

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Dashboard and relevant LCAP Actions and Services was shared and input was gathered from stakeholders at the following meetings:

Group	Dates	Input	Input
LCAP Advisory Committee	November 13 December 3 January 15 February 4 March 5 April 8 May 21	<p>Provided ideas on how to implement Health at elementary schools and Independent Study.</p> <p>Align middle school electives with high school CTE pathways.</p> <p>Provide Spanish elective course at middle school.</p> <p>Explore a 0 period and 7<sup>th</sup> period option.</p> <p>Explore ways to expand offering CTE courses at Central Bay, Independent Study, and Adult Ed. Students would like more time and interactions with teachers and would like to explore a block schedule at the high school to help support the academic needs and provide time for more in depth discussions.</p> <p>Integrated community service into courses.</p> <p>Offer Drivers Ed 0 period, online, or on own time.</p> <p>Provided ideas on improving Chronic Absenteeism, including incentives appropriate for each level such as raffles, lunch with Superintendent, Principal, or Board member.</p>	<p>Discussed what schoolwide targeted instruction could look like with small group instruction during literacy block and a possible change in bell schedule for secondary.</p> <p>Reviewed highlights from the Fidelity Integrity Assessment for Multi-Tiered System of Support and discussed what coordination wraparound supports could look like.</p> <p>Train parents to be part of elementary schoolwide targeted instruction block.</p> <p>Consider choosing a focus, size of groups, who is available, use of common assessments, and acknowledge different needs and importance of addressing all (equity/equality).</p> <p>Discussed pros and cons of current high school schedule, and two other types of schedules, including block schedule and hybrid.</p>

		<p>Importance of TK/K setting foundation for attendance.</p> <p>Informing parents of impact of absences financially.</p> <p>Post % attendance publicly.</p> <p>Include info on attendance in Parent Workshops.</p> <p>Strengthen Tier 1 instruction in K-3 and address need for staffing at Tier 2 intervention.</p> <p>Provide year round awareness on student engagement.</p> <p>Refer students to counseling before possible suspension.</p> <p>Build relationships with parents.</p> <p>Grow opportunities for parent/principal coffee</p> <p>Provide opportunities for parents to give suggestions to promote two way communication.</p> <p>Professional Development on Trauma-Informed Practices, Arts Integration, Tools for ELA through Benchmark Universe, alignment of grades/assessment.</p> <p>Brainstorm of how a day might look for students who are struggling, on grade level with some need for targeted support, and excelling, but easily bored and how we might meet their individual needs.</p>	<p>Reviewed Parent Education and Outreach, Partnerships, Summer Programs, and restructuring of Coordination of wraparound supports within MTSS.</p> <p>Developed critical talking points and questions to communicate from LCAP meetings.</p> <p>Reviewed and revised LCAP survey. Recommended including trauma informed instruction, addressing mental health/wellness for teachers impacted by trauma, encouraging self-care, providing venues for innovation and creativity for teachers, providing opportunities for students to build bonds with teachers, and social emotional learning.</p> <p>Provided highlights of LCAP Survey and Stakeholder input from various groups, both site and District level.</p> <p>Reviewed LCAP draft expenses/budget for 2019-20 to ensure recommendations are included in budget plan for following year.</p>
<p>Facilities Advisory Committee</p> <p>Community Members, Parents, Teachers, Classified, Admin,</p>	<p>September 18</p> <p>October 4</p> <p>December 11</p> <p>March 11</p> <p>April 29</p>	<p>Recommendations for priority projects needed at the following schools: Echo Valley, Prunedale, Central Bay and FMOTs</p>	<p>Discussed need to get more community members involved to “see” the needs of our facilities. Need to also better communicate the complexity of facility improvement costs and requirements. Tour campuses with a video and have students comment.</p>

