

**Consolidated Application FY 2020-2021**

**Reviewed FY 2021.2022**

**Reviewed FY 2022.2023**

Name(s) of school district: EC BOCES Consortium Responses

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**Consolidated Federal Grants:**

The responsibilities of EC BOCES includes providing technical assistance and administrative support to schools and districts receiving funding under federal grants. Additionally, ECBOCES consults, supports and/or facilitates the writing, submission, implementation, revisions, and evaluation of the Consolidated Grant Application for the following districts: 0050 Bennett 29J, 0060 Strasburg 31J, 0170 Deer Trail 26J, 0190 Byers 32J, 0510 Kit Carson R-1, 0520 Cheyenne County RE-5, 0930 Kiowa C-2, 0940 Big Sandy 100J (Title III consortium only), 0960 Agate 300, 1050 Ellicott 22 (Title III consortium only), 1450 Arriba-Flagler C-20, 1460 Hi-Plains R-23, 1480 Stratton R-4, 1490 Bethune R-5, 1500 Burlington RE-6J, 1780 Genoa-Hugo C113, 1790 Limon RE-4J, 1810 Karval RE-23, 3040 Arickaree R-2, 3070 Woodlin R-104, 3220 Idalia RJ-3, 3230 Liberty J-4.

The following federal grants are included in the Consolidated Application:

Title I Part A: Improving the Academic Achievement of the Disadvantaged

Title II: High Quality Teachers, Principals, and School Leaders

Title III: English Language Learners

Title IV: Well Rounded Education

**CROSS PROGRAM QUESTION 1-IDENTIFYING NEEDS**

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- 1.** Name and describe any and all processes used to identify the needs of your schools and students.

To identify needs across the EC BOCES consortium and inform budget and grant activities, the EC BOCES sends out a Needs Assessment Survey each January or February to all member district administrators and teachers. The survey includes questions about job assignments, grade levels, education experience, focus of current Impact Team work, satisfaction with PD, level of implementation of PD, rating of PD presenters, professional learning needs and short response questions requesting additional feedback in reference to consortium activities. Additionally, each Title I, II, III, SPED or GT funded professional development opportunity and activity facilitated by EC BOCES is followed up with an online evaluation. The EC BOCES Executive Director, Federal Programs Director, Staff Developer, PD presenters and Needs

Assessment Committee use the information from the evaluations as a formative tool to assess district and consortium needs, adjust activities throughout the year and guide the next year's plan and activities. The responses to both the survey and evaluations are compiled by the Staff Developer and reviewed by the EC BOCES Needs Assessment Committee including superintendents who have volunteered to represent the SAC, the EC BOCES Executive Director, EC BOCES Federal Programs Director, the EC BOCES, Staff Development Director, and Distance Learning Coordinator. This committee uses the data to develop a list of professional development priorities and a plan for the upcoming year and make suggestions and revisions for future survey questions to assist the committee and EC BOCES team in identifying common trends, research-based strategies and resources that would best support districts and their instructional teams in the upcoming year. Once finalized, this plan is presented at a SAC meeting for review, comments, adjustments and approval. After SAC has approved the plan, each district takes the plan on to their board and stakeholders for review. The district boards approve the consortium plan. Once approved at the district level, the plan is also presented to the EC BOCES board. With the input and feedback gathered over the course of the year from teachers, administrators, the SAC, district school boards and stakeholders, the EC BOCES board approves an overall BOCES Consolidated Application Plan, and this plan guides the EC BOCES Consolidated Application activities for the upcoming year(s).

