Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

We are a community of innovative and effective professionals dedicated to improving education.

We know that everyone is a learner from the day they are born, and we know how to create classrooms and other environments in which every learner can flourish.

We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.
In 1993, I joined the board of what was at that time a provider of professional development and special education services with a small but dedicated staff serving a few districts in Hampshire County. Over the years, the agency has grown into a $30 million organization that is respected around the state and nationally for innovative programs and services that push the boundaries of what educational collaboratives have traditionally offered educators, schools, communities and learners.

As our portfolio of services has expanded, we have increased the depth and breadth of our collective skills and knowledge in closing the achievement gap, and in teaching and inspiring learners of all ages. We have also deepened the ways in which we partner with member districts. When Franklin County school districts voted unanimously to join the Collaborative in 2009, nearly doubling our original membership, it became clear that we had outgrown our name.

I was delighted to take part with staff in the re-branding process that created our new logo and tagline, and articulated the core values of the multi-service organization we had become. Through that process, I realized that our mission and our core values really haven’t changed over the nearly two decades I have been involved with the Collaborative.

We continue to believe that everyone is a learner. We continue to understand that partnership with member districts and other collaborators is the most effective way to make a lasting difference in the lives of young people. We still strive to diversify the services that collaboratives provide to school districts. We continue to develop new ways to engage learners and their educators. And, we still have an exceptionally dedicated staff.

Our growth and development as an agency has made it possible for us to partner with state agencies, schools and communities to help more young people discover the joy of learning. My hope for the future is that CES will continue to strengthen the way we partner with members, collaborate with educators, and inspire young people. My dream is that we will always grow, innovate and explore, but that we never change what we believe in.

Best Wishes for 2012,

Lisa L. Minnick
Chair, Board of Governors

The membership of the Collaborative virtually doubled in FY10 with the admission to membership of all of the Franklin County School Districts. That expansion prompted a name change for the organization and the Hampshire Educational Collaborative became the Collaborative for Educational Services. The rollout of the new name, the design of a new logo, color palette, tagline, and typefaces took place during the summer months of FY11, and by the end of this fiscal year, most of our members, clients, and funders use our new name with little hesitation.

With the geographic expansion of the Collaborative, our focus naturally expanded as well. Long known for our Hampshire County and statewide programs, we now sought to bring our expertise to Franklin County. This annual report will highlight some of those initiatives, starting with the Franklin County Summer Academy, a professional development program that CES took over after a decade of coordination from the Mohawk Regional District.

This report also highlights some of the many successful collaborations we have built over the years. A partnership with Amherst Regional High School led to a 21st Century grant to start a high school after school program, managed by the Collaborative. A partnership with several under-performing school districts led to a federal (ARRA) grant from the Massachusetts Department of Education to design and develop an online credit recovery Algebra course for students.

Our state agency partnerships expanded in the past year to the Department of Early Education and Care, who contracted with CES to write the Dual Language Learner Frameworks that offer early childhood providers guidance on how to support second language acquisition in very young learners.

We hope that the work reported within these pages will inspire the reader. Many thanks to all of the dedicated Collaborative educators and professionals who have worked with us to reach our goal of improving education for all.

Sincerely,

Joan E. Schuman, Ed.D.
Executive Director
FINANCE

**FY 2011 Financial Results**

- **Total Assets:** $8,510,687
- **Total Revenues:** $32,031,662
- **Total Expenditures:** $31,621,928*

*includes depreciation

**FAINCE**

**FY 2011 Steering Committee**

**FRANKLIN COUNTY**

- Michael Baldassarre, Superintendent
  - R.C. Mahar Regional School District
  - [www.rcmahar.org](http://www.rcmahar.org)
- Michael Buoniconti, Superintendent
  - Mohawk Trail Regional School District
  - [www.mohawkschools.org](http://www.mohawkschools.org)
- Paul Burnim, Superintendent
  - Orange Public School District
  - [www.orange-elem.org](http://www.orange-elem.org)
- Dayle Doiron, Superintendent
  - Pioneer Valley Regional School District
  - [www.pioneervalley.k12.ma.us/PVRSD](http://www.pioneervalley.k12.ma.us/PVRSD)

