

Board Packet



MILLION DOLLAR
TEACHER
PROJECT

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Dear Prospective/Returning Board Member,

You are taking the first step towards becoming part of a dynamic team that works to elevate the teaching profession with innovative programs and dedicated professionals. If you are a returning board member, we are excited to have you continuing your work with us! I am always driven by others who share my energy and passion for teachers. The Million Dollar Teacher Project Board Members are Teacher Fans and an integral part of this energy.

Every day, the Million Dollar Teacher Project is on the ground in schools, businesses, and communities to achieve our vision and mission.

Vision

Creating a world where every student experiences excellent education every day.

Mission

Elevate the teaching profession through increased recognition, compensation, and support.

I decided to launch the Million Dollar Teacher Project because I firmly believe that directing more support, funding, and resources directly to the teaching profession is the best way to improve schools and the public education system. We launched in October 2016 and continue to grow as our work becomes more rewarding. I am committed to the vision of MDTP and am sincerely excited for you to be involved.

At this point in our growth, we need dedicated individuals who are champions and ambassadors of the Million Dollar Teacher Project, seeking to extend our reach to the rest of the valley, state, and country. While engaging your current audience with the Million Dollar Teacher Project and our efforts, you'll enjoy the benefits of working with a talented and diverse team that invests in your goals, too. Our organization is working in brand new ways to engage the public in supporting teachers – I hope you'll join us in making a difference in teacher's lives by sharing your time, talent and treasures with us in service of our mission. I look forward to receiving your application and discussing your involvement in elevating the teaching profession.

Sincerely,

Programs

Compensation

We develop technology, products, strategies and services that can be used to generate NEW revenue for the education system that are not tied to state funding, property taxes or tax credits—that can be used to increase teacher salaries or help those salaries go further.

- **Educator Endowment Fund** – Schools will be able to apply for grants to increase teacher salaries and help pay for professional development, amongst other needs.
- **Teacher League App** – A competition-based app will allow teachers to post videos of themselves teaching their best lessons so that people can vote for the best teachers. Revenue from advertising will fund other programs.
- **Teacher Appreciation Package (TAP)** – We partner with businesses to offer discounts on goods and services to teachers.

Recognition

The MDTP brings families, businesses, and schools together to recognize and elevate teachers by actively creating unique ways to celebrate teachers.

Lack of recognition and respect are one of the top reasons teachers cite for leaving the profession. Showing teachers that they are valued is key to retention and recruitment.

- **Take a Teacher To Lunch** – MDTP works with businesses, restaurants and community partners to bring fully catered lunch celebrations directly onto school campuses.
- **Feel Like a Million Dollars**– Students, teachers, and parents vote for the best educator in their school and we put on a party to award prizes to the winner!
- **One in a Million Teacher Feature** – Every month, we find and feature excellent teachers to receive a prize pack, feature on our website/social media and be interviewed on one of iheart Radio's Mix 96.9's radio shows.

Support

By rethinking how teachers are recruited, trained, and retained, we can solve issues that prevent them from doing their best work. We engage partners from early childhood to post-secondary levels and seek to create a teacher pipeline that will attract talented people to the classroom and send more support directly into the classroom.

- **Classroom Support Team** – MDTP leverages partnerships to place talented individuals with teachers. The team assists with technology integration, student teaching, teacher assisting, parent/student engagement, successfully improving teacher morale and student performance.
- **Million Dollar Teacher Tree** – In partnerships with businesses across the Phoenix Valley, teachers submit their wish list and the items become "apples" on our trees. Located in businesses, these trees allow people to donate wish list items to the teacher.

Our Impact

3,150+

teachers celebrated at Take a
Teacher to Lunch events since 2016

12,750

hours of free time given to teachers with the
help of our Classroom Support Team

40/40

kids have improved standardized test scores
with the Classroom Support Team

65,600+

students reached through our work with
teacher

Founding Board

Chanel Dudoit

Community Development
Microsoft

Carol Farabee

Consultant

Jared Greenberg

Manager
Uncle Louie's Restaurant

Ryan Hamilton

Realtor United Brokers Group

Lynnette Harris-Scott

Consultant

Jessica Heart

Owner
Heart2Heart PR

Lloyd Hopkins

CEO/Founder
Million Dollar Teacher Project

Juan Kingsbury

CEO
Career Blindspot

Wiley Larsen

Program Manager
Postdoctoral Affairs Office at ASU

Kristine Morris

Superintendent
Union Elementary School District

Bill Pankey

Consultant

Erica Schwartzmann

Partnership Manager
Arizona State University

Colin Seale

Founder/CEO
thinkLaw

Current Board Biographies

Lloyd Hopkins CEO/Founder



Lloyd Hopkins, an organizational leader with extensive experience in community and nonprofit work, has always been committed to the advancement of K-12 education in Arizona. He graduated from Arizona State University with a degree in Nonprofit Management and Leadership. With his education and passion for ensuring quality education for all, he launched the Million Dollar Teacher Project in 2016. Lloyd also serves as a member of Real Engagement through Active Philanthropy, a fund under the AZ Community Foundation to make a positive impact on African-American Youth and has received the Education Equity Award from the East Valley NAACP and the Leaving the Dream award from the AZ MLK Celebration Committee.

Karen Ulinski Chair



The daughter of a retired firefighter from Upstate NY, Karen learned at a young age about the necessity to help others in whatever capacity possible. Others who might be complete strangers and who might have nothing in common besides being fellow human beings.

She has collaborated with and volunteered for local non-profit organizations representing all types of groups in our community. Karen works for Arizona-based Pioneer Title Agency who has made a "Commitment to Service." These experiences allow her to be bold in her pursuit to help elevate the lives of others.

Rhonda Bowman Vice Chair



Passionate and highly skilled educator with 14 years of special education and team building experience. Proven leadership abilities with a track record of establishing and nurturing strong working relationships with students, parents and faculty.



Kristine Morris Treasurer

Kristine Morris, Superintendent of Union Elementary School District, has spent her entire career teaching in and leading public schools throughout Maricopa County. A strategic and systemic thinker, in her prior role, Ms. Morris provided collaborative leadership in the development of the Maricopa County Education Service Agency (MCESA) into a nationally recognized Educational Service Agency known for quality innovations in teaching, learning, and leadership for the fifth largest county in the Nation.



Secretary



Michelle Alvis Member

Personal-able, enthusiastic professional with a work history of creating high-energy, positive, and development of various programs & departments. Successful engagement of various department heads in leading teams & producing optimal results. Continuing of cultivating strong professional relationships with all levels of management to ensure development. Passionately committed to clients & family's success as well as loyalty.



Jason Kerrick Member

Regional Manager, Regional Leader with extensive experience overseeing the daily operations of 13 retail bank locations with 90 employees and \$685 Million in deposits. Well-developed skills hiring, training, and mentoring all levels of staff and implementing strategies that increase bank membership, loans, and business service sales. Dedicated leader with outstanding communication skills and a proven track record of success opening new branch locations, improving operations, and increasing deposits.

Brian Stinson **Member**



Brian is an engineer, entrepreneur, father, and athlete with nearly 30 years' experience building high performing teams and driving culture change. In 2016, he left his role as IT Workforce Strategist at Intel Corporation to launch The PEAK Fleet consultancy with the sole purpose of helping organizations create engaged workforces that thrive together. Brian's core values are Open Mindedness, Humility, Fairness, Wellness, Family, and Independence.

Bill Pankey **Treasurer**



Bill Pankey has been involved in training and development for over 25 years. With experience as an Executive Director and Training & Development Specialist, Bill has enjoyed a storied career offering multifaceted, broad-based expertise in training and development, organizational leadership, strategic planning, financial controls, and operational directives. Over the course of his career, Bill has been an active mentor and teacher for students of all ages.



Truc Doan Member

Truc Doan graduated from Arizona State University (ASU) in 2019, receiving a Bachelor's Degree in Communication and a certificate in Cross-Sector Leadership. Truc has mastered her skills in leadership and has worked in many leadership roles during her academic and professional career. Early in her academic career, she worked in Recruitment for Chandler-Gilbert Community College. During her time there, she collaborated to create the First Year Experience which helped guide students as they made their transition from high school to college. She was also the President of the school's volunteer club. During her time at ASU, she was a member of a leadership program called The Next Generation Service Corps. This is where she met Executive Director/Founder, Lloyd Hopkins and collaborated with other Service Corps members in developing The Million Dollar Teacher Tree. Truc continued her work with MTDP as an intern throughout her time at ASU and helped implement the Teacher Tree into the community, as well as assisting with Take A Teacher To Lunch. Professionally, Truc is a mortgage professional who has held many leadership positions in corporate settings and is now looking forward to continuing her work with MDTP.

Board Commitments

Board of Directors Terms

MDTP's Board of Directors have adopted following Board goals to help strengthen the organization and increase our collective impact. Should you be selected to join, you would be working with us to achieve the following:

- 100% of MDTP Board Members will annually make at least one (1) introduction to a new school
- 100% of MDTP Board Members will actively engage in MDTP social media on @ least one (1) platform by creating MDTP social media posts from their personal account, liking, sharing and retweeting MDTP content.
- 100% of MDTP Board members will raise or donate at least \$1,000.
- 100% of MDTP Board Members will share at least one (1) new donor contact.
- 100% of Board Members will attend at least 1 MDTP event.
- Every MDTP Board and committee meeting will have 80% attendance.

Officer Role Descriptions

There are four officers of the board, consisting of a Chair, Vice Chair, Secretary, and Treasurer.

Chair – The Chair will regularly convene board meetings, preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice-president, secretary, treasurer.

Vice-Chair – The Vice-Chair will chair committees on special subjects as designated by the board.

Secretary – The secretary will be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.

Treasurer – The treasurer will make a report at each board meeting. The treasurer will chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

General Roles and Responsibilities of Board Members

Participation

- Serve as an engaged, informed, and enthusiastic MDTP volunteer and Board Member.
- Work diligently to enhance the organization's public standing.
- Positively promote MDTP in the community as part of an overarching cultivation strategy for community members.
- Actively serve on a minimum of one MDTP Board committee per year.
- Get to know other board and committee members and build a collegial working relationship that contributes to consensus.
- Participate in the MDTP Review process, including participation in at least one program visit/event per year.
- Actively recruit community members to participate in MDTP Review.
- Attend and actively participate in the MDTP annual Board of Directors
- Review Board and Committee meeting minutes, as well as other materials in advance of Board meetings.
- Understand and comply with the organization's Bylaws and governing documents.
- Assist with development and implementation of the organization's strategic goals and overarching organizational objectives.
- Comply with the Board's fiduciary responsibilities and all governance models; ensure legal and ethical integrity.
- Miss no more than one board meeting per year.
- Participate in the scheduled committee meetings of the committee the board member has elected to join.
- Host 1 MDTP related event per year.
- Conduct 1 introduction to a new school that MDTP has not engaged per year.

Financial

- Raise or donate at least \$1,000 to MDTP during each fiscal year.
- Participate in fundraising activities by serving as an ambassador, advocate or asker for prospective funding sources.
- Approve and provide oversight of the organization's budget
- Regularly review the organization's financial records in order to provide sound financial oversight and governance of the organization.
- Ensure completion of an annual audit of the organization's financial records by an independent auditor.
- Help MDTP make 1 new donor contact per year

General Responsibilities and Governance

- Complete a Conflict of Interest Statement each year
- Uphold and ensure planning, programs and activities support the organization's values and mission statement.
- Approve Bylaws changes and authorize committees as may be necessary.
- Employ and participate in the annual evaluation of the organization's Executive Director.

Financial Committee

- The financial committee meets bi-monthly

Program Commitment

- [Take a Teacher to Lunch](#) (TTL) occurs once a quarter throughout the academic school year, event sponsorship varies**
- [One in a Million](#) occurs monthly throughout the academic school year, prize sponsorship varies
- The [Teacher's Lounge Podcast](#) occurs throughout the academic school year
- [Teacher Recognition Ideas](#) occurs throughout the academic school year, sponsorship varies based on the number of teachers at each school**
- [Thank a Teacher Door Decoration Contest](#) occurs during the academic school year
- [Benjamin's Pass the Apple Scavenger Hunt](#) occurs throughout the academic school year
- [In Teachers We Trust Endowment Fund](#)*- This fund will be used to offer scholarships to teachers, emergency assistance to teachers experiencing hardships, field trip grants and basic needs assistance for students identified by teachers.
- [Classroom Support Team \(CST\)](#) occurs from September through March
- [Million Dollar Teacher Tree \(MDTT\)](#) occurs from July through September, sponsorships will vary based on a teacher's request**
- [Spruce the Lounge](#) occurs intermittently, sponsorship varies based on remodeling plan* **
- [Title 1 Tech](#) occurs throughout the year**

*Indication of a program fundraiser

**Indication of a program sponsorship opportunity

Please list the two programs you are committed to sponsoring/supporting as a board member:

- 1.
- 2.