2. How are you using the processes identified above to identify the supports that will be provided to schools?

The EC BOCES Executive Director, Federal Programs Director, Staff Developer, PD presenters and Needs Assessment Committee use the information from the evaluations as a formative tool to assess district and consortium needs, adjust activities throughout the year and guide the next year's plan and activities. The responses to both the survey and evaluations are compiled by the Staff Developer and reviewed by the EC BOCES Needs Assessment Committee including superintendents who have volunteered to represent the SAC, the EC BOCES Executive Director, EC BOCES Federal Programs Director, and EC BOCES Staff Development Director. This committee uses the data to identify priorities and develop a plan for the upcoming year and make suggestions and revisions for future survey questions to assist the committee and EC BOCES team in identifying common trends, performance challenges, research-based strategies and resources that would best support districts and their instructional teams in the upcoming year. Once finalized, this plan is presented at a SAC meeting for review, comments, adjustments and approval. After SAC has approved the plan, each district takes the plan on to their board and stakeholders for review. The district boards approve the consortium plan. Once approved at the district level, the plan is also presented to the EC BOCES board. With the input and feedback gathered over the course of the year from teachers, administrators, the SAC, district school boards and stakeholders, the EC BOCES board approves an overall BOCES Consolidated Application Plan, and this plan guides the EC BOCES Consolidated Application activities for the upcoming year(s).

3. How do identified needs inform decisions related to Title programs and how frequently is the data reviewed and evaluated?

The identified consortium needs inform EC BOCES Title program activities built around professional learning, programmatic support and consultant service priorities including content, presenters, travel expenses for presenters and consultants, teacher and coordinator resources, substitute teachers or stipends to support teacher and coordinator participation in activities, programmatic support needs and travel, and the creation and revision of online PD recordings which can be accessed by consortium

teachers and administrators. Data is monitored through professional development evaluations on an on-going basis and the annual survey. The staff developer reviews evaluation data and shares with the PD presenters, Executive Director, and the Federal Programs Director throughout the year. The Executive Director shares PD attendance reports monthly with superintendents. Survey and evaluation data is shared with the PD Needs Assessment Committee when they convene quarterly.

#### CROSS PROGRAM QUESTION 2-ESEA PRIORITIES

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1. Based on the needs assessment or district major improvement strategies, describe notable trends and needs identified by the district as top priorities for Title programs.

Through the Needs Assessment Survey, PD evaluations and feedback from district superintendents (as directed by their school boards and stakeholders), the EC BOCES Consortium recognizes several trends and needs to be addressed through Title programs.

- 1) The **continued need for focused on-going professional development opportunities and resources** supporting individual school needs and promoting teacher collective efficacy through training in the implementation of a data-driven three-step protocol (Impact Teams), addressing an identified problem of practice leading to a change in instructional practices and student growth and achievement.
- 2) A **variety of PD delivery** which includes professional learning **in districts** or **via Zoom** (rather than teachers always traveling to attend). PD opportunities will include Impact Team work in districts and Zoom sessions by Impact Team PD providers, Staff Developer and coordinators (depending on district needs), and sessions and visits to the schools by EL Consultant and Coordinator along with occasional **face-to-face PD** opportunities for consortium-wide collaboration while supporting and reinforcing the work and processes occurring in the districts.
- 3) The need to offer **Zoom session PD recordings** on the EC BOCES website to allow teachers who are unable to attend to log into the EC BOCES website and access the sessions at their convenience.
- 4) **PD** for teachers to support the Impact Team work in the areas of **English language arts, mathematics and meeting the needs of English learners**.

2. How do Title program priorities align with and/or supplement the district's major improvement strategies?

The consortium Title program professional development activities align with the strategy of promoting and fostering collective teacher and administrator efficacy which is strongly and positively correlated to student achievement. The professional development activities, protocols and resources will provide the culture and supports needed to organize and execute collaborative conversations and actions based on evidence.

#### CROSS PROGRAM QUESTION 3-STAKEHOLDER INVOLVEMENT:

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1. How are district and building leaders, teachers, parents, and community members engaged in the process of determining the needs of the district and schools? What role do school and district accountability committees play in the process?

