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PROJECT NARRATIVE

Alignment with TSL Absolute and Competitive Preference Priorities

Absolute Priority 1: Human Capital Management System (HCMS) or Performance Based Compensation Systems (PBCS)

Charlotte-Mecklenburg Schools (CMS) proposes Opportunity Culture Teacher-Leader Pathways (OCTLP), a three-district community of practice that will successfully **develop, implement, improve, and expand** Opportunity Culture school staffing models in high-need schools. In Opportunity Culture staffing models, highly effective teachers gain access to career advancement as Multi-Classroom Leaders (MCLs) who take on increased responsibility leading small teaching teams for greater pay while continuing to teach. MCLs provide ongoing teacher-led, job-embedded, differentiated, and personalized professional development, mentoring, and coaching for their teams, increasing the effectiveness and job satisfaction of educators. CMS was the first district to develop and implement Opportunity Culture staffing models in 2013, provided the majority of data for a rigorous third-party study of Opportunity Culture impact in 2018, and has established structures and systems to scale this PBCS to 114 schools in the district via the **CMS Teacher-Leader Pathway**. OCTLP achieves Absolute Priority 1 by pursuing 3 goals:

- **Goal 1: Develop.** CMS will partner with Public Impact to support Fort Worth ISD and Montgomery County Public Schools in developing system-level structures to integrate the Opportunity Culture PBCS into their HCMSs, including strategic use of teacher evaluation ratings and student learning results to select Multi-Classroom Leaders. Public

Impact is the source of Opportunity Culture design assistance and is the provider that assisted CMS between 2012 and 2016, and has since assisted more than 60 districts.

- **Goal 2: Expand.** Through OCTLP, CMS will collaborate with principals, teachers, and others at the school level to expand Opportunity Culture staffing design to make our PBCS available district wide. Public Impact will support the two partner districts in collaborating with principals, teachers, and others at the school level to expand the model to 31 high-need schools. CMS will also host two conferences to help state and district leaders from across the country learn about the PBCS and consider benefits of implementing in their local contexts.
- **Goal 3: Implement and Improve.** Educators taking on new roles will receive ongoing professional development from CMS or Public Impact. CMS will provide learning experiences and peer guidance to our district partners to improve implementation launches of Opportunity Culture staffing models in their own contexts.

Absolute Priority 2: High-Need Schools

CMS prioritized high-need schools during initial implementation of its PBCS. Of the remaining 67 schools in CMS that will adopt Opportunity Culture staffing models, 12 qualify as high-need.

OCTLP partner districts will begin their PBCS in high-need schools as CMS did; all 31 participating schools qualify as high-need based on the most recent National School Lunch Program data (see *Appendix E*).

Competitive Preference Priority 1: Promoting Equity in Student Access to Educational Resources and Opportunities

OCTLP will be implemented in high-need schools at the elementary, middle, and high school levels **(a)** that currently provide inequitable and inadequate access to highly-effective teaching that is needed to close achievement gaps, overcome unfinished learning from covid disruptions, and support students to accelerate to advanced content **(b)**. Multi-Classroom Leaders reach vastly more students than a typical teacher, directly increasing equitable access. In addition, as a result of the intensive support provided by Multi-Classroom Leaders, OCTLP will increase the number and proportion of effective educators at each school. This will ensure more students have access to excellent instruction **(1)** and will improve retention of effective educators in high-need and shortage areas **(2)**. Third-party studies of Opportunity Culture staffing models have focused on implementation in high-need schools and found that, on average, teachers who joined Opportunity Culture Multi-Classroom Leader teams moved from producing 50th percentile student learning growth to 77th percentile student learning growth in reading and math. Conversion of these results into years of learning equates to an extra half-year of learning for students each year, on average, when an educator with prior high growth leads the team as a Multi-Classroom Leader (MCL).¹

Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

OCTLP will improve the capacity of high-need schools to hire, support, and retain an effective and diverse workforce. Participating districts will use a district pool process to ensure rigorous and unbiased screening and selection of candidates for Opportunity Culture roles, including use of the behavioral event interview technique, which assesses candidates for key competencies rather than relying on traditional markers of leadership. Opportunity Culture districts recruit

widely for teacher leader roles to ensure a diverse candidate pool and evaluate their effectiveness in that regard. Nationally, nearly 50% of Multi-Classroom Leaders are teachers of color, far above the percentage in the teaching force as a whole, which research has shown to provide instructional benefits for students of color.² MCL teams also include new roles for paraprofessionals and teacher residents, who can increase the diversity of the pipeline of teachers in high-need schools in the future.

A. Need for Project (Selection Criteria V.1.a.2.i-iv)

i. Gaps or weaknesses. The three districts in OCTLP serve diverse student populations with varied needs and challenges. As Table 1 shows, each of us serves large percentages of economically disadvantaged students and students of color (**Requirement i**).

Table 1. Student Demographic Data			
	CMS	FWISD	MCPS
# students enrolled	145,598	72,332	160,554
# of schools	181	137	210
# of Title I schools	94	120	39
% of students LEA-wide in poverty	27%	84.37%	44%
● African-American or Black, not Hispanic	35%	20.1%	21.8%
● White, not Hispanic	24%	10.8%	24.4%
● Hispanic or Latinx	30%	65.4%	34.6%
● Asian or Asian-American	7%	1.8%	13.9%
● Am. Indian, Alaskan Native, or Pacific Isl.	.003%	0.2%	0.1%
● Multiple Race/Ethnicity	3%	1.8%	5.1%

Within these contexts, five gaps compel CMS and our partner districts to implement OCTLP: **Academic achievement.** All three districts have significant achievement gaps between White students and students of color, and between economically advantaged and disadvantaged students. Table 2 shows these gaps by district based on the most recently available state test score data (**Requirement i**).

Table 2. Academic Achievement Gaps by District									
	Percent Proficient ELA			% Proficient Math			4-Year Grad. Rate		
	District	Students in Poverty	Students of Color	District	Students in Poverty	Students of Color	District	Students in Poverty	Students of Color
CMS	45.7%	35%	32%	50%	34.4%	31.7%	84.1	77.3%	76.8%
FWISD	52%	45%	AA: 37% Hispanic: 49%	35%	28%	AA: 20% Hispanic: 31%	85.7%	84.7%	AA: 81.4% Hispanic: 86.7%
MCPS	65.9%	30%	40%	64.1%	43%	49%	91.4%	50.3%	86.8%

Equitable access to effective teachers. Too often, students in high-need schools and members of historically marginalized groups have teachers who are more likely to be early in their careers, teaching outside of their fields, or rated ineffective in teacher evaluation systems. When relying on the traditional one-teacher-one-classroom staffing model, students in schools with chronic vacancies often receive instruction from permanent substitutes. Since the quality of teaching is the single most important in-school factor in student learning, this inequity is a major root cause of academic achievement gaps in our systems. Examples of inequitable access include (**Requirement ii**):

- During the 2021-2022 school year, Charlotte-Mecklenburg Schools had 2,146 educator separations, the majority of which (61.4%), occurred in high-need schools. These schools disproportionately serve students of color, which highlights continued concerns around inequitable access to a high performing teacher. Often, educators hired into high needs school in CMS are classified as beginning teachers with little to no experience in public education.
- Fort Worth ISD began the 2022-2023 school year with 198 teacher vacancies. The majority of the vacancies (55%) were in high-need schools as identified by the Fort Worth ISD School Performance Framework.
- Montgomery County Public Schools began the school year with 325 teacher vacancies. Of the 1,006 hires that were made, 50.8% had 0-3 years of teaching experience.

Diversity of workforce. While our student populations have grown more racially diverse, our teacher workforces remain primarily White (see Table 3). Given substantial research showing that students learn more when they have teachers with similar backgrounds, increasing the diversity of our teacher pools is a major priority to address racial achievement gaps. The staffing models in our PBCS will also stabilize and support teachers to improve retention.