Board Goals

MDTP Goals	<p>Focus Area I: Support</p> <ul style="list-style-type: none"> Goal 1: Create sustainable holistic solutions to effectively drive more support into Title-I classrooms and campuses in marginalized communities by 2028. <p>Focus Area II: Recognition</p> <ul style="list-style-type: none"> Goal 2: MDTP is implementing recognition programming statewide by 2028. <p>Focus Area III: Compensation</p> <ul style="list-style-type: none"> Goal 3: Create sustainable solutions to impact teacher compensation at Title-I school campuses in marginalized communities by 2028. <p>Focus Area IV: Sustainability</p> <ul style="list-style-type: none"> Goal 4: Secure multiple committed streams of revenue to support 100% of infrastructure and operations by 2028. 			
Board Goal Area	Responsibilities and Governance			
	Board and Committee Meeting Attendance	Attend MDTP Event	Make School Introductions	Communication
Annual Goal	Every MDTP Board and committee meeting will have 80% attendance	100% of Board Members will attend at least 1 MDTP event.	100% of MDTP Board Members will annually make at least one (1) introduction to a new school	100% of MDTP Board Members will actively engage in MDTP social media on @ least one (1) platform by creating MDTP social media posts from their personal account, liking, sharing and retweeting MDTP content.
July 11, 2022				
Sept 12, 2022				
Nov 14, 2022				
Jan 9, 2023				
Mar 13, 2023				
May 8, 2023				
Board Goal Area	Financial			
	Personal Fundraising	Funder Contacts		
Annual Goal	100% of MDTP Board members will raise or donate at least \$1,000.	100% of MDTP Board Members will share at least one (1) new donor contact. Text		
July 11, 2022				
Sept 12, 2022				
Nov 14, 2022				
Jan 9, 2023				

Mar 13, 2023				
May 8, 2023				

Bylaws of Million Dollar Teacher Project

Amended and Restated Bylaws

of

Million Dollar Teacher Project

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be Million Dollar Teacher Project. It shall be a nonprofit organization incorporated under the laws of the State of Arizona.

Section 2 — Purpose: Million Dollar Teacher Project is organized exclusively for charitable and education purposes.

The purpose of this non-profit organization is to:

- increase support for teachers inside and outside of the classroom
- raise the profile of highly effective teachers
- drastically improve teacher compensation to bring the teaching profession to the prestigious level it deserves

Section 3- Vision & Mission

Vision: Every student experiences excellent instruction every day.

Mission: Elevate the teaching profession through increased recognition, compensation and support.

ARTICLE II — MEMBERSHIP

Section 1 — Membership: Membership shall consist of the board of directors.

Section 2 — The board of directors shall exercise all rights of the members as that term is used in the Arizona Nonprofit Corporation Act.

ARTICLE III — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the organization, and delegates responsibility of day-to-day operations to the staff and committees. The board shall have up to 11, but not fewer than 3 members. The board receives no compensation for service on the board other than reimbursement for reasonable expenses.

Section 2 — Legacy Directors: Lloyd Hopkins shall be a director for his lifetime, or until he resigns, or is determined incapacitated by his personal physician, or is removed For Cause by vote of seventy-five percent (75%) of the other directors. During the period that Lloyd Hopkins (or any successor Legacy Director) is the Executive Director of the organization, he shall be a non-voting director and shall not count towards the number of directors identified in Section 1 or the quorum identified in Section 7 of this Article. As used in these Bylaws, “For Cause” shall mean an act that constitutes (a) a felony relating to fraud or misappropriation of funds or property of another, or (b) a breach of the fiduciary duties to the organization. If Lloyd Hopkins is no longer serving as a director as set forth in this Section, the vacancy shall be filled by an individual that is in the familial lineage of Lloyd Hopkins to be identified by the board as soon as practical, and such individual shall serve under the same conditions as Lloyd Hopkins as set forth in this Section. All such individuals serving pursuant to this Section shall be “Legacy Directors” as used in these Bylaws and their service shall be governed pursuant these Bylaws.

Section 3 — Terms: Except for the Legacy Directors, all board members shall serve-four-year terms, but are eligible for reappointment/reelection for up to two consecutive terms. After at least one year off the board, board members may again serve within the above guidelines. Founding board members shall serve initial terms that last from one to three years to create a staggered board structure.

Section 4 — Meetings and notice: The board shall meet at least quarterly at an agreed upon time and place. An official board meeting requires that each board member have written notice at least two weeks in advance.

Section 5 — Board elections: During the last quarter of each fiscal year of the organization, the board members shall elect board members to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the board, called in accordance with the provisions of these bylaws.

Section 6 — Election procedures: New board members shall be elected by the majority vote of the board members present at such a meeting, provided there is a quorum present. Board members so elected shall serve a term beginning on the first day of the next fiscal year.

Section 7 — Quorum and Action: At all meetings of the board, a majority of the directors in office immediately preceding the meeting shall be necessary and sufficient to constitute a quorum for the transaction of business. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the board, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws. Notwithstanding anything in these Bylaws to the contrary, the following acts shall require the affirmative approval of the Legacy Director:

- (a) Modification, amendment, restatement or repeal, in whole or part, of the Articles of Incorporation of the organization;
- (b) Modification, amendment, restatement, or repeal, in whole or part, of Article I, Section 2; Article II; Article III, Sections 2, 3, 7, 9 and 10; and Article VI of these Bylaws;
- (c) Liquidation or dissolution of the organization;
- (d) Merger, consolidation, or transfer of substantially all of the assets of the organization; or
- (e) Filing of any action in bankruptcy under the laws of any jurisdiction by the organization.

Section 8 — Officers and Duties: There shall be no less than three officers of the board, consisting of a chair, vice-chair, secretary and treasurer. Their duties are as follows:

- (a) The chair shall convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: secretary, treasurer.
- (b) The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.
- (c) The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 9 — Vacancies: When a vacancy, except for a vacancy in the Legacy Director, on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 10 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the secretary. Except for the Legacy Director, a board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. Except for the Legacy Director, a board member may be removed for other reasons by a two-thirds vote of the remaining board members.

Section 11 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE IV — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board Chair appoints all committee chairs.

Section 2 — Executive Committee: The four officers serve as the members of the Executive Committee. Except for the power to amend the articles of incorporation and bylaws, the Executive Committee shall have all the powers and authority of the board of directors in the intervals between meetings of the board of directors, and is subject to the direction and control of the full board.

Section 3 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes at least one other board member. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plan, and annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee. The fiscal year shall be from

July to June. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to board members and the public.

ARTICLE V — DIRECTOR AND STAFF

Section 1 — Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate other duties as necessary.

ARTICLE VI — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary, by two-thirds majority of the board of directors, and are not effective until approved by the Legacy Director as set forth in Article III, Section 7 of these Bylaws. Proposed amendments must be submitted to the secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two-thirds majority vote on March 14, 2022.

Application

This form is 100% fillable in Microsoft Word. You may fill it out in Word, save, and send to lloyd@mdtproject.org OR print, fill out, scan, and send to lloyd@mdtproject.org.

The Million Dollar Teacher Project will never share your personal information with third parties.

Information

Name	
Date of Birth	
Mailing Address	
Mailing Address Line 2	
City	
State	
Zip	
Phone #	
Email	
Emergency Contact (E.C.) Name	
E. C. Relationship	
E.C. Phone #	

Please place a check mark (boxes will become “checked” when clicked on if filling out form in Microsoft Word) next to areas of expertise/contribution you feel you can make to further the mission and vision of the Million Dollar Teacher Project.

Relevant Expertise/Contribution

- | | |
|---|--|
| <input type="checkbox"/> Community Outreach | <input type="checkbox"/> Personnel/Human Resources |
| <input type="checkbox"/> Consulting for School Leadership | <input type="checkbox"/> Photography/Videography |
| <input type="checkbox"/> Data Science | <input type="checkbox"/> Product Development |
| <input type="checkbox"/> Education Policy | <input type="checkbox"/> Professional Development for Teachers |
| <input type="checkbox"/> Finance/Accounting | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Social Media/Communications |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Strategic Planning |
| <input type="checkbox"/> Graphic Design/Technology | <input type="checkbox"/> Early Childhood Education |
| <input type="checkbox"/> Insurance | <input type="checkbox"/> Primary Education |
| <input type="checkbox"/> Intern Development/Leadership | <input type="checkbox"/> Secondary Education |
| <input type="checkbox"/> Nonprofit Law | <input type="checkbox"/> Post-Secondary Education |

Diversity Background

- ☐ African American
- ☐ Asian American
- ☐ Latino/Hispanic
- ☐ Caucasian
- ☐ Native American
- ☐ Other
- ☐ Disabled/Special Needs
- ☐ Veteran
- ☐ Male
- ☐ Female
- ☐ Languages spoken other than English:

Other Characteristics

- ☐ Parent
- ☐ Parent to a child in school
- ☐ Parent to multiples
- ☐ Grandparent
- ☐ Family member in the education system
- ☐ Post-secondary education
- ☐ Have worked in education
- ☐ Currently work in education

Residency (please list the side of town where you reside):

- ☐ East Valley
- ☐ West Valley
- ☐ North Phoenix
- ☐ South Phoenix
- ☐ Central Phoenix
- ☐ Scottsdale/Paradise Valley
- ☐ Tempe/Chandler/Awhatukee/Gilbert
- ☐ Mesa/Gilbert/Queen Creek/
- ☐ Other area: _____

- ☐ Post-Secondary Education

Financial Contribution

As a board member, I am committing to a \$1,000 (give or get) contribution for Million Dollar Teacher Project. My options to pay my board dues are to (1) pay all of my board dues when I submit my board application or (2) pay half of my total board dues halfway through the fiscal year (by January) and the remaining half of my board dues by June 30th. Please select the financial contribution option you are committing to:

☐ 1 Pay all of my board dues now: Credit Card Info: Card number:

Exp date:

Security code:

Or pay online at this link: <https://milliondollarteacherproject.givingfuel.com/mdtp>

☐ 2 Pay half of my total dues by January 1st and the remaining balance by June 30th.

Previous Board Experience

Title	Organization	Date Start	Date End

Prior Engagement/Involvement with MDTP

Please list/describe your involvement with the Million Dollar Teacher Project including how you were introduced to the nonprofit, how you have been involved in programming, and your roles at any events you may have attended.

--

Short Answers

What about the Million Dollar Teacher Project's Mission/Vision compelled you to apply and how can you leverage your experiences to further the nonprofit's ambitions?

--

What programming area (compensation, recognition, or support) will you be able to lend the most expertise to?

--

Where do you think your strengths fit in with the current board? What gaps could you fill?
--

--

Nonprofit Conflict of Interest Policy

Name of Organization: Million Dollar Teacher Project (the "Organization")

Article 1 - INTRODUCTION:

The Organization is committed to observing the highest standards of ethical conduct in its operations and expects its directors, officers, and employees to do the same. The Board of Directors (the "Board," "Directors," or singularly, "Director") of the Organization has adopted this Nonprofit Conflict of Interest Policy (the "Policy") to ensure that the Organization remains committed to its charitable purpose.

Article 2 - PURPOSE:

The purpose of this Policy is to protect the Organization's interest when it is considering a transaction that might privately benefit a director, officer, or other senior decision-maker, as well as to avoid any excess benefit transactions.

This Policy is also intended to ensure that the Organization continues to operate in accordance with its tax-exempt purpose.

Article 3 - DUTY OF LOYALTY:

Directors, officers, governing committee members, and certain senior management, including those acting as principals for the Organization (referred to as "Interested Parties" or singularly, "Interested Party"), owe the Organization a duty of loyalty. Such duty of loyalty requires Interested Parties to avoid using their position with the Organization for personal advantage or gain. Interested Parties must also avoid any action, including voting, if applicable, where the Interested Party's personal interest, including financial interest, could conflict with the interests of the Organization.

Article 4 - DEFINITIONS:

a. Conflict of Interest: A conflict of interest occurs when an Interested Party has an interest in any matter involving the Organization that directly or indirectly conflicts with the interests of the Organization. Specifically, conflicts of interest can occur when Interested Parties have competing financial interests or personal relationships in opposition to the Organization (referred to as "Direct Conflicts of Interest"), or are related to someone with a competing financial interest or opposing personal relationship (referred to as "Indirect Conflicts of Interest"). The Interested Party may be related by blood, marriage, or business affiliation. Conflicts of interest may also arise where an Interested Party has decision-making authority in an entity that may be involved in a business relationship or financial transaction with the Organization.