To identify needs across the EC BOCES consortium and inform budget and grant activities, the EC BOCES sends out a Needs Assessment Survey each January or February to all member district administrators and teachers. The survey includes questions about job assignments, grade levels, education experience, focus of current Impact Team work, satisfaction with PD, level of implementation of PD, rating of PD presenters, professional learning needs and short response questions requesting additional feedback in reference to consortium activities. Additionally, each Title I, II, III, SPED or GT funded professional development opportunity and activity facilitated by EC BOCES is followed up with an online evaluation. The EC BOCES Executive Director, Federal Programs Director, Staff Developer, PD presenters and Needs Assessment Committee use the information from the evaluations as a formative tool to assess district and consortium needs, adjust activities throughout the year and guide the next year's plan and activities. The responses to both the survey and evaluations are compiled by the Staff Developer and reviewed by the EC BOCES Needs Assessment Committee including superintendents who have volunteered to represent the SAC, the EC BOCES Executive Director, EC BOCES Federal Programs Director, and the EC BOCES Staff Development Director. This committee uses the data to develop a plan for the upcoming year and make suggestions and revisions for future survey questions to assist the committee and EC BOCES team in identifying common trends, performance challenges, research-based strategies and resources that would best support districts and their instructional teams in the upcoming year. Once finalized, this plan is presented at a SAC meeting for review, comments, adjustments and approval. After SAC has approved the plan, each district takes the plan on to their board and stakeholders for review. The district boards approve the consortium plan. Once approved at the district level, the plan is also presented to the EC BOCES board. With the input and feedback gathered over the course of the year from teachers, administrators, the SAC, district school boards and stakeholders, the EC BOCES board approves an overall BOCES Consolidated Application Plan, and this plan guides the EC BOCES Consolidated Application activities for the upcoming year(s). SPED Directors, SPED service providers, the English Learner Consultant, and CDE Regional Contacts and Program Directors are also consulted along with PD providers.

2. How has the district consulted with the stakeholders including school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant and demonstrated expertise, as applicable, to create a Title program plan?

See previous answer.

3. Describe how the district will consult with relevant educators, families, and community members in developing the Title III plan.

EC BOCES serves as a Title III consortium as required since all but several districts receive less than one-third of \$10,000. The Title III funds help support activities in several of the districts with larger populations of identified EL students and support the other districts by providing guidance, professional development and informational resources to district teachers, paraprofessionals, EL Coordinators,

alternative licensure candidates, administrators and DACs including several home-school connection resources (English and Spanish translations provided) intended to support districts in engaging parents and families of English learners within the districts. The Title III consortium program is discussed with the PD Needs Assessment Committee and the Superintendents' Advisory Committee throughout the school year. A school district survey is administered each spring and all PD activities conclude with an evaluation to help determine needed adjustments for consortium programs. Once the activities for the upcoming year have been determined, a summary of Title supports including Title III activities is shared by EC BOCES with the superintendents to take home to their districts and share with stakeholders to discuss and receive stakeholder input and school board approval on the Consolidated Application activities. The EC BOCES Consortium Title programs, SPED and HB 1345 funds provide EL professional development via consortium professional development, school consultation supports, school level presentations, ACCESS analysis support at request, MTSS/RtI considerations for EL students, Principal Leadership Team meetings, Superintendents' Advisory Committee, and EC BOCES level Migrant meetings to build capacity in consortium districts to plan and implement effective ELD supports and family engagement activities supporting language acquisition, academic achievement, and school performance of identified EL students.

- a. Does your district use Title I, Title IV or state and local funds to support the consultation activities?

No Title I or Title IV funds are used to support the consortium consultation activities. If needed, local funds support the consultation activities.

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CROSS PROGRAM QUESTION 4-FAMILY, SCHOOL COMMUNITY ENGAGEMENT STRATEGIES:

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1. Describe how the district implements effective outreach to parents and families of English Learners on their involvement in the academic achievement and being active participants in supporting their student to attain English proficiency, achieve at high levels within a well-rounded education and meet the Colorado Academic Standards.

EC BOCES supports districts in their outreach to all parents and families including those of English Learners through EL professional development via consortium professional development, school consultation supports, school level presentations, ACCESS analysis support at request, MTSS/RtI considerations for EL students, Principal Leadership Team meetings, Superintendents' Advisory Committee, and EC BOCES level Migrant meetings to build capacity in consortium districts to plan and implement effective ELD supports and family engagement activities supporting language acquisition, academic achievement, and school performance of identified EL students. EC BOCES is also willing to host any CDE regional trainings such as Regional Networking, ACCESS administration training, and other PD opportunities offered by the Office of CLDE. Additionally, Title I funds support the purchase of home-school connection resources (English and Spanish translations provided) intended to support districts in engaging parents and families of English learners within the districts.

