residence, homelessness/ houseless status, IEP/SPED status, English learner/reclassification status, and gifted/talented status, including:

- Achievement data;
- Enrollment, course-taking, grades, and exit data;
- Attendance data;
- Disciplinary data;
- Matriculation data;
- Socio-emotional learning data (if available); and
- Post-secondary data (if available).

Educator workforce data, including teachers, assistant principals, principals, principal supervisors, coaches, and other personnel that are classified as administrators, disaggregated by key demographics including:

- Professional history/personnel data;
- Assignment history;
- Educator school climate surveys (if available);
- Exit surveys or interviews (if available); and
- District principal pipeline/grow your own/internal aspiring leader program data (if available).

District-Level data, including:

- Hiring in district positions related to diversity, equity, and inclusion (from 2010, if available);
- System information (e.g., AYP/ESSA plans, org charts, etc.);
- Policy documents (e.g., Desegregation/equity MOU plans and documents); and
- Website metrics/analytics.

School-Level data, including:

- Academic and operations (e.g., CSI, Title I, course offerings, school climate surveys);
- Budget;
- Technology (e.g., tutoring systems, dashboards, student access); and
- Schools' programs, policies, or processes (e.g., discipline, SEL, others).

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish effective participation in the research.

Wallace network activities

- Initiative-wide program technical assistance provided to all teams by Wallace:
 - National Urban League (community engagement);
 - Council of the Great City Schools (school board engagement);
 - Leader Tracking Systems technical assistance;
 - Equity-audit;
 - Mentor program assistance; and
 - *Quality Measures* assessment for university partners.

- Wallace professional learning community (PLC) and other grants management activities: Three initiative PLCs (with superintendents) as follows: Nov. 15-16, 2021 (virtual); March 28-29, 2022 (in-person); and June 17, 2022 (virtual) These are coordinated with the program deliverables so PLCs are used for discussion of and feedback on deliverables by which subsequent revisions may be considered.
- Annual “Day at Wallace” team review of progress and problem-solving.
- Regularly-scheduled conference calls (twice per month) with your Wallace contact.
- Other conference calls and virtual activities with your Wallace contact and/or ECPI consultant.

The Year One workplan (due by October 8, 2021) delineates specific activities to accomplish effective use of technical assistance.

Program deliverables

Deliverable due by October 8, 2021

- Deliverable 1a: Year One workplan
 - To be discussed at the PLC on November 15, 2021 (1pm – 4pm ET)
- Deliverable 1b: Full list of community partners

Deliverables due by February 28, 2022: All to be discussed at the March 28-29 PLC

- Deliverable 2: Draft definition of equity
- Deliverable 3: Draft definition skills of equity centered leaders
- Deliverable 4: Analysis of learning from equity audit

Deliverables due by May 18, 2022: To be discussed at the June 17 PLC (1:00 – 5:00 ET)

- Deliverable 5: Analysis of preparation programs (Quality Measures)
- Deliverable 6: Draft of equity-centered pipeline elements by domain
- Deliverable 7: Draft logic model (will become the basis for the Year Two scope, budget and workplan)

Note: Year Two scopes, budgets and workplans will be negotiated with your Wallace contact beginning in June 2022 for implementation from September 1, 2022 – August 31, 2023. The logic model will be the basis for those discussions.

Fiscal Agent

The district will assume the role of fiscal agent with respect to the funds received from Wallace. In your role as fiscal agent, you will ensure that pass-through distribution of grants to the two university and state partners is accomplished in a timely way.

Responsibility for legal review

Wallace expects that all grantees of the Equity-Centered Pipeline Initiative will comply with applicable federal, state and local anti-discrimination and equal opportunity laws and that no portion of the grant funds will be used to in any way discriminate against, deny benefits to, deny employment to, or exclude from participating any persons (except where expressly permitted by law) on the grounds of race, color, national origin, religion, age, disability, marital status, sexual orientation, gender, legal citizenship or any other characteristic protected by law.

C. Changes to the Grant

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

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

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

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

D. Reports and Financial Analysis

Progress and financial reports (Guidelines will be sent no later than six weeks in advance of the due date):

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

E. Payment Schedule

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

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

DocuSigned by:

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Jody Spiro, Director of Education Leadership

8/27/2021

Date

Equity-Centered Pipeline Initiative - Budget Summary YEAR ONE

Maximum grant request: \$700,000 district, \$470,000 per university partner and \$150,000 state

District Grantee of Record:	Columbus City Schools	Grant ID #	20210192
	One-time	On-going costs beginning in Year Two	Total grant funds
District costs	\$700,000	\$0	\$700,000
Ohio State University costs	\$470,000	\$0	\$470,000
Ashland University costs	\$470,000	\$0	\$470,000
State costs	\$150,000	\$0	\$150,000
Total Budget	\$1,790,000	\$0	\$1,790,000