The following examples of potential conflicts of interest are to be considered illustrative, but non-exhaustive:

- a. When an Interested Party stands to personally benefit financially through a transaction the Organization may be involved with;
- b. When an Interested Party has an ownership interest, including through investment, in another entity with which the Organization intends to transact or do business;

c. When an Interested Party enters or maintains an agreement to be compensated by the Organization (for the purposes of this clause, Directors who are also employees of the Organization may have a conflict in certain situations, such as voting on compensation);

d. When an Interested Party joins or creates a competing organization;

e. When an Interested Party or an entity in which an Interested Party has an ownership interest competes with the Organization in a purchase, sale, contract bid, or other interest or service;

f. When an Interested Party utilizes confidential information belonging to the Organization for any reason that is not related to the Interested Party's work for the Organization, such as personal profit or for the benefit of another entity;

g. When an Interested Party uses the Organization's resources for any competing interest; or

h. When an Interested Party participates in decision-making or negotiations for the Organization in a matter in which the Interested Party, a person related to the Interested Party, or an entity in which the Interested Party has an ownership interest is also involved.

b. Potential Conflict of Interest: A potential conflict of interest occurs when an Interested Party recognizes that a conflict of interest may take place if ameliorating action is not taken. Potential conflicts of interest do not always lead to actual conflicts of interest. Interested Parties that have a potential conflict of interest will need to follow the procedures outlined in the Conflict Disclosure section below. The Organization seeks to avoid the appearance of impropriety, as even potential conflicts of interest can be damaging to the Organization's reputation. Therefore, all potential conflicts of interest must be treated with due care and disclosed according to the procedures outlined here.

Article 5 - CONFLICT DISCLOSURE:

a. Disclosure. Any individual who suspects a conflict of interest or potential conflict of interest might arise with respect to any activity is obligated to disclose such conflict or potential conflict to the Board as soon as practicable so that the situation may be evaluated. Interested Parties are not to unilaterally assess conflicts. Interested Parties must disclose at least all of the following details to the Board, but in any case, enough information for the Board to obtain a clear picture of the potential conflict:

a. All material facts;

b. Any potential or existing financial interest;

c. Any potential or existing competing interests; even if not financial;

d. Any self-dealing or potential self-dealing.

b. Disclosure of conflicts of others. If any individual becomes aware of a potential conflict of interest involving another party, that individual must report such potential conflict to the Board immediately.

c. Party for disclosure. Disclosure can be made to the Chairperson of the Board or the entirety of the Board.

d. Recusal. Interested Parties must also notify the Board when they intend not to attend a meeting of the Board or a committee based upon their belief that the Board or Committee will vote or act regarding a matter in which the Interested Party may have a conflict.

Article 6 - CONFLICT PROCEDURES:

a. Interested Parties shall disclosure potential conflicts of interest to the Board as soon as is practicable after becoming aware of the potential conflict, as described above. Interested Parties are also required to complete an annual disclosure form to describe any ongoing interest that may create a conflict.

b. Evaluation. After the Board receives any potential conflict or conflict disclosure from an Interested Party, the Board may request follow-up discussions or additional information. At this point, the Board will decide whether an actual conflict exists and whether it involves financial interest, material competition, self-dealing, or any other type of conflict. The Interested Party shall be screened from any discussions or voting regarding the conflict. The Board may fully determine the issue on a vote or may refer it to a specialized committee for additional investigation. Evaluation of conflicts is made on a case-by-case basis.

c. Factors for consideration. The Board may consider any factor it wishes in determining whether a conflict exists. Some of the factors for consideration may include:

- Whether the Interested Party's financial interest is minimal, in relation to the transaction
- How involved the Interested Party is with the other entity involved in any transaction with the Organization
- The degree to which the Interested Party could personally benefit from the transaction or relationship at issue

d. Determination of self-dealing. If the Board or committee determines that an actual conflict exists, the Board or committee must also determine whether a self-dealing transaction is at issue. If so, the entirety of the Board must vote on whether to approve the transaction, and the transaction must be approved by a greater vote than other Board actions. In other words, if the Board generally approves actions via a simple majority, a greater vote than this is needed to approve a self-dealing transaction. Approval of compensation for a director acting as director or officer shall not be considered a self-dealing transaction.

e. Determination of transactional conflict. If the Board or committee determines that an actual conflict exists involving a financial transaction or arrangement, but it is not self-dealing, the Board will consider alternative scenarios that would not present a conflict. If the Board determines an appropriate alternative exists, the Board shall pursue that avenue. If an appropriate alternative does not exist, the Board shall determine whether the original proposed course of action is in the Organization's best interest and take a vote on such issue, in which a majority is required.

f. Determination of other conflict. In any other scenario in which the Board or committee determines a conflict exists, the Board or committee shall recommend a reasonable and appropriate course of action to protect the Organization. The governing body shall discuss the issue and determine how best to proceed forward.

Article 7 - POLICY VIOLATIONS:

If an Interested Party fails to disclose any potential or actual conflict, the Board shall first request an explanation from the Interested Party. The Board may then determine appropriate action, including disciplinary action if required.

Article 8 - RECORDS:

The Board or relevant committee shall retain all records of discussions and votes regarding any presented conflict or potential conflict. The records must specifically include:

- a. The name of the Interested Party or Parties;
- b. How the conflict was brought to the attention of the Board (whether disclosed or found out);
- c. The nature of the possible conflict, including financial interest involved;
- d. The Board or committee's actions regarding fact-finding and investigation on the conflict or potential conflict;
- e. The Board or committee's discussions, decision, and vote;
- f. The names of all parties present for any discussion or votes.

Article 9 - ABSTENTION FROM VOTES ON COMPENSATION:

No Board member who is compensated for their services towards the Organization may vote on their own compensation.

Article 10 - ANNUAL STATEMENTS:


All individuals required to abide by this Policy must sign a statement each year attesting that they have received a copy of the Policy, they read and understand the Policy, they agree to comply with the Policy, and they understand the Organization's maintenance of its charitable activities and federal tax exemption depends on its undertaking primarily of activities that support its charitable purpose.

Any individual that believes they have ongoing relationships or interests that may present a conflict must also make an annual disclosure, as described above, and is responsible for updating such disclosure upon the occurrence of any material change.

Article 11 - REVIEWS:

The Organization will periodically review certain subjects to maintain alignment with its charitable purposes. The review shall include at least:

- a. Compensation and benefit arrangements, to ensure they are reasonable and formalized through arm's length bargaining;
- b. Transactional arrangements, including partnerships or joint ventures, to ensure they are in line with the Organization's policies and do not confer a private benefit on any party or result in an excess benefit transaction; and
- c. Compensation reviews of the President and Chief Financial Officer of the Organization.



The Organization may use outside advisors to conduct the above reviews, but responsibility for the reviews ultimately lies with the Board.

This Policy is intended to supplement but not replace any state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Certification: Kristine Morris, as President of Million Dollar Teacher Project and Charlene Marbs, as Secretary, do certify this is a true and correct copy of the Organization's Conflict of Interest Policy and that this Policy was adopted by the Board on March 14th, 2022.

ANNUAL CONFLICT OF INTEREST FORM

The undersigned, as _____ (director, officer position, manager, principal, committee member, or key employee) of Million Dollar Teacher Project acknowledges:

1. he or she has received a copy of the Organization's Conflict of Interest Policy;
2. he or she has read and understands the Policy;
3. he or she has agreed to comply with the Policy;
4. he or she understands the Organization's maintenance of its charitable activities and federal tax exemption depends on its undertaking primarily of activities that support its charitable purpose; and
5. the following on-going relationships and interests may present a conflict of interest (please describe - if not applicable write "N/A" or leave blank):

Signature: _____

Name: _____

Title: _____

Date: _____

Resume

Please attach your resume, brief bio and headshot to the email with your application.

Agreement and Acknowledgement of Terms

By signing below, should you be selected and onboarded as a board member, you acknowledge that you:

- Have read and agree to uphold the outlined Roles and Responsibilities and Board Goals in this document
- Understand and agree to uphold the MDTPs Board By-Laws
- Are aware of the board terms limits
- Understand violation of this agreement and/or lack of participation in board gatherings may result in your removal from the board
- I have viewed the [Nonprofit Board Governance](#) sessions from the nonprofitready.org website prior to submitting my board packet.

Signature

Date

8TH DRAFT

2023-28 Strategic Plan



MILLION DOLLAR
TEACHER
PROJECT

May 18, 2023

facilitated and compiled by Ray Madaghiele



Clarify ~ Organize ~ Act ~ Realize

Phone: 480-495-7152

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INTRODUCTION

OVERVIEW

From April 2022 to May 2023, Ray Madaghiele, master facilitator from Business Energizers (BE), facilitated strategic planning sessions with MDTP staff leadership and Board members. This 2023/28 MDTP Strategic Plan Report summarizes the results of those sessions.

ACKNOWLEDGEMENTS

We wish to acknowledge the contribution of the following people for their many hours of selfless service to develop this MDTP strategic plan:

Lloyd Hopkins (MDTP Executive Director/Founder)
Cally Mask (MDTP Executive Assistant)
Alejandra Huerta (MDTP Compensation Strategist)
Michelle LLC (MDTP Teacher Support)
Jen Morales (MDTP)
Kristine Morris (Board President)
Bill Pankey (Board Treasurer)
Charlene Marbs (Board Secretary)
Adam French (Board Member)
Karen Ulinski (Board Member)
Ray Madaghiele (Facilitator)

EXECUTIVE SUMMARY OF KEY PLANNING ELEMENTS

MDTP Core Purpose

Elevate the teaching profession.

MDTP Core Values

We support students by supporting teachers—having a strong teaching profession is essential in the process of helping students be successful. We accomplish this by exemplifying our

B a **STRIVER** values:

- **Bold** – We believe that we have the ability to change communities and impact the world and work every day towards it.
- **Solution Oriented** – We acknowledge the problem but focus our energy on the solutions.
- **Team** – We know we have greater impact by working together and actively work to connect with other talented people.
- **Reciprocal** – We work to create mutually beneficial relationships with our partners where we assist each other in achieving our collective goals.
- **Innovative** – We embrace new opportunities to create new approaches to our work.
- **Visionary** – We think about and plan the future with imagination and original thoughts on what the world can look like.
- **Engaged** – We seek individuals who are passionate about their work and show commitment through their actions.
- **Responsible** – We are all accountable to each other. Our team is only as strong as its weakest link.

MDTP Mission Statement

Elevate the teaching profession through increased recognition, compensation, and support

MDTP Overarching Vision

Creating a world where every student experiences excellent education every day.

- 2022 Vision in Expression: MDTP is Maricopa County-wide
- 2028 Vision in Expression: MDTP is Arizona State-wide
- 2029 Vision in Expression: MDTP is Nation-wide
- 20?? Vision in Expression: MDTP is International

2023/28 MDTP Goals

- **Focus Area I: Support**
 - **Goal 1:** Create sustainable holistic solutions to effectively drive more support into Title-I classrooms and campuses in marginalized communities by 2028.
- **Focus Area II: Recognition**
 - **Goal 2:** MDTP is implementing recognition programming statewide by 2028.
- **Focus Area III: Compensation**
 - **Goal 3:** Create sustainable solutions to impact teacher compensation at Title-I school campuses in marginalized communities by 2028
- **Focus Area IV: Sustainability**
 - **Goal 4:** Secure multiple committed streams of revenue to support 100% of infrastructure and operations by 2028.