**HAMPSHIRE COUNTY**

- Arthur Apostolou, Superintendent
  - Smith Vocational & Agricultural School
  - [smith.tec.ma.us](http://smith.tec.ma.us)
- Mary-Elizabeth Beach, Superintendent
  - Ware Public School District
  - [www.warepublicschools.com](http://www.warepublicschools.com)
- William Erickson, Acting Superintendent
  - Northampton Public School District
  - [www.nps.northampton.ma.us](http://www.nps.northampton.ma.us)
- Nancy Follansbee, Superintendent
  - Easthampton Public School District
  - [www.easthampton.k12.ma.us](http://www.easthampton.k12.ma.us)
- Maria Geryk, Superintendent
  - Amherst-Pelham Regional School District
  - [www.arps.org](http://www.arps.org)
- Judith Houle, Superintendent
  - Belchertown Public School District
  - [www.belchertownps.org](http://www.belchertownps.org)
- Craig Jurgensen, Superintendent
  - Hampshire Regional School District
  - [www.hr-k12.org](http://www.hr-k12.org)
- John Robert, Superintendent
  - Hatfield Public School District
  - [www.hatfieldpublicschools.net](http://www.hatfieldpublicschools.net)
- Isabelina Rodriguez, Superintendent
  - Granby Public School District
  - [www.granbyschoolsma.org](http://www.granbyschoolsma.org)
- Gus Sayer, Superintendent
  - South Hadley Public School District
  - [www.southhadleyschools.org](http://www.southhadleyschools.org)
- Nick Young, Superintendent
  - Hadley Public School District
  - [www.hadleyschools.org](http://www.hadleyschools.org)

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**GOVERNANCE**

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Governors comprised of an elected school committee representative from each member school district. In addition to the Board of Governors, two Steering Committees composed of the Superintendents of Schools of the Franklin and Hampshire County member districts, respectively, serve in an advisory capacity to the Executive Director. Both groups meet regularly throughout the year.

**INCOME**

<table>
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<tr>
<th>Source</th>
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<tr>
<td>Federal</td>
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<td>State</td>
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**COLLABORATIVE FOR EDUCATIONAL SERVICES • 2011 ANNUAL REPORT**
FY 2011 Board of Governors

FRANKLIN COUNTY
Franklin County
Technical School
Donald Sluter
Stephanie Recore
Frontier
Regional School District
Robert Decker, III
Frontier Regional
Steven Zakon-Anderson
Conway Elementary
Douglas Fulton
Sunderland Elementary
Jamison Isler
Deerfield Elementary
Nathanael Fortune (Vice Chair)
Whately Elementary
Gill-Montague
Regional School District
Vacant

Greenfield Public Schools
Doris Doyle
Mohawk Trail
Regional School District
Rebecca Allen
Mohawk Trail Regional

HAMPShIRE COUNTY
Amherst-Pelham
Regional School District
Kip Fonsh
Amherst-Pelham Regional
Rick Hood
Amherst Elementary
Nora Maroulis
Pelham Elementary
Belchertown Public Schools
Beverly S. Phaneuf
Easthampton Public Schools
Lori Ingraham
Granby Public Schools
Kevin Boisselle
Hadley Public Schools
Vacant
Hatfield Public Schools
Cathy Englehardt
Margaret Rice
Rowe Elementary
Julia White
Hawlemont Regional
School District
Orange Public Schools
Deb Habib
Pioneer Valley
Regional School District
Patricia Shearer
R.C. Mahar
Regional School District
Peter Cross
School Union 28
Randy Gordon
New Salem Elementary
Kevin Skorupa
Wendell Elementary
Dawn Sacks
Leverett Elementary
Daniel Hayes
Shutesbury Elementary
Mackensey Bailey
Erving Elementary
Northampton Public Schools
Lisa Minnick (Chair)
Hampshire
Regional School District
Trish Colson-Montgomery
Hampshire Regional Schools
Chesterfield-Goshen Schools
Southampton Elementary
Charlene Nardi
Williamsburg Elementary
Westhampton Elementary
South Hadley Public Schools
Robert Abrams
Smith Vocational
and Agricultural School
John Cotton
Ware Public Schools
Vacant

Everyone is a learner

Achievements and Transitions
Margaret Collins, Director of Development
Retired August 2010
William Diehl, Deputy Director, joined CES August 2010
Debbie Zacarian, Director, Center for English Language
Education (CELE), published:
Transforming Schools for English Learners:
A Comprehensive Framework for School Leaders,
April 2011, Corwin Press
Teaching English Language Learners: Across the
Content Areas (with Judie Haynes), February 2010,
Association for Supervision & Curriculum Development
Dedication, Ben DeMarino Memorial Scholarship Wall
HEC Academy, June 2010
Rich Cairn, Project Director, Emerging America
Appointed Evaluation Committee Chair,
Library of Congress, Teaching with Primary Sources
Consortium, December 2010
Unlocking the Light:
Integrating the Arts in Juvenile Justice Education
Documentary Short Film: A Freedom of Life is On Us,
produced by DYS students through a UTL teaching
artists residency at Eliot Treatment Center, Roxbury
Kelley Brown, Easthampton Teacher
and CES Professional Development Consultant
Massachusetts “Preserve America” History Teacher of the Year, 2010
Nancy Cheevers, Northampton Teacher
and CES Educator Licensure Program instructor
NEA Foundation Award for Teaching Excellence, 2010