Table 3. Teacher Demographics by District						
	# Teachers	% Teachers of Color	% Students of Color	% Teacher Turnover	# Teacher Vacancies at SY Start	% New Hires with 0-3 Years
CMS	8,834	39.9%	76%	10%	363.5	19.8%
FWISD	4,913	53%	89.2%	10%		64%
MCPS	13,648	30.3%	75.6%	8.6%	325	50.8%

Opportunities for advancement for teachers rated highly effective and effective. In CMS, we have made Teacher-Leader Pathways available to a large proportion of our educators, reaching 114 schools since the launch in 2013. Still, 67 of our 181 schools do not yet offer these opportunities for career advancement, including 12 high-need schools. Our OCTLP partner districts do not yet offer these opportunities in any schools, so beginning OCTLP in high-need schools is a critical step toward giving their educators career advancement opportunities in settings where teachers and students stand to gain the most. **(Absolute Priorities 1 and 2)**

Opportunities for job embedded development for all educators. When educators lack career advancement opportunities to expand their impact by supporting peers, the flip side is their peers do not have the chance to benefit from daily, job-embedded, personalized support that is provided when highly effective teachers lead small teams. As detailed in the section on Quality of Project design, this kind of support has been shown to improve both teacher instructional practice **(Requirement vi)** and teacher retention. Attracting and maintaining a diverse workforce requires this kind of support, and too often it is lacking. OCTLP will expand these supports system-wide in CMS and to many high-need schools in partner districts **(Competitive Priorities 1 and 2)**. Table 4 (below) summarizes the strategies OCTLP will employ to address these gaps.

ii. The project will integrate with or build on similar efforts to improve relevant outcomes. In CMS, OCTLP builds on our Teacher-Leader Pathway initiative, which has been working in schools since 2013 and has reached 62% of the district's schools. OCTLP will enable expanding these models to all remaining high-need schools as well as deepen our support for participating schools to build capacity for long-term maintenance of the effort after the grant ends.

For our partner districts just launching this work, Opportunity Culture staffing design will support their existing strategic plans and change efforts:

- Fort Worth ISD is now developing a new strategic plan, and within that process determined Teacher Recruitment and Retention will be a key pillar. FWISD is also committed to addressing shortages that stretch current teachers thin and reflect a lack of diverse representation and language accessibility, particularly insufficient student access to Black, Latino, and bilingual teachers. FWISD will use Opportunity Culture staffing design to provide intensive job-embedded instructional coaching and attract and retain needed diversity in their teaching workforce.
- Montgomery County Public Schools outlines two key objectives in the district's instructional plan, including improvement of student achievement in literacy and mathematics through coaching and data-driven decision making, and increasing student access to experienced and diverse principals and teachers in high-need schools. Many teachers in MCPS are inexperienced, with 50.8% of the 1,006 teachers hired in 2023 having 0-3 years of teaching experience. MCPS will use Opportunity Culture staffing design to build on its efforts to implement the Maryland Blueprint to align compensation with a career ladder for teachers. MCPS is also building on the district's recent anti-racist audit, with an action plan that addresses working conditions and workforce diversity.³

Funding streams. All three OCTLP districts will leverage existing funding streams to cover core, ongoing costs of implementing these models. Specifically, schools fund stipends for Multi-Classroom Leaders and other roles as well as new Reach Associate and teacher residents solely by reallocating existing funding from school budgets to these new costs. In many cases,

this funding is state and local allocations for positions that have become vacant and schools face severe challenges filling vacancies. While not counted for the TSL match, schools also repurpose Title I funding from uses that were not producing the desired results to support these models' costs. Since all of these sources are recurring, schools will be able to continue the work after the end of the TSL grant without additional special grants (**Requirement 8**).

