

**Collaborative for Educational Services**  
**FY15 Annual Report**  
**July 2014 – June 2015**

# Executive Director Summary

*Dear Commissioner Chester, Members of the Massachusetts Board of Elementary and Secondary Education, CES Board of Directors and Steering Committees, and Members, Partners, Stakeholders, and Staff of the Collaborative for Educational Services:*

Since its inception in 1974, CES has worked closely with schools, school districts, educators, educational organizations, families, and a range of community, foundation, and business partners to enhance educational opportunities for children, youth, and adults with a focus on those at risk of failure. The mission of CES is to foster educational excellence and opportunity for all learners through resource sharing, collaboration, and leadership. The agency identifies emerging needs, develops resources, shares effective practices, provides exemplary programs, informs policy, trains educators, and manages educational initiatives all aimed at improving education for all learners.

As this report documents, in FY 2015, CES provided a *wide and deep range of educational direct and support services for its **36 member school districts in Hampshire and Franklin Counties*** as well as for other districts throughout Massachusetts and New England. It is the largest Collaborative in Massachusetts. As this report documents, CES had major initiatives, services, and programs in many areas.

Fiscal Year 2015 has especially been a **year of strategic development and deepened practice** at CES. Highlights in strategic development include:

## Strategic Planning

- FY2015 included substantial work on finalizing a **Five-Year Strategic Plan** built on four goals, twelve priority areas, and outcome measures; the Plan was approved by the Board of Directors in March of 2015. All of the departments and platforms then worked on **FY2016 work plans** built from the Strategic Plan.
- CES's **Social Justice and Equity (SJE)** Committee sponsored professional learning communities, a workshop for Special Education staff, and a two-day retreat for CES leadership, facilitated by Dr. Barbara Love and Dr. Russ Vernon-Jones. The Committee also began work on specific goals and priorities to expand this work.

## Leadership

- After a year of substantial leadership and staff change in FY2014, CES had all key leadership positions filled with **highly qualified staff** in FY2015. This included the addition of: Isolda Ortega-Bustamante as Development Director; Albert Mussad as Acting Director of Professional Development; and, at the end of 2015, Terry Senio as SEIS Contract Administrator (replacing Kathi Titus who retired).
- The **Leadership Council** of all senior managers and directors of major initiatives was solidified and provided key direction on shaping the values, priorities, strategic planning, and overall work of CES. A separate **Operations Team** provided leadership in shared services, policy and procedure development, and overall logistics.

- The **two Advisory Boards**, comprised of superintendents from Hampshire and Franklin Counties, met monthly both to provide input to CES's services and to network among themselves about major issues and challenges they are facing and solutions being employed.
- The **CES Board of Directors**, made up of one School Committee representative from each of our 36 member districts held six meetings, each well-attended, with members clearly vested in the success of CES. The Board is also increasingly a place for cross-district collaboration; at the meeting in June, 2015, the Board set aside half the agenda to discuss issues, such as charter schools and high-stakes testing, that impact every district.
- CES worked with the Lower Pioneer Valley Educational Collaborative on region-wide collaboration with and services to member districts, including Hampshire and Berkshire counties. In addition, CES was named the **lead Collaborative** for Pioneer Valley and Berkshires and worked more closely with the Department of Elementary and Secondary Education and our 25 sister collaboratives.

### Enhancement of our internal shared services

- In FY 2015, with the approval of the Board, we launched aggressive work to plan and implement key enhancements in our internal support services to make CES more efficient, effective, inclusive and collaborative. These enhancements include a customer-relations management system, electronic Time and Attendance software, and a shared business enterprise system to increase accuracy, cost-effectiveness, and timeliness of human resources, fiscal, and business office functions.
- We upgraded our phone system, achieving substantial savings, increased our internet bandwidth, and upgraded the technology in our meeting rooms. We also initiated a one-to-one laptop initiative at HEC Academy.

CES programs flourished in FY15. Our 36 member school districts continued their active involvement with CES, and all of our work thrived. *Highlights of our continuing and deepening services and programs include:*

### Direct Services

- In FY15, CES provided a range of **direct services to children, youth, and families**. This report provides details about these services, levels of participation, and comparison costs of CES programs in **Special Education, alternative education, afterschool, internships, career-technical education, and early childhood programs**. Combined, these programs touched over 4,000 individuals in our member districts. We also provided direct education programs and professional and curriculum development support to the Department of Youth Services education programs and at Special Education in Institutional Settings sites; these served over 2,500 children and youth in over 70 settings.

### Educator Professional Development and Support

- In FY15, CES staff conducted professional development, coaching, and other educator supports in all grade levels and across all academic subjects; effective use of technology; educational research and evaluation; curriculum development and implementation; literacy, ELL and second language acquisition; the analysis and use of data to improve programs, practices and outcomes for children

and youth; and many other topics. Our PD department provided professional development (including licensure) offerings to close to 4,000 educators and we hosted eleven regular Professional Learning Communities.

- 27 licensure courses were offered in FY2015 in a total of 52 sections. Courses were delivered in both face-to-face and delivered in hybrid online format, with face-to-face sessions held in Northampton, Holyoke, and Marlborough. We successfully completed the Program Review process introduced by ESE in the 2014-2015 school year and are pleased to report that all current programs were approved for continuation and four new programs for licensure of Principals and Assistant Principals ((PreK-6, 5-8, and 9-12), and Supervisor-Director (All Levels) were approved; CES has begun offering these programs during the 2015-2016 school year.
- Our Early Childhood Department also provided extensive PD in our member districts and beyond. Over 2,200 educators and parents took part on our many early childhood workshops and in our Assessment for Responsive Teaching offerings.
- Our Technology Department provided 32 tailored trainings to our districts, including workshops on Google Apps for Education. Technology also provided consulting services to 15 districts and hosted the highly successful Technology in Education conference that drew many educators from member districts.

## Other Services

- CES continued to house the Strategic Initiative for Families and Youth (SPIFFY), a coalition of sixty community partners working together to improve outcomes for youth. All of SPIFFY's initiatives strive to reduce risk factors that increase the likelihood youth will engage in unhealthy behaviors, while promoting protective factors that increase the likelihood youth will make healthy choices.
- We also grew consulting work building on the SPIFFY staff and expertise through a new effort called Community Health Solutions. CHS works with school and community groups on assessment and evaluation; evidence-based prevention strategies; and community engagement and organizing
- CES hosts the regional Title III Consortium that supports districts and educators in meeting the educational needs of English Language Learners. In FY2015, the consortium included 17 of our member districts.
- CES provides services, mainly to member districts, in areas including itinerant speech and language services, assistive technology, occupational therapy, and other special education services.
- We also manage alternative education offerings including Mount Tom Academy, Academic Support Programs, and a Perkins Consortium to provide career and technical education programs in four Hampshire County Districts.
- Our cooperative purchasing programs for food, school and art supplies, legal services, and technology services enabled our collaborating districts to achieve estimated cost savings of 5-10%.
- The Early Childhood Department administered and coordinated the Department of Early Education

and Care's Coordinated Family and Community Engagement (CFCE) grant that provides parenting education and support and parent centers in Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Monson, Palmer, Pelham South Hadley, Southampton, Ware, Warren, West Brookfield, Westhampton, and Williamsburg.

## Large-scale Projects

- CES also *managed large-scale statewide projects* in FY2015. CES continued to provide all the staffing, staff development, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services. CES was also approved, at the end of FY2014, for a contract to continue conducting similar work with Massachusetts Departments of Elementary and Secondary Education's (DESE's) Special Education in Institutional Settings programs across the Commonwealth. CES also managed multiple trainings across the state in assessment for pre-school and kindergarten teachers through grants from EEC and ESE. *These state-wide efforts have brought added capacity to CES to serve our member districts and have kept costs to districts down through economies of scale.*

## Grants and Contracts

- CES was the recipient of 75 new or continuation state, federal, and foundation grants, an increase v. 65 in FY2014 and 50 in FY2013. Grants came from many sources, including from: the MA Departments of Elementary and Secondary Education (ESE), Early Education and Care (EEC), and Youth Services (DYS); the U.S. Department of Education, U.S. Department of Health & Human Services (Administration for Children & Families), National Endowment for the Arts, National Endowment for the Humanities, Center for Substance Abuse Prevention, and the Library of Congress. At the end of the next section of this report, you will find a listing of key grants and contracts under which CES performed work during FY15.

I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2014-2015.

Respectfully Submitted,

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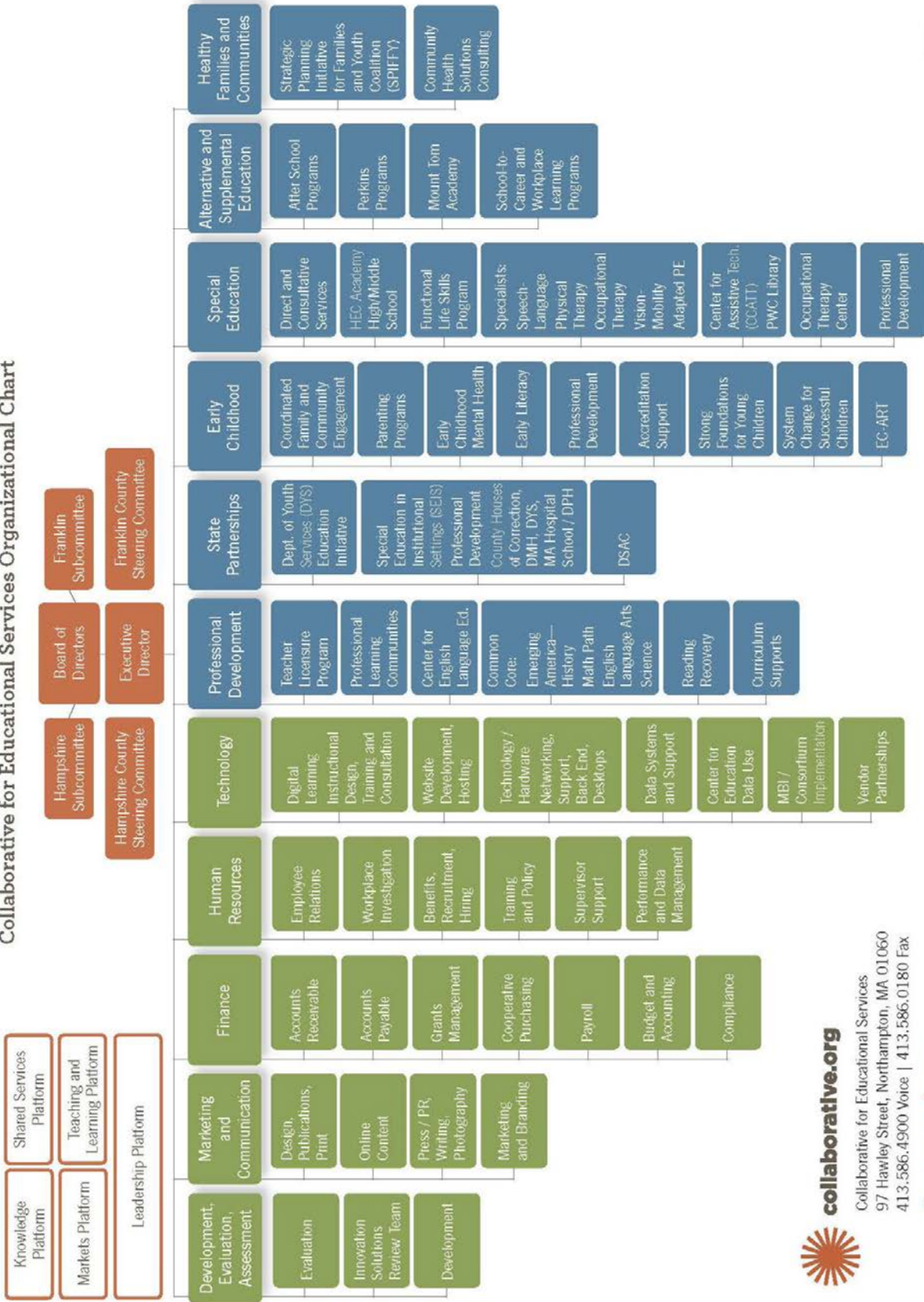
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# Collaborative for Educational Services Organizational Chart



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*Everyone is a learner*



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# Mission and Purpose

## MISSION

Our mission is to develop and foster educational excellence and opportunity for all learners by providing exemplary programs, sharing effective practices, and identifying and developing resources, through collaboration and leadership.

**We believe** that obstacles to learning can be overcome, and, once that happens, learning is natural for everyone.

### We value:

- Quality and excellence
- Innovation, creativity and vision
- Inclusiveness, equity and diversity
- Collaboration with others

## GOALS AND OBJECTIVES

Our goals and objectives<sup>1</sup> are to:

1. Examine, develop and provide cost-effective quality services and programs for vulnerable children, youth and families and students with low incidence disabilities, particularly those most at risk of school failure
2. Examine, develop and provide staff development and other training opportunities for educators including teaching staff, support personnel, administrators, early childhood providers, parents and community
3. Explore, develop and provide other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies, and others
4. Take an active role in building and maintaining the support of local, state and federal legislative bodies; state and federal agencies; national organizations; institutions of higher education; and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts

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<sup>1</sup> CES Articles of Agreement, 2014

## Governance and Membership

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Directors comprised of an elected school committee representative from each member school district. In 2014-2015, Lisa Minnick from the Northampton School Committee served as the Chairperson of the Board, and Daniel Hayes from the Shutesbury School Committee served as the Vice-Chairperson.