SUMMARY OF ADDITIONAL PLANNING ELEMENTS

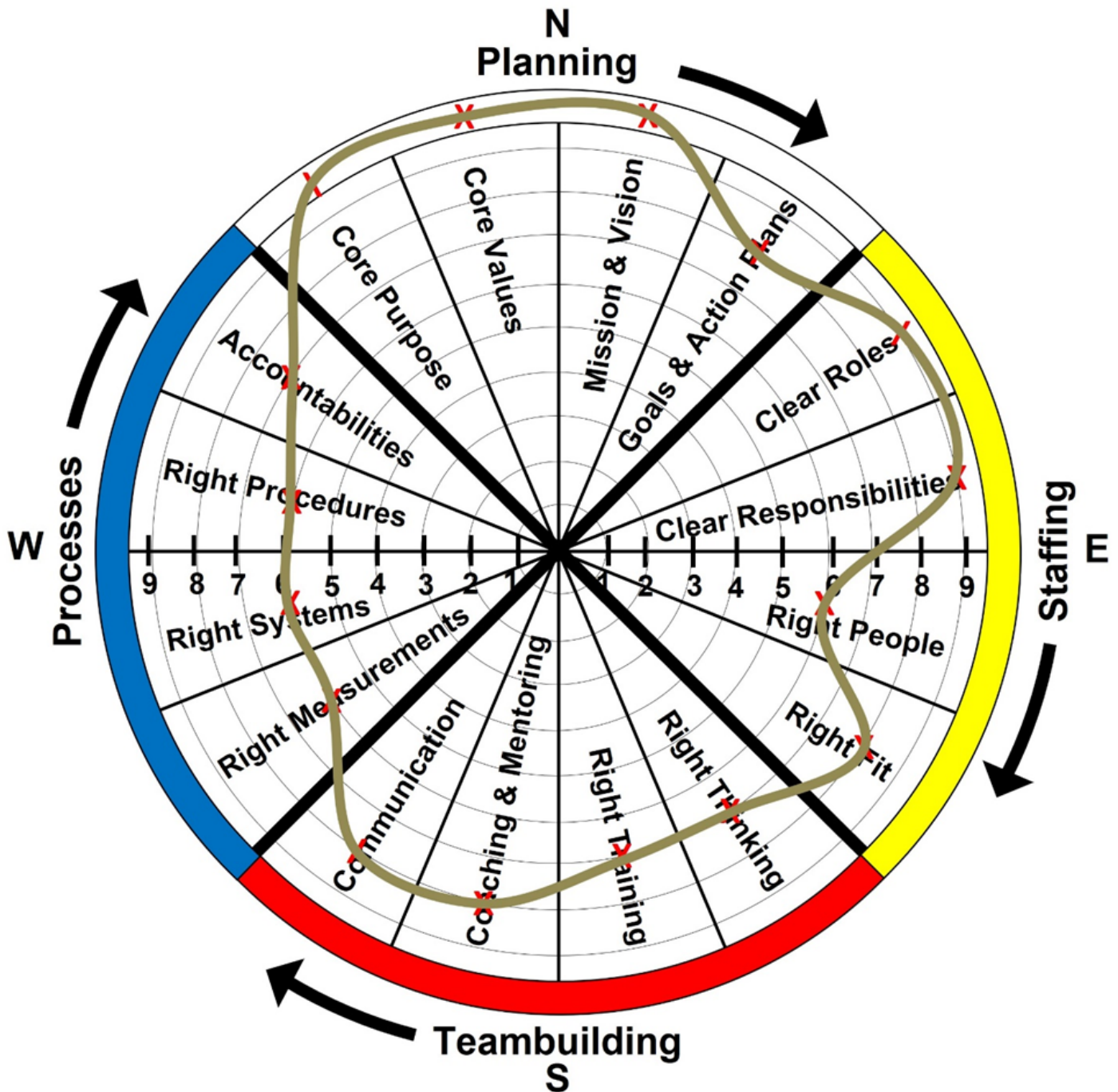
Circle of Success Assessment (Lloyd completed 5/5/22)

Instructions: Rate your present level of success in each of the key sectors identified below that contributes to the prosperity of your organization. A ten (10) indicates that you are effective and efficient in that area and couldn't be more successful if you tried. A zero (0) indicates that your organization is performing extremely poorly in that area and couldn't do worse if you tried.

Key Sectors	Rating (0 to 10)
PLANNING	
Core Purpose: <i>You have a written core purpose that identifies why your organization exists—your employees understand it and factor it into the heart of their decisions and actions.</i>	10
Core Values: <i>You have a set of written core values that guide employees' behaviors and how they treat each other and your customers. They are promoted and enforced consistently.</i>	10
Mission & Vision: <i>You have a written mission statement that clearly defines your business, and a vivid vision of your desired future state that provides your employees clear direction.</i>	10
Goals & Action Plans: <i>You have identified in writing the goals, objectives, strategies, tactics, schedules, and resources required to achieve your purpose, mission, vision, and values.</i>	8
STAFFING	
Clear Roles: <i>Your employees understand their unique roles in the organization—their piece of the puzzle—and how their roles are important to the success of the organization.</i>	9
Clear Responsibilities: <i>Your employees understand their job duties and responsibilities and their bosses' desires and expectations of them so they can be successful.</i>	9

Right People: <i>You have hired the right people who possess the necessary attitude, skills, and knowledge for the organization to be successful and for them to be fulfilled.</i>	6
Right Fit: <i>You have placed your employees in the right jobs that match their talents, skills, abilities, and passions to maximize their potential and optimize their contribution.</i>	8
TEAM BUILDING	
Right Thinking: <i>Your employees make good, confident decisions— with minimum supervision— that are in the best interest of the organization, customers, and their team.</i>	7
Right Training: <i>You provide employees with the necessary training for them to develop the right attitude, skills, and knowledge to perform their jobs effectively and efficiently.</i>	7
Coaching & Mentoring: <i>You provide employees with coaching and mentoring developmental opportunities to help them reach their goals and achieve success.</i>	8
Communication: <i>Communication flows effectively and efficiently throughout the organization such that employees are kept informed and given ample opportunity for feedback.</i>	8
PROCESSES	
Right Measurements: <i>Progress is measured so that it is always clear how well things are going toward fulfilling the values, mission, vision, goals, objectives, strategies, and tactics.</i>	6
Right Systems: <i>Required systems (high-tech & low-tech) are established to make the goals, objectives, strategies, and tactics operational and deliverable—effectively and efficiently.</i>	6
Right Procedures: <i>Procedures are identified in writing for effectively and efficiently accomplishing the different processes in the different departments.</i>	6
Accountabilities: <i>Employees understand their commitments and responsibilities and are encouraged to be self-accountable—supervision holds them accountable if necessary.</i>	7

Circle of Success Assessment (Lloyd completed 5/5/22)



Lloyd's & MDTP Staff's Vision for 2022 to 2028

Lloyd's stream of consciousness about his scalable and sustainable Vision credo for MDTP:

(Excerpt from 5/3/22 MDTP Staff Retreat; See Appendix A for expanded Past-Present-Future Vision from 5/14/22 Board Retreat)

"The vision is creating a world where every student experiences excellent education every day..."

"When we first rolled this out, we really tried to think of big picture. You start at the micro level, and then you get bigger and you grow..."

The big picture is for Million Dollar Teacher Project to be an international organization impacting teachers across the globe in different ways...

I created this organization with the intention of it being like water... It can adapt to the environment where we're implementing it. And we saw that during the pandemic... We were able to really adapt our program model pretty effortlessly to a world that was closed down. It didn't even really take us a whole lot of work to do that. And so, that's an example of the thought process I put into this on how this model can grow.

"We'll always focus on 'Recognition, Support, and Compensation'; but what that looks like can be different. The way we implement that or impact that... in Chicago is going to look different than how we do it in New York City, based on resources, based on funders, based on partners, based on climate, culture—all of those things can influence how we deliver our programming.

"But our immediate goal... is 2022 Maricopa County-wide. We are achieving this. Maybe not as at mass like I envisioned, but... a student just applied for our "One In a Million" Program because his mother knew about us in Deer Valley. So, we are achieving Maricopa County-wide recognition. And we are implementing programming throughout the Valley.

"Our immediate goal is to really conquer where we're at—take care of the world we know. So, start with Maricopa County, then be statewide, where we are implementing programming in some capacity all across the state—Tucson, Prescott, Flagstaff, Northern Arizona, Southern Arizona, Greater Phoenix—and then nationwide.

"What that looks like at the national level is we have regional offices. So, maybe Million Dollar Teacher Project California, that are managing all of our programs there. We have Million Dollar Teacher Project East Coast... and we're managing all programs out East. And what it really looks like at that level is that we are taking on more of a train-the-trainer approach at that point.

"We're moving towards a franchise type of model, where we've proven our program model. We have our core programs that we operate and implement. And then what we're doing is more so training other areas on how to implement our programming. And we're also coming in with funding. So, we're going into these areas with dollars, and we're giving out grants, and those grants will cover them hiring a Million Dollar Teacher Project Coordinator for their campus. And that Million Dollar Teacher Project Coordinator's job is going to be implementing our programs on their campus. And so, our role

is then doing regional convenings, where we're training the people in that area in how to do Take a Teacher to Lunch, how to implement Classroom Support Teams, etc. And then they go back into their communities and implement the programming. And it will also give them funding to increase their teacher salaries.

"At that point, we really own the Pot of Gold. What this has really been about for me from the start was that the best way to incentivize change is to own the Pot of Gold. Money is an incentivizer. If somebody is trying to get access to your money, they're more likely going to do just about anything you ask them to do, within reason.

"The way that I look at it is... If we really want to create widespread systemic change in the fastest way possible, we've got to own that Pot of Gold. And then in order to get access to the money, what the schools are going to have to do is implement our programs on their campus.

"And the funding is going to be renewable. Every year, you can get this money, but you have to be doing our recognition programming every year, our support programming every year. And so then we're changing how these schools look, feel, operate; and we will have the dollars behind it to support that happening.

"And then when we're International, we have an NGO, and we're celebrating, recognizing, supporting teachers abroad. And again, that can look very different than what we do here in the United States of America, but it will still always revolve around recognition, support, and compensation."

Lloyd and MDTP Staff's detailed sequential Vision for MDTP

(From 5/3/22 Staff Retreat)

● 2022

- Lloyd interviews Senator Mark Kelly about education (2 votes)
- Release Annual Report highlighting program successes
- Partnerships with GCU, ASU, local school for volunteers/interns

● 2023

- ADE 2023-26 [funding requirements]
 - § 5 classroom support teams (each year)
 - § 3 statewide TTL events (each year)
 - § Recognize 8 "One In a Million" (OIAM) teachers (each year)
 - § 1 "Feel Like a Million Dollars" event (each year)
- Establish "In Teachers We Trust Endowment Fund" (3 votes)
- Partner/collaborate with organizations that have a similar mission to MDTP (2 votes)
- Established (contracts) partnerships to sponsor/support MDTP programs for the academic year (2 votes)
- CST state collegiate partnership for interns (2 votes)
- Increased recurring donors/sponsors partnerships (1 vote)
- Increase local presence/donations/board recognition, etc. (1 vote)

- Interns that are self-starters, self-driven—want to show their gifts and that they are creative and have initiative
- Strong contacts with restaurants or caterers for “Take a Teacher to Lunch” (TTL) meals with strong media presence
- Collect at least \$4,000 in supplies though “Million Dollar Teacher Tree” (MDTT)
- Implementing MDTP programs in Northern Arizona, Southern Arizona, and Greater Phoenix
- Hire a Compensation Strategist
- Strengthen MDTP Board and get the right people on the bus who have access to wealth and appropriate resources to grow the MDTP mission
- Individuals that want to be a of the MDTP family that bring expertise to the TEAM
- TTL—Let’s rethink our power conversation empowerment speakers and talks [teachers just may need a quieter break]
- Corporate partnerships for Million Dollar Teacher Tree (MDTT) and Amazon Buy Days
- Build partners to help create “Teacher League”
- Building stronger donor base
- Increase sponsorships for teacher gifts (i.e., monthly recognition, One In A Million, etc.)
- Receive multi \$100,000 grants

● 2024

- ADE 2023-26 [funding requirements]
 - § 5 classroom support teams (each year)
 - § 3 statewide TTL events (each year)
 - § Recognize 8 “One In a Million” (OIAM) teachers (each year)
 - § 1 “Feel Like a Million Dollars” event (each year)
- Massive media exposure on TTL, MDTT, & OIAM on am radio and TV statewide (2 votes)
- Grow the MDTP budget to \$1 million annually (1 vote)
- Hire a Program Manager and Development Director (1 vote)
- Pay for commercials, social media ads, etc., regarding Arizona Gives Day
- “Teacher Appreciation Package” (T.A.P.) expanded and offered twice per year
- Increase community teacher recognition nominations for “One In a Million” (OIAM)
- Run first “pilot” Teacher League competition
- World changer—celebrity endorsement, and involvement, in fundraising documentary—get involved, can campaign Teacher Fans
- Teacher support educators who want to partner with us and run classes with us as managers
- Increase local news and radio station presence
- Million Dollar Teacher Tree city-wide drive

● 2025

- ADE 2023-26 [funding requirements]
 - § 5 classroom support teams (each year)
 - § 3 statewide TTL events (each year)
 - § Recognize 8 “One In a Million” (OIAM) teachers (each year)
 - § 1 “Feel Like a Million Dollars” event (each year)
- Increase recurring donations (i.e., Frys’s food, Amazon Smiles, etc.); increase participation in donors through Amazon Smiles, etc. (1 vote)

- Teacher OIAM trip spring break or summer State Best Mindset training
- Build “Teacher For A Day” program
- Run first statewide Teacher League competition
- Teacher Fan Day (state)
- Hire Marketing Coordinator
- Increase reciprocal relationships with partners; Increase teacher presence within partnerships
- Million Dollar Teacher Tree statewide drives; Amazon too
- Register donations at the following (everywhere)
 - § Target
 - § Walmart
 - § Salads To Go
 - § Desert School
 - § Sprouts
 - § Whole Foods
 - § Ross

● 2026

- ADE 2023-26 [funding requirements]
 - § 5 classroom support teams (each year)
 - § 3 statewide TTL events (each year)
 - § Recognize 8 “One In a Million” (OIAM) teachers (each year)
 - § 1 “Feel Like a Million Dollars” event (each year)
- Partnership and support with elected officials (2 votes)
- Host a TTL outside of Phoenix (different city)
- o Launch “Teacher For a Day” program in one district of school in Greater Phoenix
- o Run first national Teacher League competition
- o Massive media exposure on CST (i.e., TTL, MDTT, OIAM) nationwide (i.e., 20/20, Gaia, View, etc.)