- a. Does your district use Title I, Title IV or state and local funds to support the consultation activities?

Consortium Title I funds are used to support the purchase of home-school connections publications (English and Spanish translations) to support districts in engaging families of all learners including English learners at the district and school levels.

**2. Meaningful outreach:**

- a.** Describe how the district will conduct meaningful and effective outreach to all parents and family members and implement programs, activities and procedures for effective involvement of families.

EC BOCES supports districts in their outreach to all parents and families including those of English Learners through consortium professional development, school consultation supports, school level presentations, ACCESS analysis support at request, MTSS/RtI considerations for EL students, Principal Leadership Team meetings, Superintendents' Advisory Committee, and EC BOCES level Migrant meetings to build capacity in consortium districts to plan and implement effective ELD supports and family engagement activities supporting language acquisition, academic achievement, and school performance of identified EL students. EC BOCES is also willing to host any CDE regional trainings such as Regional Networking, ACCESS administration training, and other PD opportunities offered by the Office of CLDE. Additionally, Title I funds support the purchase of home-school connection resources (English and Spanish translations) intended to support districts in engaging parents and families of all students including English learners within the districts.

- b.** Does your district use Title I, Title IV or state and local funds to support the consultation activities?

Consortium Title I funds are used to support the purchase of home-school connections publications (English and Spanish translations) to support districts in engaging families of all learners including English learners at the district level.

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**CROSS PROGRAM QUESTION 5-PROGRAM EVALUATION**

Describe how the district will evaluate the programs supported by ESEA funds.

- 1.** Based on the needs assessment, what are the intended goals and outcomes for the Title programs?

## East Central BOCES District Consolidated Application Plans

EC BOCES PD 20-21				
Identified Cons. App. PD Needs	PD Goals	Outcomes	Formative Evaluation	Summative Evaluation
The continued need for focused on-going professional development opportunities and the provision of resources supporting individual school needs to promote teacher collective efficacy through training in the implementation of a data-driven three-step protocol (Impact Teams), addressing an identified problem of practice leading to a change in instructional practices supporting student growth and achievement.	The EC BOCES staff developer will secure and facilitate PD and provide resources to support PD for teachers in the implementation of a three-step protocol using quality evidence to engage in collaborative inquiry and determine strategic action of the team.	1. Impact Teams will be formed 2. Team members will participate in aligned PD 3. Identified teams will implement Impact Team process and protocols. 4. Teachers will integrate intentional change in their instructional practices aligned with team's action plan.	1. Impact Team Notes 2. PD attendance and evaluations 3. Ratings by teams, coordinators and coach at the beginning-of-year and mid-year.	Comparison of beginning and end-of-year ratings by teams, coordinators and coach.
	The EC BOCES Executive Director and Staff Developer will meet with district administrators to support the identification of Impact Team Coordinators and gather information to assist in identifying team focus, needed supports and resources.	Identification of team leaders, team focus and needed supports and resources for each district.	Meeting schedule, list of team coach or coordinators and focus of individual teams.	Finalized consortium plan addressing team focus, needs, supports, and resources.
A variety of PD delivery which includes professional learning in districts, live Zoom sessions along with Zoom recordings and regional or central face-to-face opportunities. PD opportunities will include Impact Team work in districts and Zoom sessions by Impact Team PD providers, Staff Developer and coordinators (depending on district needs), and sessions and visits to the schools by EL Consultant and Coordinator along regional and central trainings.	1. A variety of PD delivery options will be scheduled by Staff Developer, Federal Programs Director/EL Coordinator, and EL Consultant, then promoted and facilitated-supporting consortium teachers and administrators through various delivery models including district delivery, Zoom sessions and face-to-face. 2. PD events will be recorded (when possible), and will be followed up with the revision of recordings, posting on website, promoting awareness and use of recordings.	On-going PD offerings throughout the year (recorded when practicable).	Monthly PD schedules, event handouts, evaluations and posting of PD recordings on website.	Annual calendar of events, evaluations and survey.
PD for teachers to support the Impact Team work in the areas of English language arts, mathematics and meeting the needs of English learners.	The EC BOCES staff developer will secure and facilitate PD and provide resources to support PD for teachers in ELA and math concepts and strategies to support the needs of ELs.	Intentional focus on discipline-specific curriculum development and pedagogies in mathematics and ELA and strategies to support the needs of ELs.	Monthly PD topics and evaluations	Annual PD calendar, evaluations and consortium survey.