The Board of Directors has an Executive Committee, formed by the Chairperson and Vice-Chairperson and three other Board members, with three of the five members from one county and two of the five from the other (i.e. Franklin and Hampshire Counties). The Board also has a Finance Committee comprised of one Board representative and one Superintendent from each county.

In addition to the Board of Directors, two Steering Committees composed of the Superintendents of Schools of Franklin and Hampshire County member districts, respectively, serve in an advisory capacity to the Executive Director. Both groups meet regularly throughout the year.

### FY15 BOARD OF DIRECTORS

Franklin County		Hampshire County	
District	Board Member	District	Board Member
Conway	Elaine Campbell	Amherst	Lawrence O'Brien
Deerfield	Kenneth Cuddeback	Amherst-Pelham Regional	Sarah Dolven
Erving Elementary	Katelyn Mailloux	Belchertown	Myndi Bogdanovich
Franklin County Technical Schools	Don Sluter	Chesterfield-Goshen	Janice Gibeau
Frontier Regional School District	Lyn Roberts	Easthampton	Wendy Bloomenthal
Gill-Montague Regional School District	Sandy Brown	Granby	Emre Evren
Greenfield Public Schools	Jeff Comenitz	Hadley	Robie Grant
Hawlemont Regional School District	Hussain Hamdan	Hampshire Regional	Trish Colson-Montgomery
Leverett	Kip Fonsh	Hatfield	Cathy Englehardt
Mohawk Trail Regional School District	Suzanne Crawford	Northampton	Lisa Minnick (Chair)
New Salem	Michael Yohan	Pelham	Trevor Baptiste
Orange Public Schools	Stephanie Conrod	Smith Vocational	John Cotton
Pioneer Valley Regional School District	Michael Sharry	South Hadley	TBD

R C Mahar Regional School District	Peter Cross	Southampton	Christine Wright
Rowe Elementary	TBD	Ware	Danielle Souza
Shutesbury	Daniel Hayes (Vice-Chair)	Westhampton	Brigid O'Riordan
Sunderland	Douglas Fulton	Williamsburg	Jeff Gelbard
Wendell	Michael Yohan		
Whately	Nathanael Fortune		

## FY15 STEERING COMMITTEE

Franklin County	Hampshire County
Conway Public Schools Martha Barrett, Superintendent	Amherst-Pelham Regional Schools Maria Geryk, Superintendent
Deerfield Public Schools Martha Barrett, Superintendent	Amherst Public Schools Maria Geryk, Superintendent
Erving Elementary Schools Robert Mahler, Superintendent	Belchertown Public Schools Karol Coffin, Superintendent
Franklin County Technical School James Laverty, Superintendent	Chesterfield-Goshen Public Schools Craig Jurgensen, Superintendent
Frontier Regional School District Martha Barrett, Superintendent	Easthampton Public Schools Nancy Follansbee, Superintendent
Gill-Montague Regional School District Michael Sullivan, Superintendent	Granby Public Schools Judy Houle, Interim Superintendent
Greenfield Public Schools Jordana Harper-Ewert, Superintendent	Hadley Public Schools Dr. Anne McKenzie, Superintendent
Hawlemont Regional School District Michael Buoniconti, Superintendent	Hampshire Regional Schools Craig Jurgensen, Superintendent
Leverett Public Schools Robert Mahler, Superintendent	Hatfield Public Schools John Robert, Superintendent
Mohawk Trail Regional School District Michael Buoniconti, Superintendent	Northampton Public Schools Dr. John Provost, Superintendent
New Salem Schools Robert Mahler, Superintendent	Pelham Public Schools Maria Geryk, Superintendent
Orange Public Schools Tari Thomas, Superintendent	South Hadley Public Schools Nicholas Young, Superintendent
Pioneer Valley Regional Schools Dayle Doiron, Superintendent	Southampton Public Schools Craig Jurgensen, Superintendent
RC Mahar Regional School District Tari Thomas, Superintendent	Smith Vocational & Agricultural School Jeffrey Peterson, Superintendent
Rowe Elementary Schools William Knittle, Superintendent	Ware Public Schools Marlene DiLeo, Superintendent
Shutesbury Public Schools Robert Mahler, Superintendent	Westhampton Public Schools Craig Jurgensen, Superintendent
Sunderland Public Schools Martha Barrett, Superintendent	Williamsburg Public Schools Craig Jurgensen, Superintendent
Wendell Public Schools Robert Mahler, Superintendent	
Whately Public Schools Martha Barrett, Superintendent	

## Programs and Services

This section of the report is organized by the four goals (or objectives) of the CES Collaborative Agreement.

### This section includes:

- Programs and Services Provided
- Populations Served
- Cost-Effectiveness of Programs and Services
- Progress that Specific Programs and Services Made Toward Achieving the Purpose and Goals Set Forth in the Collaborative Agreement

## GOAL I: COST-EFFECTIVE QUALITY SERVICES AND PROGRAMS FOR LOW INCIDENCE POPULATIONS, PARTICULARLY THOSE MOST AT RISK OF SCHOOL FAILURE

- Special Education Programs and Services
  - Itinerant Services
  - Assistive Technology (CCATT)
  - Occupational Therapy Center
  - Special Education Alternative Learning
- Mount Tom Academy
- Academic Support Programs (Reunion Center, Third Place)
- Perkins Programs (Career counseling)
- Connecting Activities
- After School Programs

## SPECIAL EDUCATION PROGRAMS AND SERVICES

### SPECIAL EDUCATION ALTERNATIVE LEARNING

The Special Education Department provides quality programming, direct/consultative, and evaluation services for students with a wide range of disabilities, enabling them to live independently and become productive participants in their communities.

### FY15 PROGRAM HIGHLIGHTS

- Community Service: For the third year in a row, HEC Academy students participated in a number of community service activities during the 2014/15 school year, including Monte's March for Hunger in November 2014. Our students raised money through "Penny Wars" and solicited donations to the cause. Several students also joined in for part of the March. Academy students raised approx. \$1000 for Monte's March in November. Students also participated in Monte's

Cancer Connection Campout in March 2015; they helped with setup and break-down and raised over \$140.

- Community College courses: Five Academy students enrolled in courses at HCC during the fall and spring
- Special Olympics for the 2014-2015 school year were hosted by three member districts throughout the year, with up to 11 districts and at least 87 students participating at these events.
  - 10/23/14 at Granby
  - 2/27/15 at South Hadley
  - 5/28/15 at Northampton
- Service-Learning:
  - HEC Academy students were at several different volunteer sites including: Valley Free Radio (2 students helped with the scheduling software for on the air shows and commercials, cataloguing CDs that local musicians send the station, etc. once a week); Cooley Dickinson (satellite Women's Health program—1 student); and The Arbors in Amherst (students working w/ elderly patrons during rec time).
  - CBWE Students were at The Food Bank of Western Massachusetts, Look Park, and Full of Grace Horse Farm.
- Anti-Racism training with Drs. Love and Vernon-Jones occurred on 2/24 for Academy staff. This opened up conversations re micro-aggressions and what they mean, how they impact our students and staff. The workshop was positive and very well-received
- Graduation for nine graduates was held on June 4th from 10:30 - 1:00 at Sage Hall (Smith College). Sending districts:
  - Easthampton (1)
  - Frontier (2)
  - Greenfield (1)
  - Holyoke (2)
  - Ludlow (1)
  - Pioneer Valley (1)
  - Springfield (1)

Two of these graduates have been approved to return to the Academy next year for a postgrad transition year

- HEC Academy experienced significant loss and change during the 2014-2015 school year:
  - Two beloved staff members passed away: our Assistant Teacher Bob Haughton in July of 2014, and our Technology Teacher Adam Wenger in November of 2014. The passing of these two teachers had a profound impact on the staff and student body, and also provided an opportunity to model positive healing for the school community.



- At December break, the Academy's MALP teacher (who began in September) resigned suddenly due to a family emergency; CES had the good fortune and opportunity to re-hire a former highly experienced Academy special education teacher who had relocated back to the area.
- Also at December break, a long-time Academy special educator moved to a different position in Amherst.
- Additional staff were promoted and/or hired to help fill the staffing gap in order to be ready for the students return in January.
- As a whole, the entire staff and student body engaged in a very positive healing process, which helped the school community endure through such difficult transitions.

## Technology

- HEC Academy purchased an FCC license and (8) high-end walkie-talkies which will facilitate quick & clear communication between key staff members in the building.
- After several years of planning and effort, the Academy rolled out a 1 to 1 laptop initiative for students and staff on March 5. This rollout provides laptops with assistive technology that allows ALL students to listen to any text on the screen, use word prediction software to assist with spelling, and graphic organizer software that assists with planning for writing and note taking when reading. This rollout is the culmination of many years of work. Eva Gibavic spearheaded this work, and said of the initiative, "Now, thanks to the efforts of so many, we are beginning a new era at HEC Academy - all students have laptops, ALL have access to the assistive technology! We are now moving into integrating it throughout the curriculum with the goal of universal access and design in the curriculum."
- The CCATT Center was awarded the Summer Institute assistive technology grant for the sixth year in a row.

## ITINERANT SERVICES

### Services Provided

CES itinerant specialists are contracted for service via the Special Education Office at 228 Pleasant Street, in Northampton, MA. Itinerant specialists completed evaluations and/or provided direct and consultative services to students in member and non-member districts in the following areas:

- Occupational Therapy
- Physical Therapy
- Speech and Language Therapy
- Vision and Mobility Services

### Populations Served by Itinerant Services

**74 Direct/consultative services contracts were carried out.** This does not include the total numbers of students served as some service contracts are arranged for individual students, groups of students, ½ day, or full day services. Within these contracts, the service types provided included:

- Occupational Therapy: In Amherst, Holyoke, North Adams, Frontier, Greenfield, Hadley, Quabbin, SAU #29 New Hampshire
- Physical Therapy: In Amherst, Erving, East Longmeadow, Frontier, Greenfield, Hadley, Hatfield, Holyoke, Pioneer Valley Chinese Immersion School, SAU #29 New Hampshire, Northampton
- Speech and Language Therapy: At Smith Vocational Technical School
- Vision and Mobility Services: In Amherst, Frontier, Palmer, South Hadley, Ware

**20 Evaluations were requested.** This number reflects those requested independent of ongoing service contracts. Within these, the evaluation types provided included:

- Occupational Therapy: At Bay State Academy, and Holyoke
- Physical Therapy: At Bay State Academy, and Holyoke
- Speech and Language Therapy: At Bay State Academy, Smith Vocational (group), and Springfield
- Vision and Mobility Services: At Amherst, Bay State Academy, Belchertown, Easthampton, Frontier, and South Hadley

**Total of districts served**

- 8 Members: Belchertown, Easthampton, Frontier, South Hadley, Smith Vocational Technical H.S.
- 5 Non-members: Bay State Academy, East Longmeadow, Holyoke, North Adams, Pioneer Valley Chinese Immersion School

**Cost Effectiveness**

<b>Service</b>	<b>CES Hourly Rate</b>	<b>Private Sector Hourly Rate (Average*)</b>
Occupational Therapy	<b>\$65</b>	<b>\$77</b>
Physical Therapy	<b>\$65</b>	<b>\$210</b>
Speech Therapy	<b>\$65</b>	<b>\$77</b>
Vision and Mobility	<b>\$65</b>	<b>\$120</b>

**ASSISTIVE TECHNOLOGY SERVICES: COLLABORATIVE CENTER FOR ASSISTIVE TECHNOLOGY AND TRAINING (CCATT)**

**Services Provided**

The CCATT Center is located at 228 Pleasant Street, Northampton, MA. CCATT specialists provided assistive technology evaluations and direct / consultative services to students in member and non-member districts. Additionally, training for teachers was provided during FY15 via a DESE Summer Institute.

## Populations Served by CCATT Services

**38 Direct/consultative service contracts were carried out.** This reflects the number of service contracts provided by CES. It does not include the total numbers of students served as some service contracts are arranged for individual students, groups of students, ½ day, or full day services.

**25 CCATT Evaluations were provided.** This number reflects those requested independent of ongoing service contracts. Of these, 13 evaluations were for member districts including Erving Union #28, Granby, Hampshire Regional, R.C. Mahar, South Hadley and Ware. 12 were provided to non-member districts.

### Total of districts served

- 6 Members: Erving Union #28, Granby, Hampshire Regional, R.C. Mahar, South Hadley and Ware
- 9 Non-members: Gateway Regional, Holyoke, Longmeadow, Narragansett, Pittsfield, PVPA, Sabis International Charter, Webster, and West Springfield

## Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
CCATT Center / Assistive Technology	\$85	\$115

\*Terry Dooley-Smith (TDS) and Communicare provide both SLP and Assistive Tech services

## OCCUPATIONAL THERAPY CENTER (OTC)

### Services Provided

The Collaborative Occupational Therapy Center, also located at 228 Pleasant Street, Northampton, MA, provides individual and small group treatment services on motor development, handwriting, and sensory processing issues. OTC specialists provide services to member and non-member districts, private clients/families, childcare centers, and other agencies. During FY15, OTC provided a combination of evaluation, direct and consultative services to a range of clients.