EmergingAmerica.org: Museum partner Historic
Northampton hosted a launch event for the Radical Equality
online exhibit. L to R: Site developer Leah Masci, Assistant
Project Director Suzanne Judson-Whitehouse, Easthampton
history teacher Kelley Brown, and Project Director Rich Cairn.
Learning from each other:

Summer Academy offers opportunities for teamwork and planning

For over a decade, the Summer Academy has been enhancing the professional development of teachers in Franklin County. When the Franklin County school districts joined the Collaborative for Educational Services in 2010, the Collaborative was asked to continue and administer the Summer Academy. Districts in Hampshire County were invited to join Franklin County districts in planning an expanded Summer Academy serving CES members in both counties. “Educator voice” shaped the content of the workshops, identifying high-interest topics and recommending individual presenters. Over 500 teachers and administrators responded to a survey about their interests and needs in professional development. Planning groups representing member districts used survey results to plan a summer professional development menu.

Educators expressed interest in an opportunity for districts to work on plans for implementing the new DESE requirements around Common Core Curriculum standards and evaluation of teachers and administrators. A team of five administrators from the Mohawk Regional School District attended this training, utilizing their time together to learn the new state frameworks and the new evaluation and supervision guidelines. We met with them on the second day of the workshop as they discussed how to implement teacher and administrator evaluation processes in a way that was “bottom up, not top down,” according to Joanne Giguere, Principal of the Buckland-Shelburne Elementary School.

“At Mohawk Regional, we want to develop a process that staff

On the cover and above:

(L to R) Budge Litchfield, principal of Sanderson Academy in Ashfield; Amy Looman, Principal of Colrain Central School; and Lynn Dole, Principal of Mohawk Trail Regional High School/Middle School, were part of a team of five administrators from the Mohawk Regional School District participating in a Summer Academy workshop at CES.
Everyone is a learner

take ownership for, and that doesn’t feel imposed upon them,” said Giguere. One of the instructors for the Institute, Damon Douglas, had worked previously with the district around an early literacy action plan. Both in his consulting work and in the Institute, Douglas emphasized the development of a collaborative process as the most effective way of building buy-in and support for utilizing data and assessment.

“We recognize that each school in our district will have staff with different levels of experience,” said Ruth Manna, the district’s Curriculum Director, “so we want this first year to be one in which staff gain experience as they work together to pilot the development and utilization of learning objectives.” Manna explained that through the use of learning objectives educators across the district will gain experience in using student assessment data to guide their instruction. Once teachers gain experience with data-driven decision making, they will identify their own learning objectives, which will be integrated into an evaluation system for educators in the second year of the pilot.

The team will also initiate a collaborative Evaluation Tool Task Force of teachers, administrators and union representatives who will develop a tool that is informed by the guidelines issued by the Department of Elementary and Secondary Education, as well as by lessons learned over the course of the pilot year. The new evaluation tool will replace the “cumbersome” tool that has been in use in the district since the 1990s. After the tool is approved and negotiated with the teachers’ union, it will be implemented in the fall of 2013.

The Mohawk team looks forward to future opportunities to share ideas about the evaluation process with educators outside the district as well. “We all need to learn from each other,” said Budge Litchfield, Principal of Sanderson Academy in Ashfield, citing evaluation dilemmas such as physical education or art education—subject areas that do not neatly align with standardized student assessments. “Why reinvent the wheel,” he added, “when someone else has developed a great system? Collaborating just makes sense.”

**PHOTOVOICE: CAPTURING TEEN PERSPECTIVES**

The Strategic Planning Initiative for Families and Youth (SPIFFY) developed PhotoVoice projects to capture teen views, first in Northampton and then in Easthampton. PhotoVoice Northampton focused on underage drinking, allowing youth to express their own views about the topic and their community while learning photographic skills. PhotoVoice Easthampton concentrated on the broader social issues that impact healthy decision-making by young people. PhotoVoice is part of an international initiative that gives people an opportunity to express their views on issues in their own communities, inspiring social change.