2. Describe how the district evaluates the effectiveness of programs supported by Title funds including what data the district uses to inform decisions to modify, continue, or terminate Title-funded programs. Where decisions about these activities are made at the school level, describe how the district supports schools in this process.

See table in #1.

EC BOCES evaluates effectiveness for supports and services using the Needs Assessment Survey, PD evaluation data, Impact Team notes and feedback from the EC BOCES Needs Assessment Committee, the SAC and EC BOCES board members to determine when adjustments will be made to the programs and services. The EC BOCES Impact Team Coach and Coordinators will implement the use of protocol rubrics to evaluate team growth and effectiveness in their work with student growth data based on priority standards at benchmark periods throughout the school year. The protocol rubrics will be an additional tool used to determine guidance and support efforts. Student data from formative assessments developed by Impact Teams at the school level, will be valuable for school teams to make



the determination of modifying, continuing or terminating services within their programs. Impact Team Coach and Coordinators will support school teams in reviewing and analyzing the student data.

#### TITLE I, PART A NARRATIVE

##### TITLE I, PART A-QUESTION 1

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1. Describe the District's process for identifying and monitoring students not meeting or at risk of not meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, or the guidance and support the district provides to schools when that determination is made at the school level.

The identification and monitoring of students is done at the district and school level. EC BOCES provides guidance and support to districts through Title I Clusters and trainings, Impact team PD and activities and services provided by the EL Consultant and EL Coordinator.

##### TITLE I, PART A-QUESTION 2

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1. Describe the services (or plan for services) provided to children and youth experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.

EC BOCES Set-Aside for homeless students is \$50 per district. This funding is available to districts in order to support homeless students with school supplies based on need. EC BOCES acts as fiscal agent for the Homeless Set-Aside funds. Districts in the EC BOCES Consortium will request funds as needed for identified students. The following opportunities and resources are made available through Centennial BOCES: 1) Professional Development for our Homeless Liaisons and other staff and community members through regional annual McKinney Vento Summits (offered regionally face-to-face and virtually) where strategies are shared to: assure immediate student enrollment, promote school attendance and school stability, and support the academic and social success of students who experience homelessness. 2) Consultation with a McKinney Vento regional specialist (Marc Fortney, CBOCES) through annual 1:1 meetings and customized support via phone and the Internet to address the district's and student's unique needs. 3) Guidance in planning for the use of Title I Part A set aside funds to eliminate educational barriers. 4) Technical Assistance in the development of policies and procedures that meet federal and state requirements and promote best practices. 5) Coordination and Collaboration with local resources to alleviate financial and emotional challenges experienced by students experiencing homelessness, and promote success towards high school graduation and post-secondary enrollment (example, use of the Homeless Education Unaccompanied Youth FAFSA Verification document for college)

##### TITLE I, PART A-QUESTIONS 3 and 4 not relevant

##### TITLE I, PART A-QUESTION 5

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**\*Only for districts that have been identified as having students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers.\*** For more information, please visit:  
<http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>

If you are unsure about this situation in your district visit with your superintendent. Contact Mitzi for narrative guidance if needed.

Not relevant.

## TITLE II, PART A NARRATIVE

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### Title II, Part A General Information

#### TITLE II, PART A NARRATIVE QUESTION 1

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Describing the district's systems of professional growth and improvement, and how Title II funds will be used to supplement, not supplant, efforts supported with state and local funds.