### Populations Served

- **Direct/Consultative Services** were provided for 12 school districts; including 3 member districts (Frontier, Northampton, and South Hadley). Non-Members included the Center School (Greenfield), Common School, East Longmeadow, Hampshire College Center for Children, Hartsbrook School, Inspire for Autism, Ludlow, PVPA, West Springfield.
- **26 total evaluations** were provided, including evaluations for 3 member districts (Greenfield – 2; Granby – 1; South Hadley – 1). Evaluations were also provided to 8 non-member districts: BART Charter Public School, Berkshire Meadows, Chicopee Public Schools, Inspire for Autism, Northern Berkshire Vocational Regional, PVPA, Southern Berkshire Regional, West Springfield; and 13 Private clients.
- **We served a total** of 52 private clients.
- **Ongoing therapy services** were received by 15 students in 8 school districts throughout the year (3 member districts).

## Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate (Average*)
Occupational Therapy Center / Sensory Integration	<b>\$85</b>	<b>\$125</b>

*\*Private Sector rates are comprised of average rates within specific types of therapies, charged by vendors including: INVO Healthcare, Terry Dooley Smith (TDS), Futures, Communicare, Pediaflex, Communication Therapy, OTA-Watertown, the Carroll Center, and Perkins.*

## SPECIAL EDUCATION ALTERNATIVE LEARNING

### Services Provided

During FY15, the Collaborative offered special education programs for children and youth ages 12-21 in both public and private settings. Programs were available for students with autism, cognitive impairments, learning disabilities, and emotional / behavioral disorders.

For all Special Education Programs, the following process is followed to (a) determine need, and (b) set tuitions.

### Needs Assessment for Program Development

The process for examining and determining need, and developing and providing cost-effective quality services and programs to serve students with low incidence disabilities includes:

- Ongoing review of current literature on evidence-based practices for low incidence populations
- Regular surveys/interviews of member school districts to ascertain the need for specific low incidence program development
- Regular review of current data on school district special education low incidence populations and programs
- Determination of program goals; staffing, curriculum, equipment, and technology needs; specialized support and training needs
- Program development occurs in collaboration with school districts after students are identified for referral
- Sites (school-based, community-based) for programs are determined based on program goals, population needs, and space availability
- Ongoing discussion and consultation with area special education directors and with the Western Massachusetts Special Education Director Advisory Group

### Determination of Tuitions

Tuitions are drafted after determining projected student enrollment, staffing needs, and expenses such as space costs, technology costs, PD, administrative costs.

- Feedback from member special education directors is considered and tuitions revised as appropriate.

- Final adjustments and revisions are made prior to presentation to the Board for review and final approval.

## HEC Academy (High School and Middle School Programs)

HEC ACADEMY is an approved alternative special education school at 228 Pleasant Street, Northampton, MA.

CES alternative learning programs enroll students ages 11- 21 who present with learning disabilities, and/or social, emotional, or behavioral challenges. Students in grades 6-8 are enrolled in HEC Academy's Middle Alternative Learning Program (MALP), while students in grades 9-12 are enrolled in one of the Academy's three high school homerooms. While of average to above average intellect, CES alternative learning students have struggled within traditional educational settings to achieve the success of which they are capable, and have demonstrated the need for more intensive levels of academic, social, and emotional support than public schools can typically provide.

Specific remediation and technology is provided to address learning disabilities. Additional consultative support from a Learning Disability Specialist is offered as part of the program and is available to address specific student needs. In addition, the program provides a structured, consistent, emotionally supportive environment using positive reinforcement contingencies. Students work individually and in small groups on academics, social skills, recreation and community service, and earn credits toward high school graduation from their sending schools. Throughout the day, an on-site clinician/counselor is available to provide ongoing, informal counseling; and if enrolled more than 30 days, students participate in a weekly session with a licensed therapist. Related services are incorporated based on individual student needs. A weekly clinical consultant is provided for the program throughout the school year.

**GOAL (High School):** For students to obtain a high school diploma and transition to post-secondary education and/or employment

**GOAL (Middle School):** For students to transition to high school or vocational school

**OBJECTIVES:** To develop academic, communication, vocational, social and self-advocacy skills

## Community-Based Work Experience (CBWE)

The CBWE Program, located at Northampton High School at 380 Elm Street in Northampton, MA, is designed for students aged 16-22 with moderate cognitive impairments. The program provides supervised school-based and community-based vocational training, along with related instruction in functional life skills and academics. The students participate in activities that focus on developing appropriate communication and social skills as preparation for eventual competitive or supported employment. Community Service Learning projects allow students to develop positive relationships with peers in other classes, as well as to contribute to the community. Vocational training may include opportunities for skill development in the following areas: housekeeping/janitorial, office/clerical, retail, assembly, horticultural and food service. Educational opportunities address each student's learning abilities. Each student participates in small group and individualized instruction throughout the day across all curriculum areas. Related services are incorporated based on individual student needs. A weekly clinical consultant is provided for the program throughout the school year.

**GOAL:** For students to live independently and become productive participants in their communities

**OBJECTIVES:** To develop vocational and functional academic skills; to develop communication and social skills

## Populations Served and Outcomes

### Alternative Program Enrollment:

- Average Enrollment for the FY15 year across all two programs (HEC Academy, CBWE) including summer was at 42 total students.
- Within these, 55% were from member school districts, and 45% were from non-member districts.
- 37% of the total enrollment came from Hampshire County districts, and 18% came from Franklin County districts.
- Of the 42 students, HEC Academy had an average of 36 students enrolled, CBWE had 6 students.

### HEC Academy Graduation

- 9 students graduated from HEC Academy High School (*Students who graduate from HEC Academy pass the MCAS, meet the graduation requirements of their home high school, and receive a high school diploma from their sending district.*)
- Of the 9 graduates:
  - 5 were from Member Districts: Easthampton (1); Frontier Regional (2); Greenfield (1) Pioneer Valley Regional (1); and
  - 4 were from non-member districts: Holyoke (2); Springfield (2).
  - 2 of the graduates are returning for a transition/post-senior year at HEC Academy.

### Student Achievement / MCAS Results

#### November 2014 Grade 10 *Retest*:

- ELA: 1 of 1 student did not pass
- Math: 2 of 3 students passed with a Needs Improvement score

#### February 2015 Biology Test:

- 1 of 3 students passed with a Needs Improvement score
- 1 of 3 students passed with a Proficient score
- 1 of 3 did not pass

#### March 2015 *Retests*:

- ELA: 1 of 1 student passed with a Needs Improvement score
- Math: 1 of 1 student did not pass

#### Spring 2015 Grade 10 MCAS Tests:

- ELA: 4 of 10 students passed with a Needs Improvement score
  - o 6 of 10 students passed with a Proficient score
- Math: 4 of 9 students passed with a Needs Improvement score
  - o 1 of 9 students passed with a Proficient score
  - o 4 of 9 students did not pass

Biology: 5 of 5 students passed with a Needs Improvement score

## Special Education Alternative Programs Cost Effectiveness

CES strives to keep our Special Education program tuitions at a level that is lower than comparative private school options within the region. In addition, tuitions for these programs cost 20% less for our members than for non-member districts.

<b>Program</b>	<b>CES Tuition/day rate</b>	<b>Private Sector Tuition/day rate (Average*)</b>
Full day, school year (180 days)	\$232	\$257

\*Private Sector rates are comprised of average day rates within specific types of comparable private programs, charged by vendors including:

For School Year Full Day: the May Institute (day); NE Adolescent Research Institute (NEAR); Cutchins-New Directions (Northampton); RFK Experiment with Travel (EWT); Northeast Center (Tricounty); Springfield Home (Children's Study Home); Valley West Day School

In comparison with a similar school offering, CES' Special Education Programs represent a savings over the available alternative programs of 10% for member districts for HEC Academy.

<b>Program</b>	<b>CES Tuition/day rate (Members)</b>	<b>Private Sector Tuition/day rate (Average*)</b>
CBWE	\$174	\$245

\*Private Sector rates are comprised of average day rates within specific types of comparable private programs, charged by vendors including: Northeast Center (Tricounty), Center School, and LPVE Compass and C-Tech Programs, and the May Institute.

In comparison with other programs, CES' CBWE Program represents a savings of over 28% for member school districts over comparable options.

## MOUNT TOM ACADEMY

The Mount Tom Academy program is located at Holyoke Community College in Holyoke, MA. The program is an alternative high school for students at risk of dropping out of school, and students who have dropped out of school and wish to return. Mount Tom Academy was the first alternative high school in Massachusetts to have a setting in a state community college. The program was started through a grant from DESE in FY 2001, and has been located at HCC for the past 14 years.

## Services Provided

The program offers a small classroom setting directly within the college environment, encouraging students to take higher education courses during and following their enrollment at Mount Tom Academy.

The program, under lead teacher Barbara Cheney, has transitioned from a resource room model to a 21<sup>st</sup> century blended learning environment complete with personalized, computer-based curriculum, project-based learning, dual enrollment at the college, and opportunities for public service and internships. These various modes offer the chance for an increase in engagement learning with reluctant students who have a history of failure in traditional educational settings.

The goal of the Mount Tom program is to provide a learning environment that addresses and removes students' objections to study and learning, engages them in self-directed learning, and promotes achievement among students who would otherwise be likely to drop out. Course work is matched to the Massachusetts Frameworks as well as the Common Core.

## Populations Served and Outcomes

- In 2014-2015, Mount Tom Academy served 12 students from school districts throughout the Pioneer Valley.
- Of the 7 sending districts, 5 were Collaborative member districts. Enrollment is accepted on a rolling basis throughout the school year.

### Outcomes

- 10 students passed their MCAS and college entrance exams.
- 9 students completed high school studies and graduated last year.
- 2 students participated in work-study opportunities.

## Cost Effectiveness

Tuition rates cover the program costs (primarily teacher salary and fringe).

### Program - Per Student Tuition

Mount Tom Academy: \$7,500/year Member, \$8,500/year Non-member

Private Sector Tuition\*: \$8,559/year

\*A Massachusetts DESE Report to the Legislature on a Study of the Cost of Implementing the Student Discipline Law, published in November of 2013, found that Springfield's External Interim Alternative Education Setting (IAES) represented instructional-related costs (only), excluding other costs, of \$8,559 per student during the 2012-2013 school year for suspended students assigned to the program. Yearly non-member costs for Mt. Tom Academy include *all* costs.

## ACADEMIC SUPPORT PROGRAMS

The Third Place, Turners Falls

### Services Provided

Academic Support funding from the state provided work and learning programming for many years at The Reunion Center in Easthampton and The Third Place in Turners Falls. Work and learning programs focus on making coherent connections between academic knowledge and its application in the workplace. The



programs also fostered the understanding in students that the skills and disciplines necessary to succeed in the workplace were the same as those needed to succeed in the classroom.

Students at our work and learning programs focused on improving academic skills as well as personal and interactional skills appropriate to the workplace. The work and learning funding lines (596/597) were written so programming would focus services on students who had failed the MCAS test and who had other at-risk factors (but the MCAS failure was the bellwether measure). Since the funding line began, however, students (with the help of their schools) learned how to perform better on the MCAS, but their wider at-risk factors remained. Work and learning funding, unfortunately, stayed rigidly tied to MCAS performance past the point at which MCAS failure remained an accurate indicator. Because of reductions in funding, CES was forced to close the Reunion Center in Easthampton at the end of FY14. The Third Place in Turners Falls continued to deliver services in FY15.

## Populations Served

### **Students enrolled:**

Turners Falls: 17

## Cost Effectiveness

Academic Support Programs are supported by grant funding, and represent services offered at no cost to districts that would not be otherwise available.

## PERKINS CONSORTIUM (from CARL B. PERKINS VOCATIONAL TECHNICAL - SECONDARY ALLOCATION GRANT)

CES has organized and managed a consortium of local school districts to access Perkins funding to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers. In 2014-2015, the participating districts were South Hadley, Amherst, Gateway, and Easthampton.

## Services Provided

Each school receives specific allocations for PD assistance, equipment, and non-expendable supplies to support career / vocational / technical education (CVTE) programs in the school. CVTE programs also aim to help improve performance in Mathematics, Language Arts and high school completion and graduation. Perkins CVTE programs receive assistance to set goals; measure competencies in occupational skills; upgrade programs; develop new programs; develop entrepreneurship opportunities; understand high skill/high demand/high wage opportunities in Western Massachusetts; develop local support and advisory boards; and develop internship, mentorship, and work study opportunities for students.

Special focus is given to improving MCAS scores, improving graduation and completion rates, and providing pathways for students to identify high wage/high demand/high skill occupations. Programs receive professional development opportunities for staff members and financial support for upgrades and startup of new programs.