Board members 13-17 attended each meeting			
Budget/ Program Review Committee  Community Members, Parents, Classified, Certificated, Parents, District Admin, Board	January 9 January 16 January 23 February 6 February 20	Attendees appreciated the detailed explanations of each funding resources and the related programs and services. Confirmation of Special Education program “take-backs” from the county office related to quality of programs and controlled costs.	Reviewed areas to consider for future reductions of ongoing costs and the estimated increases due to STRS and PERS increases. Provided input and ideas to reduce costs and ideas to increase attendance to generate recoup additional ADA funding
Students- MS/HS on LCAP Advisory (6 representatives)	November 13 December 3 January 15 February 4 March 5 April 8 May 21	Students would like more time and interactions with teachers and would like to explore a block schedule at the high school to help support the academic needs and provide time for more in depth discussions. Integrate community service into courses. Offer Drivers Ed 0 period, online, or on own time. Provided ideas on improving Chronic Absenteeism, including incentives appropriate for each level such as raffles, lunch with Superintendent, Principal, or Board member. Importance of TK/K setting foundation for attendance.	Provide better teacher training on classroom management, lesson plans, and having a consistent curriculum. More hands-on learning Improving student-teacher communication Provide more opportunities for student-student collaboration Find out why students are not graduating- Is it specific courses, academics, emotional? It is important to train substitute teachers.
LCAP Survey (311 responses)		Bilingual liaison SRO Bilingual support from office staff Adult education PD for teachers on working with parents Improve communication with parents and community using web, social media, app	Systematic school-based student support inc. mental health services Field trips, athletics, activities Extra/co-curricular activities, inc. athletics, field trips, AVID, MESA, yearbook Electives – MS/HS

		<p>Continue preschool and parenting classes  Provide parent workshops that include translation and childcare  CTE and work based learning  IT support  Library Media Center/CC Center support  Foundational literacy assessments  Best practices – assessment/reporting  Tutoring/intervention  Art – HS/arts integration  MTSS  Continue student recognition and incentives for academic and attendance  Provide behavioral supports  Provide opportunities for student voice  Academic counselors at MS/HS  Continue college and career awareness activities at MS and ES  Foundational Literacy focus  Tutoring and intervention  MTSS student review process</p>	<p>Foster/Homeless youth support  Dual Enrollment/AP/PSAT  Accurate reports for funding  Recruit/train subs  PE/Music elementary  Lower class size TK-3  New teacher support  Update curricular materials  PD – data to guide instruction, online professional learning, accessible instructional resources  Biliteracy pathway development/support  Provide teacher training on effective ways to work with parents  Social workers and wraparound services with agencies  Continue translation support/Spanish only sessions for families  Provide instruction for Digital Citizenship and Civics</p>
Principal Student Advisory Group	<p>January 22  March 8  April 11</p> <p>Between 48 and 55 students attended</p>	<ul style="list-style-type: none"> <li>• More decision power held by students</li> <li>• Implement Peer Support Groups</li> <li>• Destigmatize mental health</li> <li>• Increase Link Crew/PRIDE activities, involvement</li> </ul>	<p>Students wanted more time with classroom teachers for support. They wanted more support services for students at the high school, specifically more access to counseling and mental health services.</p>
Special Education Advisory	<p>September 26  November 1  January 31</p>	<p>Feel respected, heard, welcome/have confidence in programs  No “one size fits all”  Transparency/communication w/parents rather than child</p>	<p>Individual time for students  Updates weekly  More supervision on yard  Reviewed Performance Indicator Review</p>