Educator support. OCTPL educators have expressed support for such models in different ways:

- Charlotte-Mecklenburg Schools has received positive feedback about its Opportunity Culture PBCS from stakeholders, including principals, teacher-leaders, and supported teachers. Principals have indicated that they appreciate the increased staffing and scheduling flexibility, the ability to reward and retain excellent teachers in their building, and the ability to recruit high performing teachers. Opportunity Culture teachers have indicated that their positions have been necessary to remain in the field of education. Their expanded reach to more students contributes to a higher level of job satisfaction and positively impacts teacher perceptions of their careers. Access to this career path also makes a career in public education financially competitive with other fields. Educators supported by an OCTPL teacher have indicated this has helped them to grow in their career, which is further illustrated by data that shows significant student growth in the classrooms of such teachers when compared to their unsupported colleagues.
- Fort Worth ISD stakeholders have indicated that a key need to address is more intentional professional development, such as mentoring provided by highly effective veteran teachers related to instructional practices and coaching, effective PLCs,

will give each school actionable recommendations on how to improve its implementation based on a decade of research on what correlates with student learning growth. Survey reports will give schools additional insights on room for improvement, leading to adjustments in real time or for the following year's implementation. Public Impact will facilitate sessions in Year 1 of each school's implementation to help pinpoint high-yield changes and develop action plans. In addition, Public Impact's School Excellence Portal aggregates data to show patterns across schools, informing changes in policy and the support the district and its partners provide.

Additional analysis for CMS: Since CMS already has 114 schools implementing this model, additional analysis will be possible with CMS data. Specifically, Public Impact will partner with CMS to examine: (a) the extent to which teacher ratings in EVAAS change when they join MCL teams, relative to other teachers; and (b) student learning within MCL teams compared to students whose teachers are not part of Opportunity Culture teams.

Summative analysis: By the end of the Grant Year 3, Public Impact will compile data on each objective for each participating school, system, and the three-district consortium as a whole, comparing outcomes to the stated objective.

Methods for sharing formative data: Participating districts will receive formative data in the form of written reports and displays in the Opportunity Culture School Excellence Portal when they become available. In addition, Public Impact and CMS will share insights on a regular cadence in meetings with the school teams they are each supporting. Public Impact and CMS will also hold monthly check-ins with each to review project data and consider shifts. Finally, all participating districts will have quarterly touchpoints as a community of practice to examine

data and consider action steps in response. In addition, CMS will host two conferences to share findings and lessons learned with state and district leaders from across the country.

C. Quality of Management Plan (Selection Criterion V.1.c.2)

(1) Adequacy of Management Plan. OCTLP is a community of practice of four districts that are committed to implementation of Opportunity Culture design principles that have been shown to correlate with student achievement and who seek greater understanding about the impact of these staffing structures on teacher recruitment and retention. As the lead district, CMS has drawn on successes and lessons learned over 10 years of experience from our Teacher Leadership Pathways work that has led to Opportunity Culture staffing design being implemented in 114 schools in our district. Similarly, Public Impact has been providing Opportunity Culture design and implementation assistance for 10 years and has built a team of consultants with extensive experience helping districts and schools in a variety of contexts. Our management plan is designed to ensure we achieve the objectives of our project on time and within budget. Kristen England, Director of Talent Acquisition in CMS, will serve as Project Director to ensure all project milestones and goals are achieved within target timelines and budget. Resumes and job descriptions for key personnel are in *Appendix B*.