## Populations Served

- Approximately 500 students from these schools received occupational training and academic support in coursework offerings such as Graphic Design, Computer Applications, Culinary Arts, Allied Health, Welding and Metal Fabrication, Commercial Art, and Carpentry and Woodworking.
- Three member Hampshire County districts participated in FY15—South Hadley, Amherst, and Easthampton; along with Gateway (non-member).
- In FY 2014-2015, our Perkins districts received over \$78,000 in support and materials for their programs.

## Cost Effectiveness

Perkins programs are supported by grant funding, and represent services offered to districts at no cost; by organizing and managing the consortium, CES helps these district access the resources that might not otherwise be used.

## CONNECTING ACTIVITIES

CES promotes school-to-career activities by partnering with schools to find and utilize resources to support internship programs for students. The goal of this program, whose office is located at 97 Hawley Street in Northampton, MA, is to boost school capacity to serve young people, and improve their education and career preparation by incorporating real life and work experiences into their schooling.

## Services Provided

The program provides resources to schools, including linkages to local employers, program funding, materials and—most importantly—program design and content support, including the MASS CIS career exploration online content developed by the State of Massachusetts.

## Populations Served and Outcomes

The program serves the school districts of Hampshire County. Partnership towns/districts include: Smith Vocational High School, Northampton High School, Easthampton High School, Hampshire Regional High School, HEC Academy, the Reunion Center, The Third Place program in Turners Falls, South Hadley High School, and Amherst High School. (The Regional Employment Board serves districts in Franklin County.)

- In 2014-2015, the program placed over 350 students with more than 150 employers throughout the county.
- An additional 125 students participated in Construction Career Day and other types of job shadowing, field study and job fairs. The internship placements ranged from simple after school placements tracked with a Work-based Learning Plan, to more complex work-and-learning experiences where the tasks and skills emphasized in the placement are also developed, in parallel, in a classroom setting. Students range from those who are A+ and college-bound, to those who are developmentally challenged.

## Outcomes

CES does not collect comprehensive assessments of skill development, or longitudinal data for Connecting Activities. However, studies have clearly indicated that supported internship placements have a very important effect on the at-risk population, such as the students CES's Connecting Activities target

and serve. Supported internship placements give these students a feeling of engagement and a sense of efficacy and success (even if they do not excel in the academic realm). Supported internships demonstrably help prevent students from dropping out.

### Cost-Effectiveness

Funding for Connecting Activities comes through grants from the Franklin-Hampshire Regional Employment Board and DESE. Therefore, for the students served, programs are offered at no cost to the participant or sending school.

## AFTER SCHOOL PROGRAMS

### 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS (CCLC)

The Collaborative school year and summer programs provide students with a balance of academic and social-emotional skill development through a variety of student-centered enrichment activities, which promote academic achievement and healthy adult-to-youth and peer-to-peer relationships. These out-of-school programs are largely grant-funded, and represent an extremely cost-effective resource for our member area schools as a result. The main office for CES After School program management is at 123 Hawley Street, Northampton, MA

### Services Provided

One of CES' primary goals as an out-of-school time provider in Western Massachusetts is to provide programs that meet both the academic and social-emotional needs of students.

CCLC programs are located in the following member districts: Amherst Regional Middle School, Easthampton (Maple Elementary School, Neil A. Pepin Elementary School, and White Brook Middle School), and Greenfield (Federal Street Elementary School).

The Collaborative also operates CCLC programs in the non-member districts of Palmer (Converse Middle School), West Springfield (Memorial Elementary School and Philip G. Coburn Elementary School), Gateway Regional Middle School and Gateway Regional Junior High School.

### Needs assessment:

The agency researches various sources of local data demonstrating risky behaviors and the needs of local students, and interviews an array of school staff (superintendents, principals, guidance counselors, and teachers) regarding the academic and social-emotional needs of students. Staff also interview local agencies serving at-risk youth to ascertain how the community is or is not meeting those needs.

Stakeholders (including parents/guardians) are recruited to the local advisory council, which identifies which need(s) the prospective 21st CCLC program can address.

### Populations Served and Outcomes

School year and summer programs serve kindergarten through high school and all students are invited to participate. Special recruitment efforts assure that a majority of students from low-income homes, students with special needs, and other students considered at-risk are able to attend.

- Eleven CES 21st CCLC programs served 700 students during the 2014-2015 school years.

- Approximately 60% of students were from low-income homes and 19% were students with special needs.

## Outcomes

CES has managed a network of after school programs since 1998 and has demonstrated the ability to start up new sites and develop some of those sites into the next phases of quality. Once a 21st CCLC site has finished its three-to-four year-long grant cycle it can apply to become a Promising Practices' site; This is the novice level of exemplary programming where a site has demonstrated potential to become one of the best in the state of Massachusetts. Above Promising Practices is the Practitioner level. At this point the site is considered a mentor that can provide technical assistance and coaching to other sites. The highest level a site can achieve is that of the Demonstration site. A Demonstration site has excelled at multiple levels of programming and there are only a handful of Demonstration sites in the state of Massachusetts.

- Maple Elementary and Neil A. Pepin Elementary both recently rose from the Promising Practices level to the Practitioner level of funding.
- Greenfield High School and Memorial Elementary (West Springfield) recently achieved the Promising Practices level.
- White Brook Middle School and Philip G. Coburn Elementary (West Springfield) are both Practitioner level sites.
- Gateway Regional Middle School and Converse Middle School (Palmer) have achieved the highest level of Demonstration multiple times in a row.
- CES staff from these aforementioned sites actively mentors non-21st CCLC programs towards more academically focused and age appropriate programming.
- CES' own after school central office is also considered Exemplary and has been tasked with mentoring both 21st Century programs in Holyoke and Montague.

CES central also acts as the fiscal agent and active participant of the 21st CCLC Western MA.

### **Crucial to the success of CES's 21st CCLC programs is high 'average attendance hours' or 'dosage' by participating students.**

To keep students engaged in programs, Project-Based Learning (PBL) and Service Learning activities are offered to immerse at-risk students in hands-on learning experiences that develop both their academic and social-emotional skills. The PBL approach makes connections between learning and real world applications.

Since our network implemented PBL activities at all of its programs starting in FY05, the average attendance hours for FY15 was **163 hours**. This exceeded the minimum of 80 hours as mandated by Massachusetts and is especially encouraging considering half of the CES after school network services middle and high school aged youth who are harder to reach than elementary aged youth. The CES network average attendance hours have far surpassed that benchmark for a number of years.

## Cost-Effectiveness

The CES after school programs are funded through 21st CCLC grants awarded by DESE. For the majority of students, therefore, the majority of CES after school programs are offered at no cost to the

participant or sending school. A comparative after school opportunity does not exist at the level of quality achieved by these programs.

Other after school opportunities offered in our region include the Girls Club: Approximately \$500 a month for two children from the same family to attend.

Thus a family with two elementary aged children to attend after school from September through May would cost approximately \$4,000.

## **GOAL 2: STAFF DEVELOPMENT AND OTHER TRAINING OPPORTUNITIES FOR EDUCATORS, INCLUDING TEACHING STAFF, SUPPORT PERSONNEL, ADMINISTRATORS, EARLY CHILDHOOD PROVIDERS, PARENTS AND COMMUNITY**

- Professional Development, Curriculum, and Educator Licensure
- Educator Licensure
- School- and District-Based Coaching, Training, and Consultation
- Educator Evaluation System
- Center for English Language Education
- Emerging America colloquia and graduate credit courses
- Library of Congress Teaching with Primary Sources (TPS) Program and CES
- Reading Recovery Teacher training
- Regional Professional Development Days and Open Enrollment Seminars
- Professional Learning Communities (PLCs)
- Project Management and Facilitation Contract Services Provided to Massachusetts Department of Elementary and Secondary Education (ESE)
- Early Childhood Educator Professional Development
- Technology in Education and Data Use Professional Development
- CCATT Center (Assistive Technology) Professional Development and Training

## **PROFESSIONAL DEVELOPMENT, CURRICULUM, AND EDUCATOR LICENSURE**

The Professional Development, Curriculum, and Educator Licensure Department is located at 97 Hawley Street in Northampton, MA; and offers extensive opportunities for educators and school systems to improve teaching and learning through high quality, evidence-based, and data-driven professional development programs. Our statewide, regional, district-wide, and single school initiatives shape learning and leadership at each level: policy, program, and practice. We help administrators utilize data to assess critical staff development needs and build local capacity through customized professional development.

The department works with districts to customize implementation of

- MA Educator Evaluation System,
- tiered instruction and support systems,
- Common Core State Standards, and
- initiatives that target improved outcomes for struggling learners.

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers access our hybrid online programs during FY15 to achieve Initial Licensure and renewal of Professional Licensure.

Our professional development model supports systemic planning, delivery, and evaluation of student and teacher growth initiatives. Through collaborative data analysis and training design, engaging presentations, coaching, and learning teams, we build district capacity.

## NEEDS ASSESSMENT FOR PROGRAM DEVELOPMENT

The process for examining and determining need, and developing and providing staff development and other training opportunities for teaching staff, support personnel, administrators and parents includes:

- Review of member districts' District Improvement Plans, student achievement and attendance data and demographics, Accountability Levels, and licensure/staffing needs
- Review of current literature on evidence-based practices for professional development, curriculum, instruction, and assessment, and improving student outcomes for special populations
- Meetings with member school district administrators regarding educator professional development, curriculum, and licensure needs
- Review of written/electronic evaluation data from course and workshop completers
- Communication with DESE staff regarding Department priorities and mandates impacting school districts, and licensure regulations
- Collaboration with our higher education licensure partner, Fitchburg State University, on course content and program articulation, and collaboration on federal and state grants funding educator licensure in high-need areas
- Meetings with education service agency staff from other Massachusetts collaboratives and from other states regarding effective and efficient practices
- Collaborative planning and development of proposals to state and federal agencies, and private foundations, to support staff development programs
- Facilitation of professional learning communities
- Survey response and feedback provided by over 500 teachers, specialists and administrators through the April 2015 Collaborative Satisfaction and Needs Assessment Survey

## FY15 PROFESSIONAL DEVELOPMENT PROGRAM AND STAFF HIGHLIGHTS

- Suzanne Judson-Whitehouse and Jill Robinson managed the professional development events in a year-long series of Literacy Partnership trainings for Level 3 and 4 districts, designed to provide a supportive environment for them to plan their implementation, collaborate with their grade level peers and examine student work and growth using protocols.
- Laurel Dickey from CES presented a session titled "Roaming Around the Known: How to Follow the Child Without Getting Lost in the Woods" at the Literacy for All Conference in Providence, Rhode Island.

- CES was awarded a PERC (Pioneer Valley Educational Readiness Center) grant for work in mathematics. Partnering with Smith College and local districts, we worked together to create a sustainable collaborative structure for cross-district, collaborative implementation of early elementary DDMs and provide related mathematics professional development. The project brought together teams of K-3 educators from 7 districts during the school year and summer. In addition, graduate students in Elementary Education from Smith College were invited to participate in the Summer Institute which addressed Operations and Algebraic Thinking.
- In our first full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES completed one in-district course in Greenfield for 30 teachers.
- CES was awarded a National Endowment for the Humanities Landmarks of History grant for a program called “Forge of Innovation”. In partnership with the Springfield Armory and other historic sites throughout the region, over 100 applications were received and 80 teachers were selected to attend one of two one-week Institutes were planned for July and August 2015.

## CES Professional Development offered a range of services during FY15.

During the 2014-2015 school year, the Professional Development Department worked with over 3919 educators. Below are highlights by service area describing the services provided and populations served in this past year.

## EDUCATOR LICENSURE

### Services Provided

Currently, CES offers 14 Initial Licensure programs for teachers, for which 27 licensure courses were offered this year in a total of 52 sections. Courses were delivered in both face-to-face and delivered in hybrid online format, with face-to-face sessions held in Northampton, Holyoke, and Marlborough.

CES Licensure was one of the first Educator Preparation programs in the state to successfully complete the Program Review process introduced by MA Department of Elementary and Secondary Education in the 2014-2015 school year. All current programs were approved for continuation and four new programs for licensure of Principals and Assistant Principals ((PreK-6, 5-8, and 9-12), and Supervisor-Director (All Levels) were approved. CES will begin offering these programs during the 2015-2016 school year.

### Populations Served

- 865 students registered for courses during the 2014-2015 licensure year.
- 67 students were admitted to CES’ Initial Licensure programs, 18 of whom currently work in member districts or for CES.
- Endorsements for 54 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of these candidates, 8 were working in member districts when endorsed. The remainder included educators who were working in non-member districts, in the DYS system, or for the Massachusetts Department of Elementary and Secondary Education when endorsed.

## SCHOOL AND DISTRICT BASED COACHING, TRAINING AND CONSULTATION

### Services Provided

These services include school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; and curriculum mapping and planning, curriculum revision to reflect Common Core state standards. The Collaborative is in its fifth year as a DESE pre-qualified vendor for a range of consulting and professional development services, including:

- Project management for school/district performance reviews or assistance services
- Targeted assistance for school or district improvement
- Assessment and evaluation services, including the development of survey, assessment, and review protocols/instruments
- Educational leadership evaluation, development, coaching, and interim leadership services
- Curriculum, performance, and achievement frameworks/standards, protocol and/or process development, review and updating
- Dissemination of standards, research findings, best practices, etc., including planning, implementation, and management of dissemination activities
- Event and project management

## Populations Served

Collaborative staff worked on

- 70 site-based professional development consulting efforts, including 3 long term initiatives designed to build district capacity to provide instruction for English language learners and differentiated instruction for all students.
- Over half of our site-based work was in member districts.
- CES staff also worked on problems of practice in reading, writing, and mathematics instruction.