Child Development Advisory	June 4	<p>A meeting convened for input into the child care/preschool school program.</p> <ul style="list-style-type: none"> <li>• More strategies for parents to use at home with children and more communication with parents regarding progress.</li> </ul>	Parents wanted additional workshops in parenting skills, specifically in communication with their children and the school, and understanding grades, report cards, transcripts, college application process.
DELAC/ELAC  Between 5 and 15 attended each meeting	September 17  October 15  January 14  March 11  May 13  ELAC – various site meetings	<ul style="list-style-type: none"> <li>• Expand bilingual program to more grade levels</li> <li>• Offer dual immersion program</li> <li>• On site Spanish speaking mental health services</li> <li>• Support with using Illuminate in Spanish</li> <li>• Parents want to better understand how credits are earned</li> <li>• Bussing for after school tutoring (HS)</li> <li>• Newcomer support and materials in Spanish</li> </ul>	
Migrant PAC  3-4 members attended each meeting	September 5  October 10  November 7  March 6  March 27  May 1	<ul style="list-style-type: none"> <li>• Discipline with students</li> <li>• Workshops on finances for high school students and parents inc. how to invest, how to calculate loan, how to start a business</li> <li>• Information about other services in the community (Jr. Achievement)</li> <li>• First Aid/CPR training</li> </ul>	<ul style="list-style-type: none"> <li>• Prefer communication by emails and calls, text reminders, and letters</li> <li>• Reminders the day before are helpful</li> <li>• Requested a specific bus pick up outside of regular school time</li> <li>• More field trips for students</li> </ul>
School Staff	Various dates	<ul style="list-style-type: none"> <li>• Adult help in classroom</li> <li>• Full-time/bilingual counselors</li> <li>• Counselors, intervention teachers, aides for students in crisis</li> <li>• Continue Social Emotional Learning training</li> </ul>	<ul style="list-style-type: none"> <li>• Have all meetings with interpretation</li> <li>• Parenting classes, food, childcare (with free activities for kids when parents attend meetings), make and take for parents</li> <li>• Revision of report cards</li> </ul>

		<ul style="list-style-type: none"> <li>• Schoolwide strategies need to be looked at so students are familiar with the strategies and teachers are using the strategies effectively.</li> <li>• Understanding on who will support Tier 1 teacher learning and Tier 2 &amp; 3 student needs</li> <li>• Planning time, daily, paid</li> <li>• Peer observations/instructional rounds</li> <li>• More vertical articulation</li> <li>• Training on reading strategies to improve student reading levels</li> <li>• Support for classroom teachers when doing assessments</li> <li>• Fountas &amp; Pinnell training for upper grade teachers</li> <li>• Teacher input for literacy block schedules</li> <li>• System to progress monitor students not performing at grade level</li> <li>• Early intervention and support</li> <li>• College and Career Readiness Week was great- do it again</li> <li>• College visits</li> <li>• Have college students visit and talk to our students</li> <li>• Have technical school visit</li> <li>• GATE classes</li> <li>• Bring Career awareness to TK-3rd</li> <li>• 21st Century Skills class similar to high school</li> <li>• Tech plan updated and implemented</li> <li>• Structured enrichment</li> <li>• More time to plan activities and funds to buy engaging materials</li> <li>• Chromebook carts for every classroom with printer</li> <li>• Connection and fluidity between MTSS and PBIS</li> <li>• Signage in hallways</li> <li>• Math manipulatives</li> <li>• Easier volunteer process</li> <li>• Class Dojo schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>• Picnics</li> <li>• Date night for parents with \$5 charge for childcare (fundraiser)</li> <li>• Invite parents to share their skills with others</li> <li>• Parent classes/adult education/FRC courses</li> <li>• Translators</li> <li>• CCR info – parents/students</li> <li>• Voc. Ed opportunities</li> <li>• PE, Music</li> <li>• CC interest forms at HS</li> <li>• Stipend opportunities</li> <li>• Subs-recruitment/training</li> <li>• Intervention teachers</li> <li>• Health aides at sites</li> <li>• Spanish materials</li> <li>• More Span. Speaking staff</li> <li>• Bilingual program for students to continue</li> <li>• Streamline transportation (HS)</li> <li>• Remodel science labs</li> <li>• Teacher collaboration/lesson design /PD</li> <li>• Review HS bell schedule/transportation</li> <li>• Expectations- assign./standards based grading</li> <li>• Co-teaching (gen/special ed)</li> <li>• Increase in COWS at HS</li> <li>• Progressive discipline plan for HS</li> <li>• Team needs understanding on who will support Tier 1 teacher learning and Tier 2 &amp; 3 student needs</li> <li>• All items on LCAP survey important, especially the student behavior</li> </ul>
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			support and how that will look next year.
NMCFT	May 29	More elementary planning time within the work day	
CSEA	June 14, 2019	<ul style="list-style-type: none"> <li>Reviewed Draft LCAP Plan and how it is structured to reflect all of the work being done in all of the areas with all of the 0 to Adult students.</li> <li>Parent interaction is going to make the difference. Focusing on that will help students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborating together will help kids. If one thing isn't working for one student then sharing may get the student what they need through a different teacher should.</li> </ul>
SSC	Various dates at different sites	<p>Castroville:</p> <ul style="list-style-type: none"> <li>Front Gates are too heavy; difficult to open</li> <li>Concern about campus safety with two outer gates to streets</li> <li>Proposal to lock the outer gate on the Pajaro St. side during school hours so there is only one way on to the campus</li> <li>Parents would like more workshops focused on how they can talk to their children about sensitive topics such as their changing bodies, abuse, teen pregnancy prevention, etc.</li> <li>More instruction for students related to self care</li> </ul> <p>Echo Valley:</p> <ul style="list-style-type: none"> <li>This group would like to see more events aimed at parent involvement in the evening. They would like a literacy night as well as outreach to parents</li> </ul> <p>Elkhorn:</p> <ul style="list-style-type: none"> <li>Mental health counseling/restructuring</li> </ul>	<ul style="list-style-type: none"> <li>Students asked if they can be released during 6th period if they play sports.</li> <li>Members reviewed plan, asked questions, and made suggestions on how to improve the plan.</li> <li>Students requested a different sound/tone for our intercom system. They also suggested that we communicate with students via Instagram and/or Twitter since few students use Facebook.</li> <li>Members approved both the School Safety Plan and Single School Plan for Student Achievement after the final plans were edited</li> <li>During and after Deputy Coronado's presentation, members asked many questions to increase their understanding and awareness.</li> <li>Members requested that Deputy Coronado give the same presentation to the entire school staff</li> </ul> <p>NMCHS:</p> <ul style="list-style-type: none"> <li>Better parent communication</li> </ul>