OCTLP Key Personnel	
Role	Primary Responsibilities
Project Director (PD)*	Manages project against goals, activity milestones, timeline, and budget
Grant Manager (GM)*	Supports administrative and operational support across the project, including preparation project reporting Gathers and manages student and teacher data needed to analyze the effectiveness of OCTLP and maintain accurate

	<p>reporting to comply with federal requirements and local policies</p> <p>Serves as the primary liaison for OCTLP partner districts community of practice.</p> <p>Manages planning of the OCTLP conference across departments and vendors to align project scope</p>
Expansion Specialist (ES)	<p>Supports CMS schools in establishing the PBCS</p> <p>Shares examples and lessons learned with the OCTLP Community of Practice</p> <p>Coordinates site visits for OCTLP partners to be inspired by and learn from existing PBCS schools</p> <p>Assist the Grant Manager with partnering districts program development and implementation.</p>
Client Manager (CM)*	<p>Coordinates Community of Practice meetings</p> <p>Ensures quality of support and completion of grant deliverables among OCTLP partner districts</p>
Lead Consultant (LC)	<p>Provides guidance to OCTLP partner district leaders to establish effective structures for their Opportunity Culture HCMS and PBCS</p> <p>Provides prof. learning for district leaders and school leaders</p>
School Coaches (SC)	<p>Coaches school leaders in OCTLP partner districts to design and implement the PBCS with fidelity to design elements associated with greatest student learning outcomes</p> <p>Provides prof. learning for Multi-Classroom Leaders and Reach Associates in OCTLP partner districts</p>
Principal Investigator	<p>Publishes evaluation findings for the OCTLP community of practice, grant reporting, and wider dissemination</p>
District Design Team Members	<p>Contribute information to inform PBCS design recommendations and provide feedback for final plan</p> <p>Adjust policies and processes as needed to enable school staffing design work to expand and implement the PBCS</p>

** Members of the Project Management Team*

OCTLP Management Plan (October 1, 2023 - September 30, 2026)

Legend: PD - Project Director; GM - Grant Manager; ES - Expansion Specialist; CM - Client Manager; LC - Lead Consultant; SC - School Coach; PI - Principal Investigator; District Design Team Members (DD); School Design Team Members (SD); ** Activity will lead to project sustainability

Project Activity	Person Responsible	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Overall Project Management and Evaluation													
Coordinate and facilitate monthly meetings of project management team	PD	X	X	X	X	X	X	X	X	X	X	X	X
Establish data collection protocols and instruments	GM, PI	X	X	X	X	X	X	X	X	X	X	X	X
Analyze data and write up findings	GM, PI				X				X				X
Gather information from partners and generate grant reports	GM				X				X				X
Goal 1: Develop System-Level Structures for the Opportunity Culture PBCS													
Provide an online orientation of OCTLP for all district and school leaders	LC	X											
Conduct landscape analysis to gather information about each district’s teacher existing salaries and stipends, distribution of positions, and flexible funding	LC, DD	X											
Facilitate learning interviews with cabinet-level leaders to inform design recommendations	LC, DD		X										
Draft district design recommendations, conduct a feedback cycle to get stakeholder feedback, and capture final decisions in a district design report.**	LC, DD		X										
Provide training in the behavioral event interviewing technique	LC		X										
Facilitate advising sessions to plan for Multi-Classroom Leader selection and strong first year launch of the Opportunity Culture PBCS	LC		X	X									

Project Activity	Responsible	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goal 1 (continued)													
Hold quarterly advising calls to provide district leaders with support and advice during first-year implementation of the Opportunity Culture PBCS	LC					X	X	X	X				
Goal 2: Expand Opportunity Culture PBCS to 98 schools													
Host site visits to CMS schools implementing Opportunity Culture models	ES	X		X		X		X		X		X	
Select schools for participation in each of the three project years	LC, DD, PD, GM	X				X				X			
Provide design support to CMS schools through the district's TLP Academy	ES		X				X				X		
Facilitate focus groups to gather more contextual information about interests and concerns of key stakeholders (principals, teachers, students, and parents)	SC, ES		X				X				X		
Draft individual school design recommendations, conduct a feedback cycle to get stakeholder feedback, and capture final decisions in a district design report.**	SC, SD, ES		X				X				X		
Conduct survey and interviews to identify strengths and areas for improvement and provide each school a feedback round memo	SC, ES					X				X			
Provide targeted support activities to address priority needs identified	SC, ES						X				X		
Facilitate planning sessions to optimize and scale to more educators	SC, ES						X				X		
Goal 3: Implement and Improve Through Targeted Professional Learning													
Facilitate quarterly community of practice for OCTLP district leaders**	CM												
Provide National District Leader Capacity Building onboarding experience	LC												
Provide Summer Prof. Learning for new hires into Opportunity Culture roles	LC												
Facilitate monthly learning sessions for individuals in first-year of their roles	LC												