## EDUCATOR EVALUATION SYSTEM

### Services Provided

CES is approved by DESE to provide training in implementing the Massachusetts Educator Evaluation Model System. CES provided direct training of district leadership and faculty as well as a train-the-trainer model.

### Populations Served

Services including the direct training of district leadership and faculty as well as a train-the-trainer model were provided to 88 educators in 20 school districts.

27 of these participants in Educator Evaluation training were from member districts.

## CENTER FOR ENGLISH LANGUAGE EDUCATION (CELE)

### Services Provided



CELE provides services, training and expertise around WIDA, Sheltered English Immersion, family and community engagement, policy development, and program improvement. CES is approved by MA DESE to provide professional development in English Language Education, including Category trainings, RETELL courses, and WIDA training. CES was designated the regional provider for for-cost SEI Endorsement courses beginning in FY2016.

## Populations Served

With the introduction of WIDA and RETELL, CES began assisting member districts in introducing comprehensive new approaches to teaching second language learners and students with limited first language proficiency.

- The CES ELL PLC served 12 participants, primarily from Member Districts.
- CES trainers provided RETELL training to 300 teachers and administrators across 8 districts.
- WIDA open enrollment training was provided to 40 participants.

CELE staff provided student assessments and ongoing support in understanding English learner populations in member districts. They also developed program policies and consulted with school districts around alignment issues and addressing the needs of English learners within a whole school context.

## EMERGING AMERICA COLLOQUIA AND GRADUATE CREDIT COURSES

### Services Provided

Emerging America is focused primarily on creating and providing professional development for teachers across content areas through the Library of Congress Teaching with Primary Sources (TPS) program. In 2014, Emerging America was awarded a National Endowment for the Humanities “Landmarks of Education” grant to offer “Forge of Innovation: The Springfield Armory & the Genesis of American Industry”, a place-based history program on the history of innovation in the Pioneer Valley. The Emerging America history education program at CES began in 2006 with a U.S. Department of Education Teaching American History grant. Since then, the program has provided high quality professional development to hundreds of teachers in the region, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history education. All Emerging America programs are free.

### Library of Congress Teaching with Primary Sources (TPS) Program and CES

The Library of Congress selected CES to join its national Teaching with Primary Sources Consortium, providing professional development throughout Massachusetts. The Collaborative is the only Consortium member in New England. The Library is especially interested in tapping the expertise of CES in working with English language learners, special education students, court-involved youth, and other struggling learners. CES has also pioneered links between the teaching of history content and the literacy standards of the Common Core. Teachers learn to access the vast online resources of the Library of Congress, and to engage students in inquiry-based learning, Common Core literacy skills, and analysis of primary sources.

### Library of Congress Teaching with Primary Sources workshops

- Federal grants supported the provision of Teaching with Primary Sources programs in which teachers learned about creating high quality learning environments featuring the use of primary sources.
- Teaching with Primary Sources workshops topics included the U.S. Constitution, Disability History, the American Revolution, and Immigration/Migration.
- CES guest-presented as part of the Social Studies Methods course at Westfield State University.
- CES continued its partnership with the Abraham Lincoln Brigade Archives to offer a workshop on the Spanish Civil War. CES also presented TPS workshops in partnership with the SEEM Collaborative, Boston Public Library, University of Massachusetts-Amherst Department of History, Social Studies Supervisors, Amherst Public Schools, and other districts.

The CES Project Director continues to provide leadership at the national level as a member of the Library of Congress TPS Advisory Board, and as chair of the TPS Evaluation Committee.

## Populations Served

### Library of Congress Teaching with Primary Sources Program (TPS) at CES

- CES trained 19 new teachers statewide in a Training-of-Trainers for the TPS program at CES.
- CES worked with 74 teachers in Western and Eastern Massachusetts to provide advanced training in the use of primary sources across content areas.
- Creating High Quality Learning Environments for Diverse Learners engaged 26 teachers in Boston
- CES worked with 20 pre-service teachers to develop strategies for using primary sources as part of the Westfield State University Social Studies Methods course.
- More than 200 teachers participated in Library of Congress Teaching with Primary Sources workshops.
- NEH “Landmarks of American History” grant
- In 2015, CES was awarded a Landmarks of American History grant by the National Endowment for the Humanities, to fund a program titled “Forge of Innovation: The Springfield Armory & the Genesis of American Industry”.
- Over 100 applications for the program were received. Eighty teachers were selected to participate in one of two one-week workshops during the summer of 2015.
- CES partnered with historians from across the state and around the region, as well as skilled master teachers to develop a program to provide in-depth graduate-level instruction in both history and pedagogy.

## READING RECOVERY TEACHER TRAINING

### Services Provided

CES is a regional Reading Recovery Teacher Training site serving western Massachusetts districts in four counties.

In FY15, our site provided training, coaching, consultation, and data analysis to reading interventionists in 27 elementary schools in 17 school districts (7 of which are member districts); representing 35 teachers serving 259 first grade students. Seven new Reading Recovery teachers completed Reading Recovery teacher training, including teachers from member districts South Hadley, Easthampton, and Pioneer, as well as nonmember districts Farmington River, Southwick, Agawam, and Gateway. A federal Investing in Innovation grant to Ohio State University provided funds for their training and student materials.

### Populations Served

259 first grade students at risk for learning to read were served by teachers working with the CES Training Site, preparing them to return to their classrooms reading at the average level for their class. Of the students served, 46% are on free or reduced lunch, 16% are non-white, 17% were designated with a previously diagnosed learning disability, and 17% spoke a language other than English in their homes. Additionally, 46% were from small town/rural communities and 54% were from suburban/large town communities.

## REGIONAL PROFESSIONAL DEVELOPMENT DAYS AND OPEN ENROLLMENT SEMINARS

**The 2014 Summer Academy** offered over 60 workshops and courses. Summer Academy content was shaped by a planning committee representing member districts. The focus this year was on meeting the needs of students who struggle; math; learning and the brain; technology; science; and project-based learning. 228 educators participated in the workshops, including 167 from 21 member districts.

- Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2014 to 165 administrators, 62 of whom work in member districts. Attorney Tate also presented an additional half-day seminar updating member districts on implementation of Section 504 for 45 educators, 29 of whom were from member districts.
- In addition, CES ran 17 open enrollment workshops in content areas including math, ELA, strategies to help struggling learners, using technology in the classroom, academic language, leadership and strategies for ELLs. These open enrollment workshops were attended by a total of 352 educators during the 2014-15 school year.

## PROFESSIONAL LEARNING COMMUNITIES (PLCS)

### Services Provided

CES supported 11 Professional Learning Communities (PLCs) for networks of educational staff in our member districts; these included PLCs for Math Teachers, Science Teachers, Social Studies Teachers and district staff, teachers working with struggling learners, Curriculum Directors, English Language Learning, Literacy and Literacy Interventionists, Principals, Arts Integrationists, Technology Directors and Special Education staff using Assistive Technology.

### Populations Served

Close to 100 professionals attended these groups on a recurring basis.

## PROJECT MANAGEMENT AND FACILITATION CONTRACT SERVICES FOR MASS. DEPT. OF ELEMENTARY AND SECONDARY EDUCATION (ESE)

### Services Provided

The Professional Development Department provided project management for trainings and conferences in support of statewide Literacy Partnership/Striving Readers conferences, PARCC Fellows, and the Writing Standards in Action Project.

Professional development department facilitators worked with the ESE's Adult and Community Learning Services program in developing math instructional skills and introducing the educator evaluation system in Adult and Community Services.

### Cost-Effectiveness

The department conducts an annual review of rate schedule for staff training onsite at schools (see accompanying rate schedule) and licensure courses. Rates for Professional Development are based on cost, and Non-member District fees are 15% higher than those charged to our Member Districts. Exceptions are professional development opportunities funded and supported in whole or in part by an external grant.

Program	CES	Private Sector Fees (Avg*)
Full Course; primarily Licensure	\$670	\$1,657
Professional Development Workshop, 1-Day	\$152/ members, \$175 non-members	\$195/ members, \$260 non-members
Consultant Costs	Per day: \$1,500 Non-members, \$1,275 Members	\$2,425/day

\*Private Sector rates are comprised of average rates within specific types of comparable courses, charged by vendors including, for courses: Springfield College, UMass, Elms College, Western New England University, Lesley University, American International College XCP Program, Bridgewater State University, and Framingham State University.

Professional Development Workshops, represented for a 1-day workshop, compares to private sector rates for PD from vendors including: Research for Better Teaching.

Comparable rates in the private sector for consulting fees include: TERC, November & Associates, Ribas Associates, and Teachers 21.

Therefore, CES course fees represent a 60% savings over the average of comparable offerings; workshops a 22% savings over the average of comparable offerings; and curriculum consulting represents a 47% savings over comparable alternatives.

## EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

The CES Early Childhood Department provides training, consultation and support to early childhood centers and family child care providers within the region.

### Services Provided

The CES Early Childhood Department provides training, consultation and support to early childhood centers and family child care providers and provides referrals to professional development opportunities for early educators. Within this work, the Early Childhood Department provides a significant number of trainings for early educators and providers within the region.

### Early Childhood Professional Development trainings included the following topics and number of participants:

- Invitations to Play: 19 participants
- Emergent Curriculum for Infants and Toddlers: 16 participants.
- Strengthening Cultural Connections: 56 participants
- Why “Stop that now!” Doesn’t Work: 49 participants
- When Young Children Experience Trauma: 60 participants
- Difficult Conversations: Strategies for Sharing Concerns with Parents: 130 participants
- Understanding Brain Development and Why It Matters: 71 participants
- Process Art: 61 participants

Total of 8 topics and 462 early educator participants

### Assessment for Responsive (ART) Teaching provided the following opportunities:

The following are the statistics for trainings and technical assistance provided by ART in FY15, statewide and for member districts:

#### Statewide:

- MKEA Trainings: 72
- MKEA Participants: 1591
- MKEA technical assistance sessions: 69
- MKEA technical assistance participants: 795
- EEC Trainings: 80
- EEC Participants: 1769

#### Within the data above, the following served member districts:

- MKEA Trainings: 8
- MKEA Participants: 125
- EEC Trainings: 9
- EEC Participants: 78
- MKEA technical assistance sessions: 9
- MKEA technical assistance participants: 64
- MKEA Technical Assistance participants: 69 (out of 795) of these from member districts
- MKEA Technical Assistance participants: 9 (out of 64) of these from member districts

## Systems Change for Successful Children (SCSC)

SCSC was granted a no-cost extension and provided the following during that period.

Toolkits containing over 300 pages of resources to guide trauma-informed practice with young children and their families were disseminated to the staff at the DCF Greenfield Area Office and to early educators both locally and statewide. The Toolkits were also presented at a series of trainings for mental health providers and early intervention professionals serving Hampshire, Franklin counties and the Athol area.

Over the life of the project, consultants met with DCF social workers on 210 occasions. Most of these meetings concerned specific children, although a few were more general. Twenty-eight social workers at the Greenfield DCF office were supported by consultation. This represents nearly half of all area office social workers who potentially served children birth to age five on their mixed-age, generalist caseload. This DCF office has a unit that specializes in providing services to teens, but there is no unit that specializes in serving young children.

The Think Tank also sponsored an Early Childhood Resource Fair at DCF in October, 2014, which was attended by seventy participants, forty of whom worked at DCF. Sixteen agencies hosted tables with materials about their early childhood programs and services. A DCF Leadership Team member commented that area DCF staff learned a lot about EC&E options from the fair. Representatives from the DCF Central Office attended the fair and statewide replication throughout the DCF system is under consideration.

All of the SCSC primary partners received paper copies of the toolkits. As an extension of their mental health consulting work, SCSC staff visited programs and introduced staff to these toolkits. Groups receiving toolkit orientation/training included participants at our final networking/training meeting, several different groups of mental health providers, DCF staff, early intervention specialists, and staff at our EC primary partner agencies. Toolkit materials were also used in a series of statewide trainings on EEC-funded trauma-informed practice for early educators after the grant period ended. An electronic version of each kit was added to the CES website in February 2015. As of the beginning of June 2015, there had been 121 unique visitors to the website hosting the toolkit resources. The Early Childhood toolkit had been downloaded fifty-seven times, and the DCF toolkit had been downloaded thirty-three times.

**Strong Foundations for Young Children (SFYC) in Easthampton and Ware** provided consultations to support 20 children, 28 parents/caregivers, and educators from 14 different early education and care programs.

**Early Childhood Mental Health Consultation** was provided to 101 early educators at 30 different early education and care programs and collateral parent work to 46 families.

### Cost Effectiveness

Early Childhood Trainings are supported through grant funding or are made available to providers at a cost of \$30 per single workshop.