		<ul style="list-style-type: none"> <li>• AP exam financing from district</li> <li>• Continued work around SEL training and support</li> <li>• Specific parent trainings that meet the needs of the parents and the community</li> </ul> <p>NMCMS:</p> <ul style="list-style-type: none"> <li>• Members asked for clarification regarding various components of SSC.</li> <li>• Students asked if they could be part of the SSC leadership team</li> <li>• Members reviewed, discussed, and provided input on the Comprehensive School Safety Plan. They also asked detailed information regarding the results of the California Healthy Kids Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Plan</li> <li>• Morning coffee w/Principal</li> <li>• Different meeting times to have more parent attendance</li> <li>• Results of survey data</li> </ul> <p>Prunedale:</p> <ul style="list-style-type: none"> <li>• Parent passport for prizes</li> <li>• Combine business meetings with larger events</li> <li>• Recruit TK/K parents consistently</li> </ul>
Student Councils (various sites)	Various dates	<ul style="list-style-type: none"> <li>• Food</li> <li>• More organized lunchtime activities</li> <li>• More supervision at lunch to keep students safe</li> <li>• More school wide assemblies</li> <li>• Students shared what makes them happy and gave us ideas about what to include in our programs in order for them to feel included</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Better cafeteria food like tamales</li> </ul>
Parent Teacher Group (Various sites)	September 25 May 8 May 16  25 attended	<ul style="list-style-type: none"> <li>• Parents would like to see more teacher activity.</li> <li>• Would like better communication via the website.</li> <li>• Would like a more active student council</li> <li>• Ensure all students have the opportunity to attend field trips</li> <li>• Permanent play structure in back playground area (CV)</li> <li>• More opportunities to connect students with jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Help with college applications</li> <li>• At least 2 Career Days each year.</li> <li>• Better communication via the website</li> <li>• More active student council</li> <li>• Continue parent training classes</li> <li>• Offer more parent training classes at different sites</li> <li>• Tutoring and nutrition services for students</li> <li>• Appreciate new tutoring program for athletes and helping them become/remain eligible for sports</li> </ul>