NOTE: Interest is expected to be earned

Year One: September 1, 2021 - August 31, 2022	One-time costs	On-going costs beginning in Year Two	Total grant funds
SUMMARY DISTRICT COSTS (Please complete a separate budget tab for all district costs)			
Project Director salary and fringe	\$150,000	\$0	\$150,000
Visioning and strategy development (district staff, principals, students, board, community)	\$48,999	\$0	\$48,999
Community re-grants	\$80,000	\$0	\$80,000
Developing equity-centered leader standards	\$25,000	\$0	\$25,000
Leader Tracking System	\$220,000	\$0	\$220,000
PD for sitting leaders	\$30,000	\$0	\$30,000
Communications technical assistance	\$25,000	\$0	\$25,000
Co-constructing curriculum with prep partners	\$10,000	\$0	\$10,000
TA to support district's implementation plan	\$0	\$0	\$0
PD for novice leaders (teacher leaders, AP, principals), includes TA	\$62,698	\$0	\$62,698
Local travel and accommodations	\$1,000	\$0	\$1,000
PLC travel and other Wallace Network Activities	\$13,970	\$0	\$13,970
District equity audits (paid by Wallace)	n/a	n/a	\$0
NUL Technical assistance to districts (paid by Wallace)	n/a	n/a	\$0
CGCS Technical assistance to districts (paid by Wallace)	n/a	n/a	\$0
Leader Tracking System Technical assistance (paid by Wallace)	n/a	n/a	\$0
EDC Quality Measures and Partnership tool	n/a	n/a	\$0
Consultant support (paid by Wallace)	n/a	n/a	\$0
Initiative Professional Learning Community (paid by Wallace)	n/a	n/a	\$0
Principal/ AP Professional Learning Community either Year 1 or 2 (paid by Wallace)	n/a	n/a	\$0
Indirect costs for district costs (est 5%)	5.00%	\$33,333	\$33,333
TOTAL district costs	\$700,000	\$0	\$700,000

	One-time costs	On-going costs beginning in Year Two	Total grant funds
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District Grantee of Record:	Columbus City Schools	Grant ID #	20210192
SUMMARY RE-GRANT TO Ohio State (Please complete a separate budget tab for each university)			
Project Director salary and fringe	\$165,000	\$0	\$165,000
Partner Provider program for re-design	\$50,000	\$0	\$50,000
Faculty Costs (implementation of the logic model)	\$0	\$0	\$0
Development of visioning and strategy	\$70,000	\$0	\$70,000
Leader Tracking System	\$50,000	\$0	\$50,000
Local meeting costs	\$50,000	\$0	\$50,000
Local travel and accommodation costs	\$2,000	\$0	\$2,000
PLC travel and other Wallace Network Activities	\$21,696	\$0	\$21,696
Initiative-wide PLC starts Year 1 and Preparation program PLC in either Year 1 or 2 (paid by Wallace)	n/a	n/a	\$0
Indirect costs (max 15%)	Enter percentage here 15.00%	\$0	\$61,304
TOTAL re-grants to Ohio State	\$470,000	\$0	\$470,000
SUMMARY RE-GRANT TO Ashland University (Please complete a separate budget tab for each university)			
Project Director salary and fringe	\$150,000	\$0	\$150,000
Partner Provider program for re-design	\$50,000	\$0	\$50,000
Faculty Costs (implementation of the logic model)	\$0	\$0	\$0
Development of visioning and strategy	\$85,000	\$0	\$85,000
Leader Tracking System	\$50,000	\$0	\$50,000
Local meeting costs	\$50,000	\$0	\$50,000
Local travel and accommodation costs	\$2,000	\$0	\$2,000
PLC travel and other Wallace Network Activities	\$21,696	\$0	\$21,696
Initiative-wide PLC starts Year 1 and Preparation program PLC in either Year 1 or 2 (paid by Wallace)	n/a	n/a	\$0
Indirect costs (max 15%)	Enter percentage here 15.00%	\$0	\$61,304
TOTAL re-grants to Ashland University	\$470,000	\$0	\$470,000
	One-time costs	On-going costs beginning in Year Two	Total grant funds
SUMMARY RE-GRANT TO STATE (Please complete separate tab for detailed state budget)			
Advisory committee meetings	\$70,000	\$0	\$70,000
Staff/consultants	\$65,000	\$0	\$65,000
Wallace Network Activities and local travel	\$7,857	\$0	\$7,857
Initiative-wide Professional Learning Community, including travel (paid by Wallace)	n/a		\$0
Indirect costs for state (est 5%)	Enter percentage here 5.00%	\$0	\$7,143
TOTAL re-grants to state	\$150,000	\$0	\$150,000
GRAND TOTALS	\$1,790,000	\$0	\$1,790,000

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