● 2027

- Creation of Teacher Resource Center (1 vote)
- TTL prom event to announce OIAM year’s best (\$5,000 or trip reward)
- T.A.P. expanded and offered year-round and statewide
- National teacher tree drive and campaign
- Teacher Fan national day

● 2028

- Sustainable revenue model (3 votes)
- Regional conferences or retreats (2 votes)
- MDTP becomes a funder and is no longer chasing grant money (2 votes)
- MDTP written into the State budget of Arizona for teacher retention and recruitment services (2 votes)
- Establish immersive 5-year school/district partnership approach
- Infrastructure built to manage program nationally
- CST educational classes that have CST as part of the teaching program in colleges and universities nationwide

- Training conventions or retreats that support and train coordinators of MDTP and Directors (4 times per year)
- Annual event for directors of MDTP celebrations recognition in exotic locations
- Bill passed for MDTP to receive its own license plate
- MDTP becomes a convener hosting conferences, symposiums, and workshops on celebrating, recognizing, and supporting teachers across the nation
- National presence
- Multi \$100,000 endowment established
- Regional offices
- Alignment with national partners
- Attract funders and funding partners

2022 MDTP SPOC Analysis

Staff's General Overview

Strengths	Possible Improvements
Strong brand/name recognition (3 votes)	Donor engagement (3 votes)
Programs (3 votes)	Grant writing (2 votes)
Me (3 votes)	Social media/marketing (2 votes)
Relationships with other local non profits (e.g., TIT advisory) (2 votes)	Board engagement (1 votes)
Fundraising (1 vote)	Alignment with funding opportunities (1 vote)
Program execution	Local media exposure
Listening to the needs of those we serve	Messaging
New and small staff collaboration	Follow-through and focus
Internship program	Support or management of interns
Organization flexibility—adjusting to each school; the pandemic	Organization within MDTP Staff
Making teachers feel supported—connecting teachers to resources/opportunities	MDTP presence
Humor	Data collection
Community connections and relationships	Board recruitment
Office space and potential partnership	
Imagination—willing to try new things	
Received \$747,000 fundraising since 2016 launch	

Opportunities	Challenges
[See detailed Vision input]	Funding (3 votes)
	Dedicated partnerships (3 votes)
	Community support (2 votes)
	Adequate staffing (1 vote)
	Community partnership engagement
	Unmotivated/uninterested teachers in the profession
	Negative energy or mindset
	Not enough volunteers or interns
	No organic options
	People that are not onboard or part of the team
	Board engagement
	Bad reputation
	Under delivery
	Empty promises
	School budgets

2022 MDTP SPOC Analysis (5/14/22 Board input)

Focus Area I: Support

Goal 1: Create sustainable holistic solutions to effectively drive more support into Title-I classrooms and campuses in marginalized communities by 2028.

Successes/Strengths	Possible Improvements
Ability to hire staff great	Create and tighten policies and procedures
Opportunities for interns great	Welcoming of new Board members; [When a new board member's coming on, send an welcome email blast to all Board members to initiate a friendly welcome]
	Human resources and operations processes, procedures, and policies for staff and volunteers
	Communication processes within the Board [especially for creating a welcoming onboarding experience]
	[Assign staff secretary to support and engage the Board]
	Onboarding and Board expectations
	[Revisit Lloyd's evolving expectations of the Board]

Focus Area II: Recognition

Goal 2: MDTP is implementing recognition programming statewide by 2028.

Successes/Strengths	Possible Improvements
Social media presence	[No input]

2022 MDTP SPOC Analysis (5/14/22 Board input)

Focus Area III: Compensation

Goal 3: Create sustainable solutions to impact teacher compensation at Title-I school campuses in marginalized communities by 2028.

Successes/Strengths	Possible Improvements
[No input]	[No input]

Focus Area IV: Sustainability

Goal 4: Secure multiple committed streams of revenue to support 100% of infrastructure and operations by 2028.

Successes/Strengths	Possible Improvements
Lloyd's reputation	Get donor engagement
ADE grant	Stronger board opportunity
Current revenue sources	Infrastructure to support expanded programs (i.e., technology, staff, volunteers)
Hiring of quality program staff	Getting more clear, specific, and detailed on our asks before Board members approach their connections so we know what to ask for
Donor engagement platform	Elevate our social media to gain new target audiences; each target audience are going to have a different type of marketing
	As a Board member, if there's a program or fundraiser that you feel really good about, that you're participating in, then you can invite one of the people in your network to participate with you

2023/28 MDTP Goals, Objectives, Strategies & Tactics

Focus Area I: Support

Goal 1: Create sustainable holistic solutions to effectively drive more support into Title-I classrooms and campuses in marginalized communities by 2028.

Objectives	Strategies	Tactics
Objective A: ADE funding for 5 Classroom Support Teams in 1-4 districts per year 2023-26.	Strategy 1: Secure school partnerships.	Tactic A: Establish a relationship with an entity(ies) that can provide a constant stream of volunteers and interns for the CST.
		Tactic B: Identifying a revenue stream that would allow MDTP to offer a stipend to CST interns and volunteers.
		Tactic C: Establish an onboarding process for new K-12 partner schools.
	Strategy 2: Build recruitment capacity to secure volunteers/ interns to fill CST roles.	Tactic A: Bill introduces Lloyd to Linda Thor (Maricopa Community Colleges).
		Tactic B: Kristine introduces Lloyd to Diane Smith (Harvard Coulson).
		Tactic A: Revise the current reflect form for interns/volunteers, teacher/administrator, students and caregivers.
	Strategy 3: Evaluate the impact of the model.	Tactic B: Revise the implementation process of distributing and completing all evaluation forms.
		Tactic C: Partner with a research facilitator, institution, or entity to evaluate, assess, develop tools, or methods, and approaches to properly assess the impact of the CST program.
		Tactic D: Develop an incentive program to encourage participation in reflection processes.

Objectives	Strategies	Tactics
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Objective B: Assist in reducing how much teachers have to spend on classroom supplies.	Strategy 1: Million Dollar Teacher Tree.	Tactic A: Karen to ask Pioneer Title Sales Reps to each market for drop boxes.
		Tactic B: Assess partner schools based on needs to identify and secure school(s) to partner with and receive supply drive donations.
		Tactic C: Survey the teachers on the partner school's campus to gather their classroom supply needs wish list.
		Tactic D: Secure a program sponsor(s) to assist with the cost of program materials, marketing, transportation, and storage of supply items.
		Tactic E: Create and purchase uniform drop off collection containers, materials, and posters that are MDTP branded (add sponsor information as appropriate).
		Tactic F: Determine your supply drive partners and their collection method (in person drop off or via supporting MDTP's online drive).
		Tactic G: Securing a method to pick up donated supplies or having the donated supplies delivered and identifying a secure location to store the donated supplies as needed.
		Tactic H: Planning the sorting, distribution, and partner acknowledgment processes/plans (dates, times, volunteers, etc.).
Objective C: Create a teacher wellness program by 2024.	Strategy 1: Implement teacher happy hour events.	Tactic A: Identify funding or in-kind partnerships to support two annual events .
		Tactic B: Select a target area/audience .
		Tactic C: Secure restaurant/venue partners.
		Tactic D: Create promotional/outreach/registration strategy.
Objectives	Strategies	Tactics

Objective C: Create a teacher wellness program by 2024. (continued)	Strategy 1: Implement teacher happy hour events. (continued)	Tactic E: Create pre and post event survey and distribution method to collect related program data.
	Strategy 2: Build a teacher fitness program.	Tactic A: Identify partner school to launch pilot program.
		Tactic B: Meet with school personnel to assess current teacher wellness programming happening on campus.
		Tactic C: Create a program outline based on existing gaps, campus needs, and/or current programming.
		Tactic D: Identify a funding stream or in-kind partners to support program implementation.
		Tactic E: Establish a relationship with wellness programming providers (i.e., yoga instructor, fitness center), to deliver wellness program
		Tactic F: Establish program benchmarks, deliverables, incentives and data collection method to assess program effectiveness.
		Tactic G: Create program calendar that includes pilot program start and end date.
		Tactic H: Kristine will connect Lloyd to MCESA [Steve Watson] for returned supplies from Amazon.
		Tactic I: Kristine will connect Lloyd to the creator of Silver Sneakers wellness to see how she did it. [some groups sponsor health insurance plans for education and you could get them to put \$1 towards wellness]
		Tactic J: Kristine will connect Lloyd to AzBAIT, Kairos, Maricopa County Public Health.

2023/28 MDTP Goals, Objectives, Strategies & Tactics

Focus Area II: Recognition

Goal 2: MDTP is implementing recognition programming statewide by 2028.

Objectives	Strategies	Tactics
Objective A: ADE funding for 3 statewide TTL per year 2023-26.	Strategy 1: Find consistent restaurant partners.	Tactic A: Complete a geography scan/map of restaurants and food trucks in the community of our partner schools.
		Tactic B: Create a contact list of restaurants and food trucks of restaurants in our neighboring schools.
		Tactic C: Outreach and identify restaurant and food truck owners to potentially partner with and contact the food establishment to share what TTL and MDTP is and ask to be an in-kind sponsor/partner.
		Tactic D: Create TTL schedule.
		Tactic E: Restaurant or food truck partners will select a date to commit to and provide catering.
		Tactic F: Establish TTL advisory committee to assist with program growth and development.
		Tactic G: Karen will introduce Lloyd to Steve of Santiagos client services.
	Strategy 2: Secure prizes that the teachers can win during the event	Tactic A: Identifying and creating a list of meaningful teacher gifts.
		Tactic B: Outreach to vendors that provide meaningful teacher gifts to secure in-kind donations.
		Tactic C: Outreach to potential funders to purchase TTL prizes that could not be secured through donations.
		Tactic D: Create and implement strategies to gather in-kind donations from the community on an ongoing bases.

Objectives	Strategies	Tactics
Objective A: ADE funding for 3 statewide TTL per year 2023-26. (continued)	Strategy 3: Find consistent/ annual TTL sponsors.	Tactic A: Create a list of businesses and funders who align with this program area.
		Tactic B: Create an outreach strategy to contact those aligned businesses with MDTP's sponsor packet.
		Tactic C: Create different fundraising strategies that can support this program area.
	Strategy 4: Create TTL calendar annually.	Tactic A: Collaborate with partnering school on event dates.
Objective B: ADE funding for 8 OIAM teachers recognized per yr. 2023-26.	Strategy 1: "One In a Million" marketing campaign.	Tactic A: Identifying promotional partners.
		Tactic B: Creating marketing content and collateral for OIAM campaign to encourage teacher nominations during the school year.
		Tactic C: Establish and implement a vetting process based on the current OIAM nomination form.
		Tactic D: Once a teacher is selected, give him/her the OIAM prize package.
	Strategy 2: Establish sustainable & reliable approaches to securing prizes/gifts for OIAM.	Tactic A: Secure prizes either through in-kind donations or purchase for OIAM gifts.
Objective C: ADE funding for 1 "Feel Like a Million Dollars" per year 2023-26.	Strategy 1: "Feel Like a Million Dollars" marketing campaign.	Tactic A: Notify the OIAM teachers of FLMD program and confirm that they are willing to participate.
		Tactic B: Secure big ticket program prizes and in-kind donations.
		Tactic C: Secure a high profile program ambassador, endorsement, partner, and sponsors.
		Tactic D: Create a voting process for public participation of selecting FLMD teacher.

		Tactic E: Create collateral and promotional material for the event.
		Tactic F: Announce the FLMD winner at the annual fundraiser.
Objectives	Strategies	Tactics
Objective D: Increase community engagement in celebrating teachers.	Strategy 1: Establish “Teacher Fan Program”.	Tactic A: Build the Teacher Fan webpage.
		Tactic B: Announce Teacher Fan program at the Adult Field Trip.
		Tactic C: Create a sponsorship tier of different sponsorship commitments.
		Tactic D: Create a partnership with a media sponsorship to promote program.
		Tactic E: Create a Teacher Fan membership kit.
		Tactic F: Create sponsorship tier benefit packages.
		Tactic G: Create program marketing collateral.
		Tactic H: Identify top tier Title-I schools to implement program to be poster schools.