CES Early Childhood Trainings provide early education professional development on areas and topics that are for the most part, not generally available within the region and would not be available without these programs.

## TECHNOLOGY IN EDUCATION PROFESSIONAL DEVELOPMENT

### Services Provided

- Development, production and delivery of the 2015 Technology in Education Conference which was attended by over 240 educators.
- Trained and consulted with administrators and teachers at Berlin-Boylston school district to help launch a district-wide effort to improve data-driven instruction. Developed custom classroom analysis formats to match their proposed data analysis protocols.
- Provided deep data analysis of South Hadley student performance data and worked with staff to evaluate remedial programs.
- Facilitated communication between various districts to focus DDM data management efforts.
- Workshops offered to both member and non-member districts included: Google Apps for Education sessions (Introductory, Level 2, Sites for Teachers, Drive and Classroom), Online Teaching & Learning sessions (Boot camp and Introductory), and Free Tech Tools for Teachers, Google Apps for Administrators Console Technical Retreat.
- M.A.S.S. workshop “How to Develop a High Leverage Comprehensive Technology Program for your District”
- Technology Director Mentoring
- Chromebook 1:1 Rollouts

### Populations Served

- The annual January TiE (2015) Conference was attended by over 240 educators.

### Cost Effectiveness

CES Technology professional development offerings provide training to teachers, administrators, data specialists, and technology specialists that is not otherwise available in the region; and would likely not be offered/provided to our member districts through other means.

## CCATT CENTER ASSISTIVE TECHNOLOGY PROFESSIONAL DEVELOPMENT

### Services Provided

Trainings included workshops on Augmentative and Assistive Communication and work in collaboration with DESE to provide the **Assistive Technology & Accessible Instructional Materials Institute**. The purpose of the Institute was to enhance teacher skills in using assistive technology to support effective instruction.

### Populations served

- During FY15, the CCATT center provided open enrollment training to 13 specialists and educators.
- In collaboration with DESE, the CCATT team also developed and provided the *Assistive Technology & Accessible Instructional Materials Institute*—a summer institute for eighteen educators from a wide variety of districts.

## Cost Effectiveness

CCATT Center trainings provide professional development in an area of expertise that is not otherwise available in the region; and would likely not be offered/provided to our member districts through other means.



### GOAL 3: OTHER PROGRAMS AND SERVICES THAT WILL FROM TIME TO TIME MEET THE ASSESSED NEEDS OF SCHOOL DISTRICTS, MEMBER COMMUNITIES, STATE AGENCIES, AND OTHERS

- Early Childhood Services for educators, administrators, providers, and parents
- Technology Services
- Cooperative Purchasing/Other
- Communications
- Healthy Families and Community

### EARLY CHILDHOOD SERVICES FOR EDUCATORS, ADMINISTRATORS, PROVIDERS, AND PARENTS

All of the services provided by the CES Early Childhood Department are managed by our staff located at 123 Hawley Street in Northampton, MA.

### FY15 PROGRAM HIGHLIGHTS

- The System Change for Successful Children (SCSC), a federal grant-funded initiative in Hampshire and Franklin County that addressed building collaboration, training, and mental health supports to knit together Early Childhood and DCF efforts for foster children; completed separate toolkits for early educators and DCF staff. This project held closing and evaluative activities July – Dec 2014 as part of a no-cost extension.
- PERC grant- "Building Partnerships to Support Young Children and their Families" has completed work for Easthampton and Gill-Montague school districts; that included collaborations with local school and early intervention personnel to prepare and lead professional development sessions for early educators; provide post-training mentoring sessions; and professional development resources and materials.
- PERC grant – Facilitating Smooth Transitions for young children with special needs and/or developmental delays requires a good understanding of the child's specific needs; parent engagement; strategic planning and preparation; and increased communication and collaboration. PERC provided two professional development opportunities for early educators on "Facilitating Smooth Transitions for Young Children with Motor Skills Needs" and "Facilitating Smooth Transitions for Young Children with Sensory Processing Needs."
- Assessment for Responsive Teaching (ART), a statewide training program that promotes formative assessment which helps early childhood educators across the state learn how to observe and document children in their daily activities, and adjust their curriculum accordingly to maximize the potential of each student. This program is funded through a grant from the MA Department of Early Education and Care. The program has been successful in providing many formative assessment professional development opportunities, as listed under goal #2.

- EEC Communities of Practice – Trauma-Informed Care, was a professional development series conducted during the month of February 2015. Early Childhood department ECMH professional development providers conducted professional development for early educators from EEC’s mixed delivery system in five communities across Massachusetts. Trauma-informed care approaches geared toward young children with disabilities or medical conditions was the focus.
- “Making the Transition to Kindergarten” is a resource and activities booklet that we created and made available to all elementary schools and libraries in our CFCE communities that are part of our member districts.

## DEPT. OF EARLY EDUCATION AND CARE (EEC) – COORDINATED FAMILY AND COMMUNITY ENGAGEMENT (CFCE) GRANT-FUNDED SERVICES

### Services Provided

The Early Childhood Department administers and coordinates a grant that provides parenting education and support in Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Monson, Palmer, Pelham South Hadley, Southamptton, Ware, Warren, West Brookfield, Westhampton, and Williamsburg.

### **Department of Early Education and Care’s Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY15 included:**

- Financial support to Family Centers serving the following towns (and their surrounding towns and communities): Amherst, Belchertown, Easthampton, Monson, Palmer, South Hadley, and Ware. These Family Centers provide playgroups for parents/guardians and children from birth to Kindergarten and support to parents in their parenting role. Weekly playgroup were held in Hatfield, Hillside Apartments (Ware), Granby and Pelham. Biweekly playgroups/story hours were held in Chesterfield, Southamptton, Westhampton and Williamsburg.
- Parent workshops on topics such as setting limits, children who worry, STEM, fostering early literacy skills, managing screen time, parenting styles, and other issues of interest to parents.
- Parent-Child Home Program, an early literacy home visiting program for families with children who are at risk for poor literacy development. A home visitor makes two half-hour visits weekly to demonstrate use of a toy or book in developing literacy skills. Referrals to services for families with young children.
- Referrals for parents in need of comprehensive services
- Welcome Baby Visits with baby bags
- Support to children transitioning from program to program and into kindergarten
- Brain Building in Progress activities during the Week of the Young Child
- Early literacy activities such as community StoryWalks, ; music program at library in West Brookfield, and parent/child workshops
- Early literacy and parent support activities were held at homeless shelters (South Hadley and Amherst) and low-income housing (Ware).

- “Making the Transition to Kindergarten” an information rich booklet with resources and activities
- A CFCE community-wide event was held at the Eric Carle museum in June. 110 families with young children participated.

### Populations Served

The CES Early Childhood Department provided important services in FY15 to communities throughout and beyond Franklin and Hampshire Counties.

- The Parent-Child Home Program served families in Palmer, Warren, Ware, South Hadley, Belchertown, and Easthampton. The program served 30 children ages 18 months to 4 years.
- There are 6 family centers and 8 playgroup sites serving approximately 8000 children.
- Parenting workshops were attended in FY15 by a total of more than 330 participants, at no cost.

### EARLY CHILDHOOD MENTAL HEALTH CONSULTATION SERVICES

#### Services Provided

Support provided to programs and collateral work with parents for families living in Hampshire, Franklin, and northwest Worcester counties were funded through a subcontract with Behavioral Health Network funded by EEC.

#### Populations Served

Forty-six families were served in 30 programs.

### STRONG FOUNDATIONS FOR YOUNG CHILDREN

#### Services Provided

Strong Foundations for Young Children (SFYC) provides free support for families of infants, toddlers and preschoolers who reside in Easthampton and Ware. SFYC’s goal is to provide support to parents to enhance their children’s social and emotional development.

#### Populations Served

This program provided mental health consultation, parent aides, parenting resources and support, and community collaboration to 20 families and 14 programs.

### EARLY CHILDHOOD ASSESSMENT FOR RESPONSIVE TEACHING (EC-ART)

#### Services Provided

A.R.T. is a large-scale project, which began January 2014, serving educators working with children from birth through kindergarten in both the early childhood system and the public schools across Massachusetts. This project, offers six courses in developmental screening and observational, formative assessment as well as training, technical assistance, and support in the Teaching Strategies GOLD on-line assessment tool.

## BUILDING PARTNERSHIPS TO SUPPORT YOUNG CHILDREN AND THEIR PARENTS

### Services Provided

Building Partnerships ended in early FY15 and had provided professional development workshops, mentoring sessions, educator resources and classroom materials for early childhood educators on addressing the needs of young children with special needs and/or developmental delays, and their parents in Easthampton and Gill-Montague. Building Partnerships also focused on enhancing increased communication and collaboration between the early childhood community, consisting of early childhood educators and early intervention providers, and public preschool special education programs.

## FACILITATING SMOOTH TRANSITIONS

### Services Provided

“Facilitating Smooth Transitions for Young Children with Motor Skills Needs” and “Facilitating Smooth Transitions for Young Children with Sensory Processing Needs” were two professional development sessions funded by a PERC grant for early educators. These sessions provided education and resources on how to promote smooth transitions as young children with special needs and/or developmental delays requires a good understanding of the child’s specific needs; parent engagement; strategic planning and preparation; and increased communication and collaboration.

## EEC COMMUNITIES OF PRACTICE: TRAUMA-INFORMED CARE

### Services Provided

This was a professional development series conducted during the month of February 2015. Early Childhood department ECMH professional development providers conducted professional development for early educators from EEC’s mixed delivery system in five communities across Massachusetts. Trauma-informed care approaches geared toward young children with disabilities or medical conditions was the focus.

## SYSTEMS CHANGE FOR SUCCESSFUL CHILDREN (SCSC)

### Services Provided

The System Change for Successful Children (SCSC) project provided training and early childhood mental health consultation to professionals working with families and young children served by the Franklin/Hampshire Area Office of the Massachusetts Department of Children and Families (DCF) in partnership with several local and state organizations and agencies. The goal of the SCSC project is meeting the social and emotional needs of very young children, with priority for infants and toddlers, whose families are in the midst of stressful situations.

Over the life of the project the two IECMH consultants provided 1,023 consultations in early care and education settings. This included 463 classroom-level consultations or observations and 542 child-specific consultations. The child-specific observations involved fifty-seven children.

Products of the SCSC Project include Supporting Resiliency in Vulnerable Young Children in Massachusetts (Report of System Change Recommendations), Train-the-Trainers series on trauma-informed practice for early educators and DCF staff, and two Toolkits providing hands-on resources for

working with young children impacted by trauma and their families. All products are available on the CES website: [collaborative.org/early-childhood/scsc](http://collaborative.org/early-childhood/scsc).

## EARLY CHILDHOOD TRAINING

### Services Provided

CES is an EEC-approved vendor for training and during FY15 the EC department provided multiple sessions on 8 different topics for a total of 462 early educators. These topics addressed the various aspects of understanding young children's development, working with parents, and curriculum improvements.

### Cost-Effectiveness: Comparison Data

The majority of Early Childhood Programs are grant funded, and offered at low/no cost to participants. Each provider or parent workshop is offered in 2 to 4 communities, which maximizes the amount of time used in the preparation of the workshop.

## TECHNOLOGY SERVICES

CES Technology Services are located at 97 Hawley Street in Northampton, MA. The department's projects strive to build internal and district capacity and infrastructure; support educators, schools, and districts in effective use of technologies; support the development and offering of online courses to students; and partner with state agencies to implement systems that increase efficiency.

## FY15 PROGRAM HIGHLIGHTS

- The TIE Conference was held on January 15, 2015. It was an extremely successful event, attended by over 200 educators. Plans are already underway for TIE 2016.
- Internal GAFE trainings: We delivered over 30 training sessions on Google Apps for Education (GAFE) for CES staff members.
- Delivered over 120 hours of GAFE training for member & non-member districts
- CES just completed websites for the Greenfield Public Schools, the Pioneer Valley Early Educator Pathways and the new joint Early Educator Pathways. CES provided the web development services for the redesign, creation, hosting of the new website as well as providing all end user training. Upcoming projects include more Early Educator Pathways work, Emerging America, and its subsites becoming a single Drupal site, and more.
- GAFE Admin console training retreat on 7/29/15
- Summer Academy, Level 2 GAFE training
- Submitted a conference session proposal on digital citizenship to MassCue that was accepted
- Published several technology centered blog posts that go out to member districts and beyond supporting thoughtful and innovative uses of technology in education

## COLLABORATIVE INFRASTRUCTURE UPDATE FY15

FY 15 has been a busy time at The Collaborative as we have taken on a number of projects to enable us to serve our members better.

- We deployed a new phone system which gives all of our staff members direct dial phone numbers, the ability to send voicemail to email and the ability to easily expand to meet the growing needs of our staff.
- The Internet bandwidth was increased to support the ever expanding use of technology in our workshops. Along with the bandwidth we updated the Wireless networking infrastructure to support the increased demand.
- We updated the copy machines to higher capacity units with a lower cost.
- We have updated the AV capabilities in our conference rooms which allow all users to display their computers screen on the TV's or Projectors via Chromecast.
- We also updated Conference Room A with a Brightlink Interactive projector. This projector is deployed in many schools, we now have the capability to offer PD on this technology.
- The largest undertaking of the year was the planning and initial pilot of the Salesforce CRM at the Collaborative. We have a full-time Business Intelligence Analyst who has met with all departments to understand the needs of each area. A list of deliverables was developed and a detailed project plan has been created. We are working with a Salesforce implementation consultant. This project touches every individual in the Collaborative. It will change many of our processes: from course registration to data collection. Once this is complete we will move on to implementing a new financial package.