1. Provide a summary description of the district's systems of professional growth and improvement supported through state and local funds.

ECBOCES is not a district, it is a consortium and does not receive local and state funding in the same way districts receive funding. BOCES are provided with some funding through HB 1345 state funding and those funds are leveraged with Title funding to support PD efforts in the BOCES consortium.

**Provide a response including the types of PD offered through the consortium to supplement state and local district efforts using TII funds.**

The types of PD offered through the consortium to supplement state and local district efforts using Title II funds includes:

- Focused on-going professional development opportunities and the provision of resources supporting individual school needs to promote teacher collective efficacy through training in the implementation of a data-driven three-step protocol (Impact Teams), addressing an identified problem of practice leading to a change in instructional practices supporting student growth and achievement. (See bullet below for specific details.) Purchased Services to pay for Impact Team Training with Core Collaborative and PD for teachers to support the Impact Team work in the areas of English language arts, mathematics and meeting the needs of English learners. Trainers will include, but will not be limited to Starr Sackstein (secondary Language Arts), Lori Cook (K-12 Mathematics) and Isaac Wells (K-5 Reading and Writing), Rachel Carillo-Fairchild (ELL/ML). PD will take place at EC BOCES in Limon, regional sites across the BOCES and over Zoom. Budget would allow flexibility for the possibility to expand the training schedule to include additional training dates with the named providers as per adjustments determined by participant evaluations of the PD. Some of the trainings will be hosted at the (central) EC BOCES training center in Limon or at west, central and east regional sites, others will be hosted via Zoom. All

district teachers, administrators, and interventionists will be invited to the trainings at BOCES, regional sites and the Zoom trainings.

- Independent contract for PD specific to English Learners provided by presenter Beth Skelton supporting the improvement of instruction and services for English Learners. PD will focus on Strategies for Serving Culturally and Linguistically Diverse Students.
  - School-Level Impact Team Coordinators (identified by each individual school district) will participate in on-going professional development through EC BOCES with additional support from the EC BOCES Impact Team Coach/Staff Developer and in turn, coordinators will provide on-going professional learning opportunities in implementing and facilitating Impact Teams at the school level including the foundations of Impact Teams, building capacity within teams, student-centered assessment and curriculum in consideration of priority learning progressions, implementation of formative assessment, authentic performance assessment and peer assessment, and consideration of language domains and language function in lesson design.
  - Leadership Cluster: Principals will participate and engage in successful leadership practices training in the foundations of Impact Teams and supporting school Impact Team Coordinators, Impact Team members, and Impact Team activities along other topics in reference to Federal Program activities, including district obligations.
2. Describe the professional growth and improvement supports provided with Title II funds, and how these will supplement efforts supported with state and local funds.

Professional growth and improvement supports provided with Title II funds will include:

- Focused on-going professional development opportunities and the provision of resources supporting individual school needs to promote teacher collective efficacy through training in the implementation of a data-driven three-step protocol (Impact Teams), addressing an identified problem of practice leading to a change in instructional practices supporting student growth and achievement. (See bullet below for specific details.)
  - Purchased Services to pay for Impact Team Training with Core Collaborative and PD for teachers to support the Impact Team work in the areas of English language arts, mathematics and meeting the needs of English learners. Trainers will include, but will not be limited to Starr Sackstein (secondary Language Arts), Lori Cook (K-12 Mathematics) and Isaac Wells (K-5 Reading and Writing), Rachel Carillo-Fairchild (ELL/ML). PD will take place at EC BOCES in Limon, regional sites across the BOCES and over Zoom. Budgeted amount would allow flexibility for the possibility to expand the training schedule to include additional training dates with the named providers as per adjustments determined by participant evaluations of the PD. Some of the trainings will be hosted at the (central) EC BOCES training center in Limon or at west, central and east regional sites, others will be hosted via Zoom. All district teachers, administrators, and interventionists will be invited to the trainings at BOCES, regional sites and the Zoom trainings.