2023/28 MDTP Goals, Objectives, Strategies & Tactics

Focus Area III: Compensation

Goal 3: Create sustainable solutions to impact teacher compensation at Title-I school campuses in marginalized communities by 2028.

Objectives	Strategies	Tactics
Objective A: ADE funding to expand the Teacher Appreciation Package program 2 times per year (May & Nov) 2023-26.	Strategy 1: Measure impact.	Tactic A: Create a registration portal for teachers to sign up and have access to the TAP program.
		Tactic B: Create a pre and post survey to send to teachers.
		Tactic C: Recruit businesses to participate in the TAP program.
		Tactic D: Create a pre and post survey to businesses who are participating in the TAP program.
		Tactic E: Create a process to gather data from participating businesses on teacher participation during the program.
		Tactic F: Kristine will connect Lloyd to teacher appreciation package businesses as potential partners.
Objective B: Create an innovative way to impact teacher compensation.	Strategy 1: Launch Teacher League by 2025.	Tactic A: Developing a program outline that explains the concept of the program.
		Tactic B: Creating the platform or pathway for involvement i.e. a mobile app/in person/social media.
		Tactic C: Establish a program timeline.
		Tactic D: Establish partners/sponsors.
		Tactic E: Creating a registration process for participating teachers.
		Tactic F: Launch pilot program competition.

Objectives	Strategies	Tactics
Objective B: Create an innovative way to impact teacher compensation. (continued)	Strategy 2: Explore differential compensation approaches for highly effective teachers	Tactic A: Do a national and international research of teacher innovation approaches to teacher compensation.
		Tactic B: Create list of 3 – 5 unique or innovative strategies for MDTP to pilot.
		Tactic C: Establish a timeline for pilot program launches.
		Tactic D: Create data evaluation method.
Objective C: MDTP will give grants to Title-I schools in marginalized communities to increase teacher compensation.	Strategy 1: Build an application and vetting accountability process.	Tactic A: Develop a document that explains the purpose and outlines the criteria and qualifications to apply for the grant.
		Tactic B: Put the application on MDTP's website.
		Tactic C: Create an application review committee or process.
		Tactic D: Establish a grant timeline.
		Tactic E: Implement a marketing and outreach strategy.
		Tactic F: Establish a process for announcing the recipients.
		Tactic G: Kristine will provide Lloyd communication in schools.
		Tactic H: Kristine will connect Lloyd to Project Management
Objective D: MDTP will offer grants and financial support to teachers in Title-I schools in marginalized communities.	Strategy 1: Build an application and vetting process for teachers who apply for the Endowment Fund.	Tactic A: Develop a document that explains the purpose and outlines the criteria and qualifications to apply for the grant.
		Tactic B: Put the application on MDTP's website.
		Tactic C: Create an application review committee or process.
		Tactic D: Establish a grant timeline.
		Tactic E: Implement a marketing and outreach strategy.

		Tactic F: Establish a process for announcing the recipients.
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2023/28 MDTP Goals, Objectives, Strategies & Tactics

Focus Area IV: Sustainability

Goal 4: Secure multiple committed streams of revenue to support 100% of infrastructure and operations by 2028.

Objectives	Strategies	Tactics
Objective A: Launch the "In Teachers We Trust Endowment Fund" by 2023.	Strategy 1: Host a fundraising event to raise funds toward the "In Teachers We Trust Fund".	Tactic A: Research companies or organizations that do effective fundraisers and seek partnerships.
		Tactic B: Board approval of endowment creations.
		Tactic C: Partnering with ACF to establish and house the fund.
		Tactic D: Participate in ACF endowment building institute.
		Tactic E: Create a campaign to grow the endowment to \$9 million.
		Tactic F: Recruit individuals with investment and finance background to our Finance Committee and Board.
	Strategy 2: Host an online fundraising event to raise funds toward the "In Teachers We Trust Fund".	Tactic A: Research companies or organizations that do effective online fundraisers and seek partnerships.
		Tactic B: Board approval of endowment creations.
		Tactic C: Partnering with ACF to establish and house the fund.
		Tactic D: Participate in ACF endowment building institute.
		Tactic E: Create a campaign to grow the endowment to \$9 million.
		Tactic F: Recruit individuals with investment and finance background to our Finance Committee and Board.

Objectives	Strategies	Tactics
Objective B: Raise \$9 million (in the bank) for the endowment fund by 6/30/26.	Strategy 1: Recruit and strengthen relationships with donors and sponsors.	Tactic A: MDTP staff will attend events to network and build a financial relationship with donors, sponsors, and funding institutions.
		Tactic B: Create partnerships with leading members in the financial industry i.e., CPA's, financial/estate planners, stocks, portfolio managers, banks, etc..
		Tactic C: Increase Lloyd's speaking engagement presence in the corporate/financial industry.
		Tactic D: Increase donor engagement on all social media platforms.
		Tactic E: MDTP Staff will make introductions to individuals (in their networks and beyond) who have resources that will benefit MDTP.
		Tactic F: MDTP will send donors handwritten thank you letters.
		Tactic G: Board members make introductions [to their connections].
		Tactic H: Bill's Annetta Yates connection.
		Tactic I: Increase community support with corporation give-back programs (i.e., Smiles, Fry's Food).
		Tactic J: Organization awareness campaign.
		Tactic K: Pass the Apple campaign being advertised in the public community.
		Tactic L: Billboard campaign (i.e., OIAM, QR, or broaden to MDTP).
		Tactic M: Teacher FPM campaign presented in the community.
		Tactic N: Strengthen our messaging to for-profit businesses.
	Strategy 2: Fundraising events.	Tactic A: Assess and research return on investment (ROI) of different fundraising tactics and prioritize.
		Tactic B: Building the Adult Field Trip.
		Tactic C: Campaign for Giving Tuesday.

Tactic D: Campaign for Arizona Gives Day.

Objectives	Strategies	Tactics
Objective B: Raise \$9 million (in the bank) for the endowment fund by 6/30/26. (continued)	Strategy 2: Fundraising events. (continued)	Tactic E: Partner with a fundraising company or organization.
		Tactic F: Partner with more businesses to participate in MDTP proceeds sales programs (proceeds go to MDTP).
		Tactic G: Use the Spaghetti Shack as skeleton (cookie promo) for larger fundraiser/proceeds (e.g., Mr. K's Cookies, Kendra Scott, Revolu drink promo).
		Tactic H: Teacher fundraising competitions (per school) for MDTP (reach out to teacher and school community connections).
	Strategy 3: Grants.	Tactic A: Partner with AZERC annually.
		Tactic B: Create opportunity for staff to assist with grants.
		Tactic C: Create opportunities for volunteer grant writers.
		Tactic D: Set a line item in our budget for a contract grant writer until a staffer can be hired.
	Strategy 4: MDTP written into AZ State budget as a line item.	Tactic A: Partner with elected officials to create an "MDTP" license plate bill; [Note: there's already a license plate that Arizona Community Foundation with the Madison Education Foundation somehow manages (contact Randy Glassman); Maybe could change that legislation on who's the fiscal agent versus starting the whole license plate].
		Tactic B: Elected [officials] participate in the in the "Pass the Apple" campaign.
		Tactic C: Bill introduces Lloyd to Joanna Papada.
		Tactic D: Seek aligned policies that MDTP can endorse.

		Tactic E: Investigate existing policy groups surrounding education and funding in AZ.
		Tactic F: Use ROI data to support policy and initiatives regarding teacher compensation.
Objectives	Strategies	Tactics
BOARD TO COMPLETE AT SEP 2023 RETREAT	NOTE: RED = Updates from 5/18/23 meeting w/ Lloyd, Adam, Cally & Ray	NOTE: BLUE = Board input at 5/14/22 Board planning retreat.
Objective C: Develop Board's stewardship capacity to actively support the work of MDTP.	Strategy 1: Develop a process to help the Board get better at developing partner relationships (a self-developing organism).	Tactic A: Develop/refine Board assessment to identify key capacities to help MDTP achieve its specific goals and trajectory.
		Tactic B: Define key skills and process for each Board member to develop and value as a Board.
		Tactic C: Asset mapping of each Board member's network/ connections identifying who could benefit MDTP.
		Tactic D:
	Strategy 2: <u>Identify</u> Board Members who possess the strengths, wealth, and relationships to support MDTP sustainability goals	Tactic A: Self-assessment for Board members to grow self-awareness and a better understanding of their network.
		Tactic B: Develop process to add to Lloyd's prospect list of possible Board members who are a good fit for MDTP (e.g., Google Doc).
		Tactic C: Board actively cultivates potential Board members by sourcing their networks & making introductions
		Tactic D:
		Tactic A: Lloyd provides list of priorities/calendar events that he wants Board support during his Executive Director report so Board members can target their connections and align their talents to help.
	Strategy 3: <u>Build</u> partner relationships.	Tactic B: Informal meeting structure for Board members to share networks and resources to identify prospects.

		Tactic C: Program Staff highlight followed by each Board member sharing resources with the Staff person to benefit work they're doing.
		Tactic D: Karen and Bill create Board matrix.
		Tactic E:
Objectives	Strategies	Tactics
	Strategy 4: Recruit slate of Board Members who possess the appropriate resources to assist in MDTP's current position and growth.	Tactic A: Karen meets with each new Board member prior to their 1 st Board meeting.
		Tactic B:
		Tactic C:
		Tactic D:
	Strategy 5: Retain slate of Board Members who possess the appropriate resources to assist in MDTP's current position and growth.	Tactic A: Develop communication process and shared expectations to improve onboarding of Board members (culture and group norms).
	[Note: Insert existing Board strategies and tactics]	Tactic B: Set expectations clearly in our board recruitment and onboarding process.
		Tactic C: The Board build out a core opportunity to give in (plan your giving)???
		Tactic D:
		Tactic E:
		Tactic F:

Objectives	Strategies	Tactics
Objective D: Build staff of qualified and invested team members.	Strategy 1: Build organizational capacity around policies, procedures, and infrastructure.	Tactic A: Budget for positions.
		Tactic B: Adopt HR policies and job descriptions.
		Tactic C: Develop comprehensive training module.

		Tactic D: Create benefit packages for full-time staff.
		Tactic E: Invest in office and project management software.
	Strategy 2: Hire a Compensation Strategist.	Tactic A: Secure funds for the position through grants & investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.
	Strategy 3: Hire a Volunteer Coordinator.	Tactic A: Secure funds for the position through grants & investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.
	Strategy 4: Hire a Development Director.	Tactic A: Secure funds for the position through grants & investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.

Objectives	Strategies	Tactics
Objective D: Build staff of qualified and invested team members. (continued)	Strategy 5: Hire a Marketing Coordinator.	Tactic A: Secure funds for the position through grants & investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.
	Strategy 6: Hire a Program Manager.	Tactic A: Secure funds for the position through grants and investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.
	Strategy 7: Hire a Data Coordinator	Tactic A: Secure funds for the position through grants & investors.
		Tactic B: Get position description approved by Board.
		Tactic C: Post the position on appropriate channels.
		Tactic D: Establish 2-part interview process.
		Tactic E: Reference and background/social check.
		Tactic F: Establish evaluation process.

Objectives	Strategies	Tactics
Objective E: Build infrastructure to collect relevant program data to strengthen programming and demonstrate results.	Strategy 1: Identify goals for data collection within each pillar (should be focused on tracking impact vs. input).	Tactic A: Each pillar should develop a list of program “inputs” and “outputs,” measurable factors of their programming.
		Tactic B: Pillars must identify the statistics that are most powerful for their program & that they want to gather evidence for.
	Strategy 2: Identify an industry partner that can adequately identify & resolve issues within MDTP’s data storage & collection infrastructure.	Tactic A: Research & select a firm or partner that specializes in data collection & modeling.
		Tactic B: Identify the areas of MDTP’s existing data gathering systems & databases within each pillar that are effective & ineffective.
		Tactic C: Work with the partner to identify a system of data collection & management that MDTP will invest in for the future, that addresses all pillar goals.
	Strategy 3: Identify & hire an individual versed in data collection & management to oversee data streams of each pillar.	Tactic A: Each pillar will collect their own data with the infrastructure managed by this person.
		Tactic B: This person will run point on the analysis of the data from each pillar to produce statistics from each program that can be used organization wide.
		Tactic C: This person will develop metrics of comparing impact and input to evaluate MDTP’s community programs.
	Strategy 4: Use data & analysis in marketing MDTP’s impact.	Tactic A: Promote the data that displays MDTP impact (use in Objective F).