## TECHNOLOGY COOPERATIVE PURCHASES AND VENDOR DISCOUNTS

### Services Provided

We have formed partnerships with many technology companies and have negotiated a range of price reductions for our member districts on their products. Through June 30, 2015, partner vendors included:

- Microsoft Volume Purchasing Agreement - assist member districts in choosing the best option to fit their educational needs and budget
- Global Compliance Network for online compliance training
- A 50% discount on the Unlimited Tutorials package (unlimited access to all tutorials, as well as any tutorials released on future dates)
- GovConnection providing technology supplies (hardware/software) at prices below state contract for member districts
- One Call Now providing home message service and emergency communication services. Member districts receive discounted pricing, depending on participation
- Atomic Learning, which provides online technology training and professional development tools for educators. Member districts receive discounted pricing, depending on participation.

- Certica /Testwiz, which provides testing-related software and data visualization tools for education. Member districts receive discounted pricing, depending on participation.

## Populations Served

Programs and cooperative agreements were offered to Member Districts, and schools and districts participating in these agreements worked directly with the vendors involved.

## TECHNOLOGY IN EDUCATION PROFESSIONAL LEARNING COMMUNITY (PLC)

### Services Provided

Facilitated by CES, the TiE PLC offered a series of Collaborative Conversations around topics of interest in the Technology and Curriculum realms. The PLC fosters increased technology utilization in member districts and disseminates effective practices among district staff.

The TiE PLC presented the second annual Technology in Education Conference (TiE2015) over 200 educators attended. Additionally, the TiE PLC established the following products:

- A blog devoted to issues around EdTech and online learning (<http://blog.collaborative.org/technology>)
- An EdTech tool resource list including comments and reviews from classroom teachers and administrators
- A system for TiE PLC member districts and organizations to sell or donate used technology equipment

## Populations Served

A total of 51 people attended a total of 7 TiE monthly meetings. (Those attending multiple meetings were counted for each time attended.) Participants are almost exclusively from member districts.

## ONLINE TEACHING AND LEARNING

### Services Provided

CES Tech provided: instructional design services, instructor coaching, professional development, content support, and online facilitation. Multiple courses were hosted on CES's Moodle server in an effort to encourage teachers to explore blended learning. Member districts developed and tested Moodle courses at no cost.

## Populations Served

Number of districts and programs making use of Online Teaching & Learning services:

- Member: 7
- Non-Member: 3

## Cost Effectiveness

Services supporting teachers, schools and member districts in the development and design of online learning represent an area of expertise that is not otherwise available to our districts.

## TECHNOLOGY CONSULTING

### Services Provided

CES Tech provided districts with consultative services including: Technology Plan audits, Google Apps for Education implementation planning, iPad management, technology professional development plan review & implementation, coaching for integration of instructional technology, and 1:1 device roll-out planning.

### Populations Served

Number of districts making use of our technology consulting services:

- Member: 7
- Non-Member: 8

## Cost Effectiveness

Service	CES	Private Sector Fees*
Technology Consulting	\$75/hour member districts \$100/hour non-members	\$175/hour standard \$125/hour with contract

\* Private sector references ASI Consulting, a firm used by some school districts in the region.

## WEBSITE DEVELOPMENT AND HOSTING

### Services Provided

CES offers design, development, and hosting services for websites and web applications to schools, school districts, and community organizations of all kinds. With deep expertise in Drupal and WordPress development, we provide rapid, customized design and deployment at a cost effective price.

### Populations Served

Number of districts making use of our development & hosting services:

- 4 member districts
- 3 non-member organizations



## Cost Effectiveness

For hosting services, we offer member districts a 15% savings vs. major hosting providers such as Digital Ocean and Rackspace.

For web development services, we offer member districts a 25% savings vs. comparable for-profit development companies

<b>Service</b>	<b>CES</b>	<b>Private Sector Fees (Avg*)</b>
Web Hosting - Rackspace	\$612 Annual	\$720 Annual
Web Hosting - Digital Ocean	\$204 Annual	\$240 Annual
Web Development Services & Support	\$75/Hour	\$100/Hour

## COOPERATIVE PURCHASING/OTHER

### COOPERATIVE PURCHASING ARRANGEMENTS

By joining together in FY15 for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over \$25,000. All bids are conducted online, saving districts on staffing and time that would be spent on conducting their own bidding process. The estimated cost savings achieved through this process is 5-10%.

Bid Category Expenditures Members Non-members

<b>Category</b>	<b>FY 2015</b>	<b>FY 2014</b>
<b>School &amp; Art Supplies</b>	\$271,568	\$ 295,365
<b>Bread</b>	\$154,564	\$ 293,472
<b>Milk</b>	\$1,070,041	\$ 860,488
<b>Ice Cream</b>	\$22,317	\$ 16,260

<b>Paper Goods &amp; Cleaning Supplies</b>	\$224,593	\$ 204,018
<b>Food</b>	\$2,004,074	\$ 1,755,213
<b>Legal Services (retainer)</b>	\$18,000	\$14,000
<b>TOTAL</b>	<b>\$3,765,157</b>	<b>\$3,438,817</b>

## COMMUNICATIONS

- In FY15, CES launched the new agency blog, the CES Newsroom at [blog.collaborative.org](http://blog.collaborative.org); bringing members national, state, and local news on education issues as well as news about developments in CES programs.
- As in previous years, CES provided design and print services to the Massachusetts Organization of Educational Collaboratives (MOEC) for their annual report. In addition, this year CES provided editorial, design and print for a new awareness brochure on behalf of Massachusetts Educational Collaboratives.
- The CES Communications Department conducted a three session workshop series in the fall of 2014 for representatives from 12 sister Collaboratives across the state, sponsored by MOEC. The workshop covered branding, communications methods, and website and social media management and design.
- Kathy Levesque attended the July 2014 AESA Leadership Conference on behalf of CES. The leadership conference focused on the topic of human-centered service design.
- The Communications Department provided contracted writing, editing, and web design services to ESE’s Model Curriculum team in anticipation of the migration of Model Curriculum Units content from ESE’s website ([doe.mass.edu](http://doe.mass.edu)) to [Mass.gov](http://Mass.gov).
- During FY15, the CES main website generated 2,583 online registrations for CES events, workshops and courses. Over the course of FY15, over 79,200 visitors (+22% v. FY14) made almost 132,682 visits (+17.5% v. FY14) to the new CES website; an average of over 11,000 visits per month.

## HEALTHY FAMILIES AND COMMUNITY

### COMMUNITY HEALTH SOLUTIONS

#### Services Provided

Community Health Solutions, a sister program to SPIFFY, offers consulting services for schools, coalitions, hospitals, municipalities and community-based organizations. The program's offices are located at 123 Hawley Street in Northampton, MA.

Community Health Solutions consultants work collaboratively with clients to identify needs and develop an action plan to reach organizational goals in the areas of substance abuse prevention, youth development, obesity prevention, food/fitness and school climate. Staff also assist with strategic planning and evaluation.

Our consultants have expertise in the following areas:

#### **Assessment and Evaluation**

- Youth Prevention Needs Assessment Survey (PNAS)
- Surveys of parents, teachers, community residents
- Qualitative data collection methods (focus groups, key informant interviews, surveys, audits, etc.)
- Program evaluation
- Walkability and Bike ability audits
- Strategic Prevention Framework

#### **Evidence-Based Prevention Strategies**

- Using the risk and protective framework
- Prevention/Health curriculum
- Social norms marketing

#### **Community Engagement and Organizing**

- Coalition development
- Strategic planning
- Development/sustainability
- Grant writing

#### **Populations Served**

Clients include: Educational Development Corporation, Western Massachusetts Hospital Coalition, Cooley Dickinson Hospital, Community ACTION!, South Hadley Public Schools, Easthampton Public Schools, Gandara Center (Springfield), Northampton Public Schools, City of Ware, Hamden Wilbraham Regional School District, Hampshire Council of Governments, City of Northampton.

## **STRATEGIC PARTNERSHIP FOR FAMILIES AND YOUTH (SPIFFY)**

SPIFFY is a coalition of over 60 community partners working together to improve outcomes for youth in Hampshire County. SPIFFY, located at 123 Hawley Street in Northampton, MA, works to foster collaboration among schools and communities, promote strong families, support positive youth development, and create a local culture where youth are supported to make healthy choices. All of SPIFFY's initiatives strive to reduce risk factors that increase the likelihood youth will engage in unhealthy behaviors, while promoting protective factors that increase the likelihood youth will make healthy choices. SPIFFY's prevention activities involve parents, youth, educators and community partners.

#### **Services Provided**

**Youth Prevention Needs Assessment (PNA):** Data are always at the forefront of coalition conversations, and strategies address identified community needs. SPIFFY has administered a Youth Prevention Needs Assessment Survey (PNA) for 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> graders in Hampshire County schools since 2002. The PNA was designed to assess adolescent substance use, school climate, anti-social behavior and the risk and protective factors that predict adolescent problem behaviors. These data are utilized by SPIFFY partners and by local school districts to assess current conditions, prioritize areas of greatest need, and develop effective strategies aimed at those issues.

**Healthy Hampshire:** The City of Northampton partners with CES/SPIFFY Coalition to coordinate Healthy Hampshire, a DPH Mass in Motion program funded by the Department of Public Health. Healthy Hampshire is an initiative designed to increase access to healthy foods and physical activity in the towns of Amherst, Northampton, Williamsburg, Belchertown and the Hilltowns. Healthy Hampshire is a collaboration between local municipal leaders, elected officials, schools, public health departments, local businesses, parents and youth.

Examples of FY15 projects included: walkability/bike ability audits; focus groups with residents of low-income housing complexes regarding transportation and access to healthy food/physical activity; SNAPx2 incentive program at local farmers markets, Complete Streets initiatives, improved crosswalks, school health assessments, healthy corner markets program, collaboration with council on aging programs, and community gardening.

**Full Coalition Meeting:** Over 40 partners attended the SPIFFY Coalition meeting in November, where they engaged with a panel of experts on the topic of “Intersection of Dating Violence and Alcohol Use in Adolescents and Young Adults.”

**DPH SAPC:** CES/SPIFFY was awarded a 4 year Substance Abuse Prevention Collaborative grant by the MA Department of Public Health at the end of FY15. This will allow SPIFFY to develop a strategic plan in FY16 focused on reducing underage drinking and drug use in the towns of Amherst, Ware, Hadley, South Hadley and Northampton. This is a collaborative project with the local municipalities, health care providers, higher education and local agencies and schools. Hampshire HOPE, the opioid prevention coalition in Hampshire County, is a major partner to this initiative.

## Population Served

SPIFFY works with schools and community organizations to foster healthy youth development in all communities in Hampshire County. Community partners include public schools, nonprofit organizations, higher education, faith communities, parent groups, businesses, and local and state government, including law enforcement.

## **GOAL 4: TAKE A LEADERSHIP ROLE IN BUILDING AND MAINTAINING THE SUPPORT OF LOCAL, STATE AND FEDERAL LEGISLATIVE BODIES; STATE AND FEDERAL AGENCIES; NATIONAL ORGANIZATIONS; INSTITUTIONS OF HIGHER EDUCATION; AND NON-PROFIT AGENCIES AND FOUNDATIONS; FOR THE WORK OF EDUCATIONAL COLLABORATIVES IN MASSACHUSETTS**

### **STATEWIDE CONTRACTS**

#### **DYS EDUCATION INITIATIVE**

Department of Youth Services: This program served and educated approximately 1572 youth between July 1, 2014 and June 30, 2015 young people in over 50 programs across the state. During this period 73 youth obtained their High School Diploma and 72 earned the equivalent of a High School Diploma (GED or HiSet).

The work of the DYS Education Initiative takes place throughout the state of Massachusetts; but the main offices for the project management coordinated by CES are at 97 Hawley Street in Northampton, MA by Woody Clift, the CES Director of the DYS Education Initiative.

#### **Some FY15 Program Highlights include:**

CES DYS Associate Director of Professional Development, Darnell Thigpen Williams, was named the first Massachusetts National Fellow with the National Juvenile Justice Network whose mission is to expand the foundation for a more effective juvenile justice reform movement by supporting the development of a strong base of well-prepared and well-equipped advocates and organizers who reflect the communities most affected by juvenile justice system practices and policies, with a particular focus on cultivating and supporting leaders of color, youth and family members.

CES DYS Teachers join prestigious blended learning effort: The Center for Educational Excellence in Alternative Settings (CEEAS) is a national non-profit dedicated to maximizing teaching and learning in alternative school settings in communities and locked-settings across the country. Four CES DYS Teachers were among seven juvenile justice agencies nationwide selected to participate in the CEEAS supported Unjammed 1.0 Blended Learning Initiative in 2014. Since then, a variety of web-based technologies have been piloted in classrooms throughout the state.