D. Adequacy of Resources (Selection Criteria V.1.d.2.i-iii)

i. Project will result in system change or improvement. OCTLP will use Opportunity Culture design processes that have been shown to be effective within CMS and elsewhere across the country. This includes decision-making guidance to establish the PBCS, professional learning for Opportunity Culture roles, and implementation monitoring and improvement. Systems change is expected and leaders at all levels are included; the design work and professional learning engages cabinet level leaders, school leaders, and teachers. Technical assistance will be led by consultants trained in Opportunity Culture design practices who use materials honed by 10 years of experience working with districts and schools.

We expect improvements in OCTLP participating schools equal to or surpassing those achieved elsewhere using Opportunity Culture PBCS and staffing models. This includes increases in ELA and math proficiency rates of at least 3 percentage points by the end of the first year of implementation and 6 points by the end of the second year; more than 90 percent of staff in all Opportunity Culture roles reporting that instructional supports improve instruction; more than 80 percent of all teachers in participating schools perceiving positive impacts on teacher collaboration and student learning; a decrease in the number of teacher vacancies at the start of the year; and a greater proportion of students experiencing high-impact tutoring within the school day as a result of their new Opportunity Culture staffing structure.²²

ii. Build local capacity to provide, improve, or expand services. CMS has demonstrated that Public Impact's technical assistance helps districts build their capacity to improve and expand Opportunity Culture staffing design. Public Impact helped CMS launch the Opportunity Culture PBCS in 21 pilot schools between SY 2012-13 and 2013-14, and since that time our district team

has helped 94 additional schools design and implement Opportunity Culture plans. OCTLP partner districts have the commitment of cabinet-level leaders who will ensure local structures are created for the Opportunity Culture PBCS to be expanded across high-need schools to eventually reach all students in core subjects. This cross-discipline engagement at the highest level of leadership demonstrates the commitment of OCTLP districts to Opportunity Culture PBCS and staffing design as an essential strategy for their local educators and students.

Leadership Commitment Ensures Capacity to Improve and Expand in New OCTLP Districts		
	Fort Worth ISD	Montgomery County
Superintendent and/or Deputy	██████████ Superintendent	██████████ Superintendent ██████████, Deputy Superintendent
Academics/Curriculum & Instruction	██████████ ██████████ ██████████ Associate Superintendents of Learning and Leading	██████████, Chief Academic Officer
Talent/Human Resources	██████████ Talent Officer ██████████ Director of Teacher Residents and Pipeline	██████████ Chief of Human Resources and Development
Innovation	██████████, Chief Strategy Officer	██████████, Chief of Strategic Initiatives
Finance	██████████, Chief Financial Officer	██████████ Associate Superintendent of Finance
Accountability	██████████, Associate Superintendent of Assessment and Data Quality	██████████, Director of the Office of Shared Accountability
Communications	██████████ Director of Communications	██████████, Assistant Chief of Communications

Across OCTLP districts we will assess fidelity and strength of an Opportunity Culture policies and actions that have been found important to teacher effectiveness, student learning in schools, and teacher satisfactions. Public Impact consultants introduce local leaders to the Opportunity Culture District Implementation Review and School Implementation Review tools to assess factors associated with the five Opportunity Culture design principles. Among the indicators assessed are diversity of the candidate pool for all Opportunity Culture roles, size of teaching teams and availability of release time to ensure Multi-Classroom Leaders are able to provide the intensive coaching and support that is essential to their role, and financial sustainability of the PBCS implementation.