Objectives	Strategies	Tactics
Objective F: Increase organization visibility and strengthen partnerships.	Strategy 1: Developing reciprocal relationships.	Tactic A: Sit down and discuss/ identify which events to attend.
		Tactic B: Do needs assessment of current partners to understand their goals and needs and how we align.
		Tactic C: Demonstrate appreciation to businesses (i.e., thank you's, speaking to manager, making a point to patronize, etc.).
		Tactic D: Highlight program sponsors and partners more frequently.
	Strategy 2: Develop social media leverage.	Tactic A: Karen Canva generic posts; Videos with staff and Board members.
		Tactic B: Follow, engage, and share our info and events from partners we engage with.
		Tactic C: Be more engaged with sponsors and donors on social media—share their posts, etc..
		Tactic D: Have teachers leave reviews of business who support us.
	Strategy 3: Developing (other) PR opportunities.	Tactic A: Plan for event sponsorship in budget.
		Tactic B: Getting branding and signage in the community and public (i.e., light rail, etc.).
		Tactic C: Visibility in AZ public libraries (discussions for public attendance).
		Tactic D: Expand relationships with other media outlets (i.e., radio, etc.)—replicate iHeart Radio approach.
	Strategy 4: Increase the promotion of the MDTP Endowment Fund to attract donors.	Tactic E: Promote MDTP impact and business partners.
		Tactic F: Use MDTP branding in participating T.A.P. business (i.e., T-shirts during teacher appreciation week).
		Tactic A: [Kristine will connect Lloyd with Steve who is top 40 Forbes 40 and Arizona for investors].

APPENDIX A:

LLOYD'S PAST — PRESENT — FUTURE STREAM OF CONSCIOUSNESS (FROM 5/14/22 BOARD RETREAT)

Lloyd Hopkins

And so I just thought that, you know, coming into this strategic planning session, and I know I have opportunity to talk to you guys in bits and pieces about my motivations about what we're trying to do here. But I thought it'd be good to just take a moment to take everybody back to the inception of this entire idea and what led me to even creating Million Dollar Teacher Project, because that's very tied to this future vision and where I want to see this organization end up, and where I feel like this organization is going to be the most impactful.

The Past: A History Lesson of Where It All Began

Lloyd

I started this journey when I was in a moment of self-discovery and trying to find myself and what I wanted to do with my life. I was working for--I've worked in the community with nonprofits for 18+, probably 20 years now in different capacities. And I found myself, I found myself unemployed, from an organization I was working with. And that set me on a trajectory of really what I wanted to do next and what mattered to me. And what really resonated with me, because I started reading, and I read a book on Richard Branson, and he was talking about how he started every company he's ever started from discontent as a customer. And so I've looked, so that led me to be introspective and ask myself, "What am I the most discontent about? What fires me up the most?" And a part of that was inequity, right? Like inequity in society.

And, and when most systems are broken, it's hit the hardest in communities of color 9 times out of 10. And I'm a bleeding heart, you know, I want to be the change I want to see in the world. I think that's what led me in the nonprofit and community work in general. So, then that led me to start trying to unpack. All right, well, I'm trying--I want to create a more--be a part of ... I don't want to own it, but I want to be a part of helping to create a more equitable society. How do I feel like I can contribute to that? What matters to me the most in this big, dysfunctional thing? And that led me to education. And the reason why I'm the most discontent about education is I arrived at that in three phases.

My first was as a student, as a kid. I described myself as a "slipped-through-the-cracks kid." Like, I wasn't good enough to get a bunch of attention. I wasn't like, the smartest kid in the room. And all my teachers loved me. And also I wasn't bad enough, because in reality, those are the two kids that get the most attention. Either you're bad as hell, and the teacher is giving you a lot of extra attention, sometimes fueling that behavior, you know. And then you're either a shining star, and you're getting a lot of attention. I was just like right in the middle, you know, so I was floating invisible many times. So to this day, I don't have a story of a impactful teacher that motivated me, that took me under their arm; and, you know, I think that's a problem. I don't think any kid should graduate or leave this system without having an adult see you and care about you. But a part of why that happens is that we have overcrowded classrooms, right? We have one teacher in front of 30 or 40 doing this work. I saw a class with 50 kids. How in the world can that teacher--one person--effectively do that for every kid in the class? They're human beings--like it's impossible.

So, it wasn't any fault of the teachers. And it was often the fault of the design and this system that we've allowed to stay the same for 100 years. There's not a system you can think of that... there's not anything that you can really think of that has stayed the same for 100 years, you know. Like, at some point, you've innovated, you change it. Cars don't look the same way they looked 100 years, you know, they still got wheels and do those things. But there's always innovation and improvements on design so it runs/functions better. I think at a certain point--and there could be a number of factors that contribute to it. But this educational design has remained the same. You know, like it's one teacher, front of a class of kids, and they're doing their best to make it. So that was the first.

The second was as a parent. My kids never went to their neighborhood school. And that was because I didn't have confidence in the schools in my neighborhood, you know, so I always drove across town to take my kids to the higher achieving school, the better performing school. And every time that happens, that school that community loses talent. I'm an engaged parent, me and my wife are like engaged, we show up, we're buying a tan, my wife was a classroom, parent, all of that kind of stuff. So the schools in our neighborhood lost that, you know, because we're going to take that all to another community, another school, all of that kind of stuff. And so every time that happens, the schools in those areas lose. And I want to see a place where if a parent does make that type of decision, it's because the school is maybe offering a program that more speaks to your kid's talent, you know. Maybe your kid is an artist, or you know, you want your kid to learn Spanish, and this school has a program that's better for them. That part of school choice, I don't necessarily have a problem with. But you know, like, if it suits your kid's talents, and it just speaks to you better, but we shouldn't be having to make that decision because we don't have confidence. And that was the problem. I didn't have confidence in the schools that were around. And in, there's so many effects that affects quality time, you know, because now we're traveling. Think about how much time you get back when your kids are walking to school, right. And they're walking right across the street, how that affects dinner time, how that affects so many things that are necessary to kids developing, you know. So that was the second thing.

The last was as a professional, you know, working in this arena. And I always say my, the most impactful time in my journey was when I was a teaching assistant. Because coming out of school, I thought I wanted to teach. And I think anybody that cares about kids, I think that's your first thought--is I want to be a teacher. [laughter]

So, for some--for some. [Laughter] We'll say for some. So one of those thoughts is I want to be a teacher. So that got into so. So what I did was--I was always kind of like jump in and experience and see what it's like. So I

started working with schools. I was doing to Parks and Recreation, and I was a teaching assistant during the day. So I was on the school campus like 13 hours a day. And those relationships still benefit me to this day, because a lot of those folks that were teachers are now principals, and I remember how hard I worked on the campus. And that opened up a lot of doors for us when I first launched Million Dollar Teacher Project when I was in the Alhambra District. But I got back—I was really exposed to the environment teachers teach in, the obstacles that they face, their challenges.

So, I came out of that with two things. One, I'm like, I'm not cut out to be a teacher. I've... I don't like to train in a box, you know, and sometimes when you're forced to teach the test, and so many things that can be retained, can kind of restrict the teacher's creativity at times. It just wasn't my place. But it also helped me realize where I feel like I'm best suited, though, because I do care about education is in this role, in this capacity, in a supportive role of education, being a part of bringing resources to schools, being a part of strengthening schools, especially those in marginalized communities—Title One's most underrepresented communities—those are the ones that speak to me.

So, with that realization, I also came to the additional conclusion that what our teachers are experiencing is a community issue. It's something that we all should care about. Like we should care about if our teachers are coming into the classroom stressed out. Like we should care about, you know, how student loans are affecting them. We should care about them having the resources and the tools, because they are shaping our future—like they really are. And it's a part of, and what teachers are doing resonates into every industry that exists in some shape, form or fashion. None of us escape life or this world without being impacted by a teacher. And so really, so we come into that place, and then realizing there wasn't really an institution, because I've always been an entrepreneur since I was in elementary school, realizing that it really wasn't an organization that was creating that in that way. So that's where I saw an opportunity, you know, to kind of match my passion with potentially a business model. And what that business model—the intention of that originally was, I wanted to create a mechanism to pay teachers a million dollars. Like, that's really what it was about. And that's where the title came from, Million Dollar Teacher Project. Because my thought process is that if you're trying to change a system, you're really trying to do something bold, it has to be big. So, it can't be \$100 Teacher Project. It can't be the Thousand Dollar Teacher Project. It has to be the Million Dollar Teacher Project, right? Like, that's eyebrow raising. And that's audacious. That's the big hairy goal. That's something when people hear it will say, "The Million Dollar Teacher Project? Like, what the hell are you doing? You're paying teachers a million dollars? How are you going to do that?"

And, and so that became the goal. I wanted to figure out how to pay teachers a million dollars. And then once I started talking to people about it and getting these crazy looks like, "You're not going to be able to do that. Like, that's impossible. How the hell are you going to do that?" But me being a solutions-focused person, I started to dissect what would make it possible. So I started to look at other industries that are where their talent does command million dollar salaries, right? So I looked at entertainment. Now, like a teacher certainly deserves to get paid as much as Brad Pitt. I'm not saying he doesn't deserve his salary. I think there's a place for entertainment. A LeBron James... he's a gifted athlete. But I started to look at the ecosystem that exists around these people where they can demand that, and what often exists is that these folks also generate revenue: ticket sales, merchandising, sponsorships, all of these things.

So, my first thought is like, okay, so what I have to do is turn the teaching profession into something that doesn't just take in revenue, it also creates revenue. How the hell do you do that? And so that's where I came up with the idea for the In Teachers We Trust Fund, which (1) I liked the idea of In Teachers We Trust Fund, because it gave people an easy mechanism to donate to that would enable us to support educators, you know. So, this would be a pool of dollars that we could use to support educators' increased salaries and those type of things. The second was Teacher League. So, those are the two original concepts. Because I thought that's creating an endowment.

I was looking at Harvard. They have an endowment. They give out grants, offer their endowments every year, and the Fund never depletes if you utilize it, well. So, okay, you need to create an endowment. Great. Create Teacher League. This is how we turn teaching into some type of revenue-generating thing. The challenge is that I had \$0, didn't necessarily have any resources to launch an endowment, and Teacher League was going to be an app. I don't know shit--excuse my French--about creating an app. I don't know how to code. Like I didn't have any resources of friends I could reach out to. And so as I started going through this journey of trying to start talking to people about this, I realized that I had to start getting active doing something, because I couldn't just be the crazy guy in the room yelling at everybody about why we need to support teachers.

The way you get support is people want to see like what you're doing about it. Like, okay, what are you doing? What is your solution? We don't want to hear you just talking to us. Like, what is your solution? And also, people invest in people. They want to see your sweat equity. They want to see what you're investing in it. So the fact that I didn't necessarily have the resources for those two things, I had to get busy creating a program. So I had to figure out what kind of programs could I implement that didn't require a lot of permission. I didn't need a bunch of partners to do it. I didn't need a lot of money to do it. And the first thing we did was Take a Teacher to Lunch.

No, the first thing we did was Teacher Thank-you Notes. So that was the very first thing I did. Because what was going on at the time was the Ice Bucket Challenge. And I've learned how hard it is to create a viral moment. You think it's easy. You think it's simple. [Laughter] It is absolutely not simple. So, because I'm thinking all right an Ice Bucket Challenge. People throwing bunches of water on themselves. Let me figure out--let me figure out a way that people can do that for teachers, and we'll create a viral moment, and now I can start raising money to help me launch this endowment. So I'm, all right, so I came up with an idea, and it was Teacher Thank-you Notes, and just thought, okay, I need to start getting some people to do these. So the reason I went that direction is because I knew I could at least bug 10 of my friends to do these videos--like at least. So then I'm at least creating something, I'm starting to get some content. So I bugged 10 of my friends, and we actually did an event. So we brought all of them together. I think so take Bill's wife, then you. And we brought in food, we set up a camera, we partnered with Lights Camera Discover, so I was using my resources that I had access to. I didn't need a bunch of money to do this free menu. I got a friend that runs a nonprofit focused on media arts. I have everything I need, and I just need to get people there. So everybody came in, and we did--we put everybody on camera. Just tell us a story about your favorite teacher. So, I got at least 10 of these videos, created our social media, and put them up. Nothing happened. [Laughter]

I'm like tag your friends, challenge each other. Like this is bold, fantastic. Let's go! And we put it out. And then there's no crashes, nobody jumps in. And so we started doing these Teacher Thank-you Note events, where then we would get a place in the community. I think we did it at Maricopa County Education Service Agency

(MCESA) during an event. That was one of the first things I had Kristine do, and I just put people on camera doing thank you notes. That was my first introduction to really start to think about how to sustain a program. Because if you want something to go viral, at a certain point, it has to be user-generated, instead of owner-generated. Because, yeah, I could go out here and do these Teacher Thank-you Note events all the time. But in order for it to go viral, people have to [say], "Oh, I want to do that." They've got to see it and think it's cute, and they want to do it on their own.