#### **SPECIAL EDUCATION IN INSTITUTIONAL SETTINGS (SEIS)**

From July, 2014 – June 2015, this program served and educated 975 young people in the care of the Department of Youth Services (DYS), Department of Mental Health (DMH), Department of Public Health (DPH), and the County Houses of Correction (CHC); with a total staff of 135.13. CES was approved, at the end of FY2014, for a contract to continue conducting work with Massachusetts Departments of Elementary and Secondary Education's (DESE's) Special Education in Institutional Settings programs across the Commonwealth. FY15 marked the beginning of the new contract for the SEIS program for CES. The main offices for program coordination are located at 97 Hawley Street in Northampton, MA.

## STATEWIDE PROJECTS AND INITIATIVES (examples)

- CES staff members Albert Mussad, Damon Douglas and a team from CES coordinated two ESE-funded curriculum leadership institutes for administrators and teacher Panelists, group facilitators, and participants included administrators and teachers from member district.
- CES provided three sections of a three graduate credit, free online course in Implementing Collaborative Teaching. The course was offered through the Massachusetts Department of Elementary and Secondary Education Focus Academy and taught by Collaborative staff.
- We continue to strengthen ties with the two District and School Assistance Centers (DSACs) that work with our member districts. Included in our collaboration is a curriculum renewal project and DSAC sponsorship of the popular CES course, “Unlocking Academic Language.”
- We also continued to host and work with the Pioneer Valley Readiness Center. Collaboration included statewide work with an 800-educator curriculum mapping network, and the creation of a Pioneer Valley Early Educator Pathways website project.
- Regional and statewide work in the area of professional development in social studies continues to grow. Our Summer NEH Teaching American History Institute easily filled the 72 slots and numerous Library of Congress Teaching with Primary Sources workshops were held during the year.
- CES continued to lead, for member districts and others: educator evaluation training and technical assistance; continued work on developing examples of DDMs in physical education and geography for ESE use; site-based DDM data management; scoring DDMs; and the development of exemplars, scoring protocols and data management tools.
- Damon Douglas finished work leading the final expert review panels for state model curriculum units, working with national experts in mathematics to review and improve model units that were posted on the ESE website.
- Damon also facilitated, for ESE’s Adult and Community Learning Services the Education Policy and Educational Leadership initiative.
- CES provided multi-day WIDA training to teachers from member and non-member districts - an open enrollment seminar that meets the ESE requirement that teachers renewing their licenses as of 7/1/16 must have 15 PDPs in working with ELLs.
- Instruction and curriculum specialist Ken Pransky continued to work with a federally-funded grant program at Fitchburg State University on implementing a school-wide approach to improving outcomes for English Language Learners.

## WORK WITH STATE AND NATIONAL ASSOCIATIONS

- CES maintained active membership in national organizations: the Association of Education Service Agencies (AESA), ASCD (formerly the Association for Supervision and Curriculum Development), and the International Association for K-12 Online Learning (iNACOL).
- CES was active in the Massachusetts Organization of Educational Collaboratives (MOEC) and the Massachusetts Association of School Superintendents.

- Executive Director Diehl was appointed to represent MOEC on the state's Safe and Supportive Schools Commission, and served as the Western MA representative to the MOEC Executive Council.
- Diehl also participated in first year of the New Superintendent Induction Program sponsored by DESE and MASS.
- CES continued to work with the Lower Pioneer Valley Educational Collaborative on region-wide collaboration with and services to member districts, as well as outreach to the Berkshire districts; CES is the lead collaborative for this region.
- In December 2014, seven senior managers attended the AESA annual conference. CES representatives made a presentation about our technology work.

## Federal, State, Private Grants and Contracts

Grants and contracts made up about 80% of the CES total budget in FY15. In many cases, work developed through grants and contracts enabled CES to bring resources and offerings to our region and our member districts that may not otherwise have been possible for our member educators to easily access.

### GRANTS AND CONTRACTS: DEPT. OF ELEMENTARY AND SECONDARY EDUCATION, AND DEPT. OF EARLY EDUCATION AND CARE

- Adult and Community Learning Services – Education Policy and Educational Leadership facilitation
- Afterschool Programs (21<sup>st</sup> Century Community Learning Centers) – 6 grants for member districts; 4 grants for non-members
- Afterschool (21<sup>st</sup> Century Community Learning) Regional Network for Western MA
- Afterschool Programs – Enhanced programs for Students with Disabilities (Amherst and Palmer)
- Alternative Education
- Assessment – Early Childhood Special Education
- Community of Services Training - EEC
- Connecting Activities (School to Career) for all of Hampshire County
- Coordinated Family and Community Engagement (CFCE) – including 13 member and 5 non-member districts
- Coordination of Model Curriculum Advisory and Review for ESE
- District Determined Measures
- DSAC - Regional Coordination and Support for Delivery of Professional Development & Targeted Assistance Activities – Pioneer Valley, Berkshires, Worcester
- DSAC – Approval of five professional development courses (2<sup>nd</sup> year)
- Early Childhood Assessment Training – State EEC – for entire state
- Early Childhood (Kindergarten) Assessment Training – RTTT Project 3.8 and Project 3.2 – for state
- Early Literacy Childhood Grant Childhood – RTTT Project 5.2 – for state
- Early Literacy Intervention – collaborative of area districts
- ELL – Administrators SEI Endorsement Course trainers
- ELL – Approval of three SEI Endorsement Extension Courses
- ELL - RETELL Trainers – regional and statewide
- ELL – WIDA trainers
- Limited English Proficiency Support
- Literacy Partnerships Professional Development
- Massachusetts Focus Academy – Course on Implementing Collaborative Teaching
- Pioneer Valley Education Readiness Center (PERC) Early Childhood grant - ELGC Project 5.2
- PERC Regional Engagement Activities
- Perkins Consortium – 4 Hampshire County districts for Career Technical Ed
- PDI-Leadership for ICA
- Professional Practice (for DDMs and Ed Eval) – 6 districts
- Occupational Vocational Education for Alternative Education
- Special Education in Institutional Settings – statewide
- Special Education Program Improvement



- Special Education – Career-Vocational
- Striving Readers
- Summer Assistive Technology Institute
- Supplementary Support (HEC Academy)
- Supplementary Support (DYS)
- Title III Consortium formation (for English Language Acquisition and Academic Achievement Programs for Limited English Proficient Students) - 12 member districts
- Work and Learning (Academic Year)– The Third Place (Turners Falls)
- Work and Learning (Summer)– The Third Place (Turners Falls)

## GRANTS AND CONTRACTS: OTHER STATE AGENCIES

- Department of Youth Services – provide education state-wide to detained/incarcerated youth (through Commonwealth Corporation)
  - o Direct service
  - o Title 1
  - o Perkins – Horticulture and Culinary
- Mass Councils on Aging
- Higher Education – Regional Engagement Activities + Core to College

## GRANTS AND CONTRACTS: FEDERAL

- ArtWorks – arts integration in DYS programs
- Emerging America-Teaching American History
- Forge of Innovation - National Endowment for the Humanities
- Library of Congress, Teaching with Primary Sources
- National Professional Development Program grant (with Fitchburg State University) -prepare pre-service and in-service teachers to teach English Language learners
- SCSC - Administration on Children Youth and Families

## FOUNDATIONS, INDIVIDUALS, OTHER

- Baby and Me
- Baystate Health - Hospital Coalition
- Behavioral Health Network for Early Childhood support
- Bogin Playscape
- BSAS - Town of Amherst
- Curriculum Alignment and Mapping PD - Westfield State University
- Hampshire Council of Governments – Community Transformation Action Planning
- Hasbro Summer Learning program (4 sites)
- Mass in Motion - City of Northampton
- Northampton Coalition - City of Northampton
- Readiness Center – Westfield State University
- United Way of Hampshire County – early childhood initiatives in Ware and Easthampton (Strong Foundations)

- **Individual donors for:**

- o Strong Foundations for Healthy Children (Easthampton and Ware)
- o Joan E. Schuman Scholarship Fund
- o Andrea Raphael Scholarship Fund
- o Ben D. Marino Scholarship Fund
- o Bogin Playscape Project;
- o Patty-Walsh Cassidy Assistive Technology Lending Library

## PRE-APPROVED VENDOR

The Collaborative for Educational Services (CES) is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Early Education and Care (EEC) as a vendor to deliver a variety of training and consulting services to a range of education providers across the state:

- **Conditions for School Effectiveness (10APAJ1):** CES is a DESE-approved vendor for the provision of education improvement services supporting the eleven Conditions for School Effectiveness, defined by DESE as being "necessary for schools to educate their students well." These conditions are aligned with Massachusetts' Race to the Top efforts. Districts or schools may contract with CES for professional development, coaching, and technical assistance in eight elements.
- **Curriculum, Instruction, and Assessment: Technical Assistance and Professional Development (13CCING1):** CES is a DESE-approved vendor for the provision of technical assistance and professional development, also in support of the Conditions for School Effectiveness.
- **DSAC Professional Development Courses (13RSSDP2):** CES is prequalified to offer five DSAC professional development in literacy, math, and data use.
- **Educator Evaluation Training (multiple, e.g. 12EPLKC1, 13EPLSW1):** CES is approved by DESE to provide training in implementing the Massachusetts Educator Evaluation Model System. CES offers direct training of district leadership and faculty or a train-the-trainer model to district teams.
- **English Language Learners Professional Development – ELL; RETELL; WIDA (several contracts, e.g. 12ELADN3, 13ELADN4, 13RSSDP1, 13ELAES1, 13ELAES2):** CES is approved by MA ESE to provide professional development in ELL, including training in both WIDA and RETELL, the new assessment and teaching / learning initiatives from ESE.
- CES is also approved to provide several **SEI Endorsement Courses (RFR14ELAES1).**
- **Special Education Consultant Services (11SEPBM1):** CES is approved by DESE to provide services about special education to school and district staff, ESE staff, and community organizations working with schools and districts. Services include: professional development courses and institutes; consultation on initiatives; program reviews; evaluation of programs and leadership; mentoring programs for staff, and other areas related to special education.
- CES is also approved to provide courses, professional development, technical assistance, and other support for **Special Education and Tiered System of Support (14OTSLT2).**
- **Early Childhood Training and Consulting (2009 EEC Training 002):** CES is an EEC-approved vendor for training and consulting services for a variety of early education and care providers statewide. Child care centers, family day care centers, and public preschool and kindergarten providers can contract with the Collaborative.

## Progress made toward achieving the purpose(s) and objectives set forth in the Collaborative Agreement

As stated in the Collaborative Articles of Agreement, in Section II (Mission, Purpose, Focus, Objectives):

“CES’ mission and purpose is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership. The organization enhances learning, builds capacity and supports school districts, state agencies, cities and towns and others by providing exemplary programs, sharing effective practices, and identifying and developing resources.”

In carrying out this mission, CES shall have the following focus and objectives:

1. Examine, develop and provide cost-effective quality services and programs for low incidence populations, particularly those most at risk of school failure as permitted by applicable laws and regulations related to educational collaboratives
2. Examine, develop and provide staff development and other training opportunities for educators, including teaching staff, support personnel, administrators, early childhood providers, parents and community
3. Explore, develop and provide other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies, and others, as permitted by applicable laws and regulations related to educational collaboratives
4. Take a leadership role, to the extent permitted by applicable law, in building and maintaining the support of local, state and federal legislative bodies, state and federal agencies, national organizations, institutions of higher education, and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts

***As described in some detail in the previous section, CES has made substantial and demonstrable progress in achieving the goals and objectives.***

In the 3rd annual customer satisfaction and needs survey fielded in May/June of 2015, approval levels for our key services remain high, consistent with last year’s findings. There were 213 total responses from teachers, principals, specialists, early childhood providers, and district leadership. Satisfaction levels for key services used by individual educators remain high, consistent with last year’s findings at an average across all services of 84%. Also reflective of previous results is the service that is most widely recognized and used, with consistently high approval ratings: professional development. In addition to developing and providing the range of services and programs described earlier, CES also made substantial progress in *determining the needs of member districts and exploring new programs and services to meet those needs in the future*. In preparation and planning for the FY16 year, CES leadership and staff reviewed over 360 individual indicators of customer needs for specific professional development topics, technical assistance services, and information – this analysis provided the foundation for planning across all departments during the spring of 2015.

A key goal of the Executive Director (ED) continued to be deepening collaboration with and services to member districts. To that end, by the end of June, 2015:

- CES finalized a **Five-Year Strategic Plan** built on four goals, twelve priority areas, and outcome

measures; the Plan was approved by the Board of Directors in March of 2015. All of the departments and platforms then worked on **FY2016 work plans** built from the Strategic Plan.

- The **CES Board of Directors**, made up of one School Committee representative from each of our 36 member districts held six meetings, each well-attended, with members clearly vested in the success of CES. The Board increased its pursuit of cross-district discussion and collaboration; at the meeting in June, 2015, the Board set aside half the agenda to discuss issues, such as charter schools and high-stakes testing, that impact every district.

## Contact Information

For any questions relating to the organization or this report, please contact:

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