		<ul style="list-style-type: none"> <li>• More information on how title funds are distributed</li> <li>• Ability to study other languages</li> <li>• Give teachers choice during PD</li> <li>• Improve quality of meals for students</li> </ul>	<ul style="list-style-type: none"> <li>• Supper program has helped address the need for after school snacks, especially after sports practice</li> <li>• More funding for athletics- Sports Foundation</li> </ul>
SELPA	June 13, 2019	<ul style="list-style-type: none"> <li>• Refer to the Program Improvement Review plan for Special Ed completed in partnership with SELPA representatives</li> </ul>	
Wellness Committee K-12 students, parents, teachers, and community members Between 8 and 14 attended each session	September 15 November 28 February 5 April 9	Focus was to educate parents, staff and students about the district's wellness policy and alternatives for classroom celebrations and student incentives that meet nutritional guidelines.	

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All of the input was reviewed and considered when determining our LCAP actions/services and planned related expenditures for 2019-20.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1: Improving Instruction

Provide high quality rigorous and equitable instruction that improves academic performance, especially for low income and English learner students.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards, 4. Pupil achievement and other pupil outcomes, 7. Course access, 8. Other pupil outcomes

Local Priorities: Develop teacher leadership and capacity, clarity, and collective efficacy within a standards-based learning system.

### Identified Need:

It is imperative to provide a solid base instructional program to all students in order to support effective first time instruction and those students who need additional intervention and/or enrichment. The overall ELA performance is at Yellow and Mathematics performance is at Orange and lower for some subgroups.

Based on the 2018-2019 SBAC results:

- We will demonstrate a 15% increase in Mathematics (with a particular focus on Castroville, Echo Valley, North Monterey County Middle School, North Monterey County High School, and North Monterey County Center for Independent Study)
- We will demonstrate a 15% increase in ELA (with a particular focus on Castroville, Echo Valley, North Monterey County High and North Monterey County Center for Independent Study)
- Based on the 2018-2019 reclassification criteria, we will demonstrate a 3% increase in reclassification rate.

- Students with Disabilities rated red in both ELA and Mathematics.
- English Learners rated red in Math.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline (Actual)	2017-18 (Actual)	2018-19 (Actual)	2019-20 (Expected)
SBAC ELA/All	-51.5 from Level 3 (Spring 2016 result)	-58.3 from Level 3 (Spring 2017 result) <i>decreased</i>	50 pts below standard (Spring 2018 result) <i>increased</i>	42.5 below standard (15% increase from Spring 2019 result)
SBAC ELA/EL	-66.3 from Level 3 (Spring 2016 result)	-71.4 from Level 3 (Spring 2017 result) <i>decreased</i>	68.1 below standard (Spring 2018 result) <i>increased</i>	57.9 below standard (15% increase from Spring 2019 result)
SBAC Math/All	-79.6 from Level 3 (Spring 2016 result)	-82.2 from Level 3 (Spring 2017 result) <i>decreased</i>	85.9 below standard (Spring 2018 result) <i>decreased</i>	73.0 below standard (15% increase from Spring 2019 result)
SBAC Math/EL	-92.9 from Level 3 (Spring 2016 result)	-91.9 from Level 3 (Spring 2017 result) <i>increased</i>	95.8 below standard (Spring 2018 result) <i>decreased</i>	81.4 below standard (15% increase from Spring 2019 result)
EL Performance	69.8% (Spring 2016 result)	78.8% (Spring 2017 result) <i>increased</i>	Baseline set with ELPAC Level 4: 27.1% Level 3: 33.9% Level 2: 21.2% Level 1: 17.8%	TBD (3% increase in Level 3 and 4 from Spring 2018 result)
RFEP Rate	13.6% (District data from Spring 2017)	13.3% (District data from Spring 2018)	13% <i>decreased</i>	13.4% (3% increase from Spring 2019 result)