So I started looking at it, and I talked to a friend of mine, and she was like, "If you're doing something that's not necessarily working, like, don't be hard-headed about it. Maybe that's just not the way." Because you can get too committed to an idea, and you can be too stubborn about it and not allow yourself to see it from a different perspective, do it from a different way. So being flexible on the execution has been something I adopted early, you know. I'm committed to the vision on this being an international organization, taking over Arizona, being national, being international, serving teachers through regularly supported compensation, but I'm flexible on the road to get there--on what that looks like, what those programs look like. How do we do that? Because you don't know what it's going to be until you start doing it, you know, and you've got to--and you don't know what it's going to look like as you start expanding to other areas. So you have to have room for flexibility, which I think sort of just where we were with the pandemic. You know, we were completely able to pivot and do things differently. But that's in our DNA, you know, being able to pivot and flex what we're doing.

So, the Teacher Thank-you Notes turned into Take a Teacher to Lunch, because my next thing was, "Okay, I'm doing these events. All right, you know, it's not necessarily going anywhere. What's another way that I can start impacting teachers in a way that I can control, I don't need a bunch of money, a bunch of partners? I can at least take them to lunch." Nothing we do is rocket science. Like, and as a part of the--to me the beauty of it, you know, because if you really want an approach to scale, where you're really trying to change the system, it can't be too expensive. It can't be too hard to access. And it has to be community-driven. Like, it has to be! Everything that's changed the world in our lifetime has those things: Facebook, Uber, Google. They're all community-driven, cost-effective, easy-access. So, I looked at what those folks did. Because after the twentieth time of people telling me, "Well, you're not going to see that change in your lifetime. That's not going to happen." I start looking at changes that have happened in our lifetime. So like, it's possible. You just have to find the right solution. It's possible--you just have to find the right solution. So then I started looking at, okay, what else can I do that is community-driven, cost-effective, easy-access. And that led to Take the Teacher to Lunch, because I think I went out--the very first one we did, we did it at a school I think the Creighton District. I can't remember. I think it was Creighton. I should know this. And I just happened to meet the principal through a friend, and I was like, "I am taking teachers to lunch."

And most principals aren't going to say No. So, I had a principal that was willing. And then I went out and booked as many restaurants in the community as possible, and got one to agree to donate a lunch. All right, this could be a thing. And that turned into Take a Teacher to Lunch, and that led to the creation of all of our program models. So, it was like, so I started unpacking all the other areas--and also when I was working with MCESA, so we surveyed teachers. So, none of this is just us guessing. I was able to utilize the resources at MCESA to survey teachers throughout the state to really try--so they could give us input on what they felt was most adversely affecting their profession. And it was recognition, compensation, and support. So, it's okay, if I'm going to do anything and try to move this needle forward, it has to impact those three things: compensation, support, and recognition. Often, we just think we throw money at it, and that's going to fix it. We think we're

going to pay teachers more, and that's going to fix it. And that's a part of [it], but they're still going into environments that they don't feel supported, valued. You might keep them a little longer, but you're still going to eventually lose them. So, it's has to be a combination of the three. How do we affect that compensation, support, and recognition? So, I created Take a Teacher to Lunch.

Then I started looking into other areas that we could create community-driven, cost-effective programming to affect support, and then teacher recognition, and then compensation. Because we're a small organization. I [don't] have a bunch of money to go give schools, money to raise the teacher salaries. But what I can control is part of the businesses and asking them to give teachers a discount. Like, we can control that. I can just get businesses to agree. And now were making their salaries go further.

Classroom Support Team--as I said, I was that slips-through-the-crack kid. Teachers need more help in the classroom. All right. Let me bug these schools and get some interns--get some volunteers in here. So that at least starts impacting that. So that's what led to the creation of our current program model. And going through the process of creating the business plan, and all that, that's how I met Ray. And that's how I met Bill, because I will put this in front of the firing squad and allow them to poke it full of holes. And as we kind of went down the road, we built more credibility. These dreams don't seem as far-fetched anymore as they did when I first launched. And now we're getting better at implementing programs. You know, because like I said earlier, you don't really know what it's going to be till you start doing it, you know. And so now that we've been doing this for five years. And I've been able to collect data, look at the challenges, successes, and really start thinking through what's scalable, you know. Because that's the goal. We've got to create scalable programming that's easy to be replicated and that can travel to different areas. And so that's what's fueling the vision for the future.

The Present: Where we're at now

(Successes! What's scalable? What's not scalable?)

Lloyd

And so, what this strategic planning is about is, okay, like, this is great. That's an idea. So now what is the execution of that idea look like? Because, yeah, like we want to give people the opportunity to engage with the model and talk about the impact and understand that. So what does that look like? And how can the Board help with that? So to your point about events, like maybe that becomes an element of our annual fund-raising. You know, if you try to invite a partner instead of creating a whole other program, because that becomes beneficial for us, you know. Like, so maybe the strategy, that becomes an element, but those are the types of things we'll definitely talk about.

So, where we fall short is just the marketing and promotion. So we have the data, we have testimonials, we have all of that stuff. So now it's—and again, a part of this whole thing is how do we get better? How do we refine it? How do we get better? And how do we make it even that much more impactful?

So, also what I wanted to do to lead us to the point to talk about the future is--so that was the past. I want to also talk about the present. So that's our current five-year plan and walk you all through how well we did with the current five-year plan, you know. What was what we did well, what we struggled with, and what were the challenges to implementing these programs? Because that's really what's been on my mind a lot. And we're just talking about sustainability and scalability of the programming.

So, the first—our sustainability goal, because our March Strategic Plan is broken into four areas. One is Sustainability. One is Support. One is Recognition, and one is Compensation to match our pillars. Sustainability is because we always have to think about sustainability. So, for Goal 1--Secure multiple streams of revenue to support 100% of programming by 2022. It's 2022. And I would say we did a pretty good job with that, you know. Like, we got the funds from the Department of Education.

We can do better with donor engagement. You know, that's an area of growth. We don't do well with donor engagement right now. So, we have to create a better, more sustainable approach to that. We did invest in a CRM system, so we can start tracking donors better, and what we're doing internally is trying to get it to where all of our systems are communicating better, because I had everything spread out. We use getting fuel for donations, we use MailChimp for the newsletter we use--and so now we're trying to migrate everything into one system, so we have better ways to track, better donor engagement. You all have received letters from Cali thanking you for your contributions. So, a part of us getting better at that is also me having staff and not just all being on me, because I'm one guy. There's only so much that I can do. And naturally, my energy is probably going to go to either the things I enjoy the most, or the things that are causing the most headaches. And some things are going to be a struggle in between there. But we're trying to build better donor engagement. It would be great at some point to have a grant writer, but just in regards to this goal, I would say we check that box. We did a good job of securing multiple streams of revenue. Our primary streams of revenue are grants, donations, fundraising events, and the fourth was fee for service from schools. Schools--that was going well up until the pandemic, you know, and school budgets are struggling. So that's also caused me to reevaluate that. Like, what does the future of that look like, you know. But I think there should always be a place for that, because I think anybody appreciates more what they get when there's some type of investment in it, you know, So there should always be a place for it. But what we can also look at is how can we strengthen those areas that are weak, especially from a fundraising standpoint and a donor engagement standpoint. Support--what . . .

I'm always hard on myself in regards to the fundraising. But we've actually, since I launched this six years ago, I've actually raised \$747,000. Like, and again, we want to do more, you know. We want to do more, but that's no small feat. Like, that's been great, you know. And I had--I was applying for a grant, and it literally asked, "How much money have you raised to date?" So, I had to go through all of our stuff and add up everything, and we've raised around \$747,000, which was amazing. [Applause] And we got much further to go, you know, I got it. I just always immediately go there. That doesn't mean we're out of the woods. We've got a lot further to go.

With Classroom Support: To implement ten Classroom Support Teams in 2022. At our biggest scale prior to the pandemic, we had eight Classroom Support Teams operating at once, you know. And that was between Osborne--we had one that was loosely functioning in Union, and then in the Alhambra Elementary School

District, you know. So, at our biggest capacity, we had eight operating. So, but through the six years, we've certainly had 10 teams, you know. We've had more than that. But that was the most we had operating at once. And a part of that is what we realize is that the Classroom Support Team is a volunteer program. You know, if you look at all of our programs, if you look at it, each of our programs should have their own business model, you know, really, because that's what makes up Million Dollar Teacher Project.

So, the Classroom Support Team—there are entire organizations devoted to just volunteer recruitment. Like that's all they do. That's all they do, because it's that hard. And it takes that much work just as hospitals--but there's Hands-on Greater Phoenix, there's VolunteerMatch--their entire organ[ization]. You can talk about AmeriCorps--like, for their entire program, that's literally all that they do. That's one of the things we do. And so really thinking about that. And so for Classroom Support Team to scale, it is going to have to have stronger infrastructure. We've got to have stronger partners that can be resources for volunteers and commit to helping us recruit volunteers. We have to be able to offer some type of stipend or living allowance. So, what I personally would love to see the Classroom Support Team become is an actual AmeriCorps program, because AmeriCorps program offers a living allowance. They offer an Education Award. They offer loan forgiveness stuff, and I think that's the environment that's going to make that the most successful. If it stays as is, it's eventually going to have to go away, because it's really time-intensive. It's the hardest program that we have to implement. And it just takes a lot of work, you know. But I would say we check that box as well. We did good. But we've got to really think about the infrastructure surrounding it if it's going to continue,

We definitely need stronger data. But we--so I was just explaining to Karen is that our classroom supports, and we collect data in three ways. We have a process called Reflection Forum, where we have teachers submit reflections every week on how the program is helping them they're utilizing the impact on the classroom. We have the interns do it. So, we're getting their input on how the model is affecting them and the impact they're having in the classroom. We have the students do it. So, they're giving their perspective on how the model is impacting their classroom. And we also try to have parents do it, because we want to create a bridge between the classroom and the home. Because I believe there needs to be a partnership there. And so, the Classroom Support Team allows us to evaluate that. And then we can compare that data to what's going on on the rest of the campus. So, our school principals give us school-wide data, so we can kind of compare apples to apples, apples to oranges, and really look at the impact of the model.

And then with Recognition, 100% of Maricopa County school districts will participate in an MDTP Recognition Program by 2022. That was a very audacious goal. I like the audacious goal. We certainly had an impact in 58 school districts. And one idea--we certainly haven't done that--we impacted a lot, but it hasn't been 58. And a part of that is because we, again, are really dependent on volunteers and donations. And we are so dependent on those things. There's only so far you're going to go, you know. Being dependent on volunteers and interns and donations, there's only so much you're going to be able to do. But that's just an area that we have to build capacity around. And that's why we created the Support Coordinator position, the Recognition position. So that way we have somebody dedicated at least 50 to 100% of their time specifically on that pillar. So, we haven't hit 58. I want to say we've probably done about 15—from 15 to 20 districts throughout Maricopa County, but it hasn't been 58.

The Future: Vision of where we are heading

Lloyd

Okay, so that brings us to the future. Well, first, any other questions on the past or the present? Any other comments? I know this is a lot of information coming at you.

Okay, so we kind of broke out our future into two areas. One is our immediate future, and one is kind of the more long-term, six-year future. So, we created a plan from 2023 to 2028. And what my vision for how I want the Million Dollar Teacher Project to look by 2028, and we created a roadmap on how we want to get there, you know. So, the immediate goals are tied to the ADE funding, because those things are non-negotiable. We have to do those things in order for us to build a strong relationship with ADE, because one of my goals is getting us written into the State budget somehow. So, we don't want to ruin those relationships. So these things are non-negotiable. They have to be done so we can honor that funding, and we make sure we get that funding for the next three years. Because that's good, too. These are things we committed to do. And it's happening. And it's possible. It's just creating the roadmap to get there. All of this is possible.

So, what has tied us to the ADE funding—which is \$540,000, a huge part of our budget—is we have to do five Classroom Support Teams and one to four districts over the next three years. So, it doesn't have to be five all in one district. Our goal is to hopefully be able to spread that out where we have our Greater Phoenix programming, but we have the opportunity to have one... ideally one Support Team... in southern Arizona, and one in northern Arizona. But we've got to deal with partners to get there.

Three statewide TTL [Take a Teacher to Lunch] events. So that just means us doing one Take a Teacher to Lunch in northern Arizona, one Take a Teacher to Lunch in southern Arizona, and at least one here in Greater Phoenix. This is a goal that we're going to easily exceed, because we do a lot of Take a Teacher to Lunches, but we just have... To honor on our funding, we just have to have at least two.