- Independent contract for PD specific to English Learners provided by presenter Beth Skelton supporting the improvement of instruction and services for English Learners. PD will focus on Strategies for Serving Culturally and Linguistically Diverse Students.
- Title I cluster activities in the implementation of interventions and strategies to better support English Learners through the Title I Professional Learning Community. As Title I teachers, interventionists and principals increase their understanding of highly effective instructional strategies and interventions, they will be able to contribute to a greater degree in the Impact Team process and assist all teachers in meeting the needs of all students. Presenters, strategy and intervention focus will be identified through Impact Team Meetings and Title I teacher and principal surveys. Presenters will be from outside the EC BOCES organization and will be identified according to district/consortium needs. Title I teachers and administrators are surveyed during the school year to assist the EC BOCES Federal Program Director in identifying PD topics, presenters and resources. EC BOCES Staff Development Director also communicates with Impact Team Coordinators and the Federal Programs Director at EC BOCES in the area of district needs in learning to better support their English Language Learners. As district needs and presenters are identified, the Federal Programs Director will revise activity description by adding presenters' names through a revision.
- RtI PD Purchased Services: Provide BOCES level professional learning opportunities in Response to Intervention (RtI) with topics including reflective data-driven analysis, documentation of student progress, instructional strategies, interventions and adjustments to instruction and the consideration of English Learners in the RtI process. Teachers will have increased opportunity to participate in on-going, relevant, up-to-date professional development, leading to improved instruction meeting the needs of all students and the needs of districts in the implementation of RtI. Presenters and topics will be determined through instructional staff surveys and requests. Presenters will be from outside the EC BOCES organization and will be identified according to district/consortium needs. Presenters, strategy and intervention focus will be identified through Impact Team Meetings and Title I teacher and principal surveys. Title I teachers and administrators are surveyed during the school year to assist the EC BOCES Federal Program Director in identifying PD topics, presenters and resources. EC BOCES Impact Team Coaches also communicate with their teams and the Federal Programs Director at EC BOCES in the area of district needs in learning to better support all students through the RtI process. As district needs and presenters are identified, the Federal Programs Director will revise activity description by adding presenters' names through a revision.
- School-Level Impact Team Coordinators (identified by each individual school district) will participate in on-going professional development through EC BOCES with additional support from the EC BOCES Impact Team Coach/Staff Developer and in turn, coordinators will provide on-going professional learning opportunities in implementing and facilitating Impact Teams at the school level including the foundations of Impact Teams, building capacity within teams, student-centered assessment and curriculum in consideration of priority learning progressions, implementation of formative assessment, authentic performance assessment and peer assessment, and consideration of language domains and language function in lesson design.

- Leadership Cluster: Principals will participate and engage in successful leadership practices training in the foundations of Impact Teams and supporting school Impact Team Coordinators, Impact Team members, and Impact Team activities along other topics in reference to Federal Program activities, including district obligations.
  - EL Consultant Coach support services provided by retired English Language Acquisition Consultant with 27 years' of experience in the ELD classroom will provide coaching and professional learning opportunities for individual teachers, small groups of educators, and school PD through a variety of PD events impacting instructional delivery within a multi-tiered system of support on compliance, data analysis, and appropriate instruction and services for EC BOCES EL students. Districts have different needs each year, the consultant/coach's services were requested more times in 21-22 than any previous year due to influx of English Learners over the last several years and districts' familiarity with the quality of services and support provided by consultant.
  - Federal Programs Director salary to provide supports to the EC BOCES Title III consortium and provides PD at request (within FTE) which may include but is not limited to, specific supports including consult with teachers and administrators of EL students on the topics of parent notification, family engagement, language acquisition services and programs, assessment, providing support for districts considering Title I services for EL students, providing support for districts considering the RtI process for EL students, promoting and making arrangements to host CDE CLDE trainings. Coordinator will provide coaching and professional learning opportunities for individual teachers, small groups of educators, and school PD through a variety of PD events impacting instructional delivery within a multi-tiered system of support on district obligations, data analysis, and appropriate instruction and services for EC BOCES EL students.
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**Title II, Part A funds to schools implementing comprehensive or targeted support and improvement activities.**