Metrics/Indicators	Baseline (Actual)	2017-18 (Actual)	2018-19 (Actual)	2019-20 (Expected)
		<i>increased</i>		
F&P Reading (Met/Exceeded K-3)	Winter: 50% (District data from midyear 2016-2017)	Winter: 42% (District data from midyear 2017-2018) <i>decreased</i>	Fall: 27.62% Winter: 34.23% Spring: 44.26% <i>Decreased, though growth was made during the year</i>	Fall: 30.38% Winter: 37.65% Spring: 48.69% (10% increase)
D and F rate/ALL (Semester 1 9 <sup>th</sup> grade)	41.12%	44.63% <i>increased</i>	44.9% <i>increased</i>	40.4% (10% decrease)
D and F rate/EL (Semester 1 9 <sup>th</sup> grade)	70.97%	61.11% <i>decreased</i>	64.3% <i>increased</i>	57.9% (10% decrease)
Teachers appropriately assigned in subject and for pupils they are teaching.	100%	100%	100%	100%
Sufficient access to standards- aligned instructional materials.	100%	100%	100%	100%
<b>Implementation of all standards</b>		<b>Met</b>	<b>Met</b>	<b>Met</b>

Metrics/Indicators	Baseline (Actual)	2017-18 (Actual)	2018-19 (Actual)	2019-20 (Expected)
including ELD standards				
All students, including English Learners, have access to California Standards		Met	Met	Met

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):



OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Professional Development and teacher support will be provided to develop, implement and reflect upon common units of study focusing on first time instruction with specific strategies for access for English learners and engagement strategies for low- income students.

#### Positions

9.5 Specialists (Curriculum/Instruction, English Learner, Intervention, EL/Migrant)

Assistant Principals (6 positions) Elementary Music Teacher Secondary Music Teacher Elementary PE teachers (4 FTE)

Coordinator for Teacher Support and Professional Development

Director for Categorical Programs and Compliance (EL/Migrant Programs) . Assistant Superintendent for Educational Services- professional development 6 FTE Class Size Reduction Additional Positions (3@CV, 1@ EV, 1@EH, 1@PD,)

13 Class Size Reduction in TK-3rd teaching positions

4% of certificated staff salaries for 2 extra days for professional development and additional professional duties to provide student services outside the workday

### 2018-19 Actions/Services

Curriculum Council worked on learning progressions, teaching practices, curriculum options, and development of interim assessments. Stipends paid and release time provided.

-Director for Categorical Programs and Compliance provides oversight and support for English Learners, Migrant Programs

-Coordinator for Teacher Support and Professional Development provides support for teachers and coordinates trainings related to curriculum and instruction

-Partnership with Key Data Systems to look at interim assessments with Curriculum Council.

-Instructional Leadership Teams at each site met monthly, had 2 full days of release time and met with Curriculum Council. Members received stipends. Achievement Teams consultant worked with sites/district.

-New K-6 ELA materials (Benchmark Advance/Adelante) were adopted and purchased.

### 2019-20 Actions/Services

Curriculum Council continue to work on learning progressions, teaching practices, curriculum options, and development of interim assessments. Stipends and release time provided.

-Director for Categorical Programs and Compliance provides oversight and support for English Learners, Migrant Programs

-Coordinator for Teacher Support and Professional Development provides support for teachers and coordinates trainings related to curriculum and instruction

-Partnership with Key Data Systems to look at interim assessments with Curriculum Council.

-Instructional Leadership Teams at each site meet monthly with an additional 2 full days of release time and time to meet with Curriculum Council. Members receive stipends. Achievement Teams consultant work with sites/district.