iii. Resources to operate beyond the length of the grant. Opportunity Culture PBCS are financially sustainable from the start, with stipends for teacher leader roles reallocated from existing budgets. ***We are not requesting any TSL funding to support the ongoing costs of advanced roles stipends.*** The design work that will be undertaken by OCTLP schools involves careful assessment of existing expenditures compared to the student learning potential that has been demonstrated by teaching teams led by Multi-Classroom Leaders. (Anticipated reallocation is calculated in Appendix D.) Opportunity Culture school design teams learn to develop and adjust their staffing plans when teacher vacancies arise, use creative scheduling to achieve release time for Multi-Classroom Leaders to support their teams, and incorporate small group tutoring led by paraprofessionals and other adults. Once the Opportunity Culture PBCS is established within each school budget, it can be sustained in perpetuity without further allocation of funds.

TSL-funded expenditures for technical assistance are temporary and do not need to be sustained beyond the grant unless districts choose to fund them. CMS has already established within-district structures and services to help our schools opt into the Opportunity Culture PBCS over the past decade, and OCTLP partner districts will benefit from our examples, resources, and lessons learned. Once the initial district level structures are in place for the Opportunity Culture PBCS, district leaders can support future schools to establish, strengthen, and expand their initial staffing plans using the guidance and processes they learned from Public Impact. Districts can continue to access materials and coaching through Public Impact’s online Opportunity Culture portal, or they can establish their own delivery system as we have in CMS. CMS is divided into nine learning communities. As we fully scale our PBCS to all learning communities, we will grow our team from two specialists to nine and will add a coordinator position, creating the support structure needed to ensure the PBCS achieves desired outcomes for teachers and students. The addition of the seven new specialists will enable the expansion of TLP to every school in the district while continuing to support existing TLP schools. These specialists will spend quality time in each school to ensure the program is successful. One specialist will also serve as the liaison for OCTLP partner district activities to ensure a successful community of practice. The coordinator will assist with recruiting and marketing to engage potential talent pool applicants, candidate applicant customer service, and tracking school vacancies to ensure all school based TLP positions are filled.

CMS is committed to supporting our transition to district-wide implementation of our PBCS and the efficacy of this expanded support structure will be reviewed at the end of the grant period. Historically, CMS has leveraged local funds to continue to support district roles when grant

funds were exhausted, as demonstrated when the district opted to maintain the two current specialist positions at the end of a grant from the state of North Carolina, then added to that structure by establishing the manager position as our PBCS grew to greater scale.

Table. OCTLP Multi-Year Operating and Financial Model	
Project Year	Financial Plan
Year 1	<ul style="list-style-type: none"> ● District determines financial flexibility for school design teams ● Schools reallocate recurring funds to pay PBCS stipends ● District leaders learn about prof. learning for Opp. Culture roles
Year 2	<ul style="list-style-type: none"> ● District leaders observe feedback rounds and learn to support implementation of the PBCS ● Implementing schools reallocate funds as vacancies emerge to expand the PBCS to more grade levels and subject areas ● Additional schools establish the PBCS by reallocating funds
Year 3	<ul style="list-style-type: none"> ● Implementing schools reallocate funds as vacancies emerge to expand the PBCS to more grade levels and subject areas ● Additional schools establish the PBCS by reallocating funds ● District leaders strengthen structures to support PBCS schools

Commitment of Partners. Letters of support from OCTLP partner districts and Public Impact are included in Appendix C. CMS will fully scale our Opportunity Culture PBCS, gather data on student learning and teacher recruitment and retention, provide fall and spring site visit opportunities each year of the grant, and will share our lessons learned over 10 years of Opportunity Culture implementation. Fort Worth ISD and Montgomery County Public Schools will establish Opportunity Culture PBCS in 31 high-need schools. Public Impact will provide technical assistance and professional learning, will gather data needed for evaluation and grant

reporting, and will facilitate the OCTLP community of practice to ensure participating districts learn from each other.