**1. Human Capital Needs**

The human capital needs of the prioritized schools are teachers who have received professional development (PD) ensuring consistent data informed instruction and the implementation of effective instructional practices in classrooms. "Impact Teams" will be the focus and method of delivery for this PD. The PD will be provided for school-level teams supported by their EC BOCES Impact Team Coach and School-Level Impact Team Coordinator, who will provide professional learning opportunities in implementing Impact Teams including the identification of priority standards, the development of formative assessments to measure progress in student mastery of priority standards, development of rubrics aligned with assessments, reflective analysis of the data, and instructional strategies to support students' needs identified through the formative assessment process. In addition to the school-level work, Impact Team trainings will also be hosted at the consortium-level on Zoom, regionally at west-end, central and east-end sites and at the EC BOCES training center in Limon. The consortium-level training topics will include how to implement and refine Impact Team work, explicit English language arts support, mathematics support, and instructional strategies to better support English Learners. EC BOCES has transitioned to a new phase in Impact Team work, using the district experts the Impact Team

process has developed over the last few years. The adjusted model has allowed EC BOCES to eliminate an Impact Team Coach position and invest a greater portion of Title II funds to support coordinator stipends for teachers or administrators in the districts. The school administrators and Impact Team Coordinators will meet with the EC BOCES Impact Team Coach/Staff Development Director and EC BOCES Executive Director in early August to review coordinator requirements and begin to set building level Impact Team goals for the school year.

Impact Team meetings and PD providing support at the school and consortium levels by facilitating training in data-informed instruction and effective instructional practices. (See more in the description above.) Impact Team membership is determined at the district and school level. The teams average from 3-8 members per meeting depending on the size of the district and number of instructional staff and identified student needs. Most districts support multiple teams. The substitute teacher reimbursement and stipends for teachers working outside of their contract day and calendar allow districts to host the trainings at their schools. This is a bonus in the remote districts on the Eastern Plains and allows teachers to stay in their home districts while missing a minimal amount of time in their classrooms. District superintendents provided input when the model was developed and solicited feedback from district stakeholders. Providing professional development IN the districts was a consortium priority. Materials to support the work will include specifically identified resource books and a minimal amount of supplies. Impact Team Coordinators will be required to attend two days of face-to-face trainings, approximately six after-school Zoom trainings and submit Impact Team notes and a data tracker. Impact team meetings will be scheduled monthly by the coordinator with the building teams. Trainings will also be offered at the Limon training center in June (stipends are offered to teachers who participate in the Zoom sessions and summer trainings outside of their contract time). The trainings at Limon averages from 25-60 participants. The EC BOCES Federal Programs director has increased the amount of time spent planning and providing EL PD as the identified population increases in the consortium. The EL PD will be delivered in districts, via Zoom or at regional locations as well and will be integrated into Impact Team work when appropriate.

100% of the district administrators and coordinators will meet with the EC BOCES Staff Developer/Impact Team Coach and Executive Director by October 1 to determine the level of EC BOCES Coach support needed for school-level Impact Team activities and clarify Impact Team focus and protocols as verified by Impact Team Planning Framework notes.

100% of the District Coordinators will attend and collaborate with the EC BOCES Staff Developer/Impact Team Coach, Core Collaborative consultants, other District Coordinators and EC BOCES support staff at required trainings, meetings, and Zoom sessions referred to on the "Impact Team Coordinator(s) Requirements" document and verified by attendance records, participation in training activities, training and meeting products and training evaluations.

100% of the District Coordinators will facilitate school-level Impact Team meetings and collaborate around formative assessment and student outcomes with district teachers and administrators as verified by monthly Impact Team notes and Data Tracking documentation by semester.

Impact of activities above will result in improved student achievement and increase median growth percentile as verified by district assessments.

Impact Team Coordinator will meet with EC BOCES Impact Team Coach, the coordinator will participate in trainings and identify PD offerings best supporting student and teacher needs, the coordinator will promote PD offerings, schedule meetings and facilitate in-school PD and submit meeting notes and data tracker used to analyze student progress and make adjustments.

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