**TEACHING ENGLISH LEARNERS**

Northampton teachers received training from the Collaborative’s Center for English Language Education (CELE) to strengthen their practice of teaching English as a second language. The training focused on topics covered in *Transforming Schools for English Learners*, written by CELE Director Debbie Zacarian, such as selecting effective EL program models, engaging parents, and discriminating between typical milestones of second language learning and indicators of special needs.
As principal of Amherst Regional High School (ARHS) for the past seven years and an educator for 32 years before that, Mark Jackson has seen many educational initiatives come and go. Last year, however, was a first for him as he implemented an after school program in ARHS in partnership with the Collaborative for Educational Services. “After school programs are not the stock in trade of high schools,” Jackson noted, in reference to the fact that over 98% of all after school programs in Massachusetts are in elementary and middle schools. But through a 21st Century grant initiative, the Department of Elementary and Secondary Education (DESE) is supporting the development of after school programs in high schools to prevent high-risk students from failing academically and ultimately dropping out. The Collaborative received a grant from DESE in 2010 and provides management, data tracking, training, and quality control for high school after school programs in Amherst and Greenfield. There are now a total of 26 after school programs in high schools across Massachusetts, including the two managed by CES.

The ARHS Program Involving Students’ Minds (PRISM) offers “a wide array of after school activities for students who have some degree of academic struggle in their profile,” Jackson explained. The program is distinct from the traditional clubs that are offered after school, in that participants work on academics for an hour before they participate in engaging activities, “stuff that’s so cool, it’s worth hanging around after school for,” said Jackson. PRISM activities include photography, videography, mentoring opportunities with elementary students, and internships with local businesses and non-profits. Some students work

Mark Jackson, Principal:
“The real acid test is whether or not we get an academic return.”

Top:
Amherst Regional High School students explore food preparation in a cooking class at the school’s 21st Century After School Program.
Everyone is a learner on local farms, learning how to grow and create extremely healthy meals. PRISM students received school and community-wide attention last year by painting two iconic murals, one of which was designed in conjunction with the People of Color United, a school club that supports diversity. Over the summer, PRISM students participated in StreetArt (START), a program that promotes activism through public art. Students work with a variety of mediums, creating multiple public art projects during the course of the program.

Jackson noted that “new programs need strong leadership” in order to take off, and the ARHS after school program is no exception. "We did exceptionally well in getting Lisa," Jackson said, referring to Lisa Candito, the CES program coordinator, who he credits with developing a comprehensive program that keeps young people consistently engaged in both academics and positive, fun out-of-school time activities. “We’re very pleased with who she is and what she’s done.”

Jackson’s leadership has also been a key ingredient in the program’s success. Setting up an email account, ordering a sign for the door, and promoting the program through the school’s newsletter are the kinds of supportive actions that may seem small but that lend a new program the credibility necessary for staff to recruit students and work more effectively with the school’s teachers. Candito’s weekly standing meetings with Assistant Principal Diane Chamberlain also allow for a smoother interface between the students’ day school and after school programs.

As the program is in its infancy (having completed the first of a four-year grant cycle), outcome data is not yet available to determine its efficacy in improving student achievement. "The real acid test," Jackson noted, “is whether or not we get an academic return" in the achievement of participating students. He added that the program has attracted “a strong core following of kids,” which he believes is a critical indicator of success in a new program. “They’ve done well to develop that level of commitment in the first year.” The commitment and support of the ARHS administrative leadership is equally likely to lead to success.

**SNAPSHOTS**

Training at a full-day workshop at Westfield State University helped Project HOPE teachers from DYS schools better support their students’ pursuit of health and fitness goals.

**PROJECT HOPE**

In 2009, CES received a grant from the U.S. Department of Education to increase access to health and wellness education and related programming in Department of Youth Services programs across the state. Through its partnership with DYS, the Collaborative is carrying out Project HOPE (Health Opportunities, Positive Effects), expanding the project from the initial 10 pilot sites to 36 programs in the second year. Trained fitness and nutrition teachers work with students to set and reach fitness goals, create healthier eating habits, and adopt life-long skills for healthy living. Fitness teachers also work with DYS program staff to expand opportunities for fitness activities beyond the school day.

**LOAN OPTIONS FOR CES GRADUATE PROGRAMS**

The Collaborative for Educational Services (CES) has formed an innovative partnership with UMass Five College Federal Credit Union, which now offers a special Continuing Education Line of Credit for use in covering tuition, books and other fees associated CES Licensure and graduate programs. Eligible students enrolled in the Collaborative’s Educator Licensure Programs now can get the financial help they need to enter teaching or school administration careers. Financing is also available for those pursuing Master’s Degrees and Certificates of Advanced Graduate Study through CES and Fitchburg State University.
Daniels always loved math—until she took algebra in her sophomore year of high school. Her failing grade threatened her dreams for graduating from high school and going on to college. At the suggestion of her guidance counselor, Ty took the Collaborative’s 776 Algebra Online course. Now, with a solid B grade, she is back on track with her high school studies as well as her future goals.

Ty has flourished in the self-directed environment of online learning. When asked why she had an easier time learning algebra online, she quickly answered, “I can go at my own pace.” She also says that she likes how the program “explains things in more than one way,” referring to Algebra Online’s interactive format that includes videos, interactive written explanations and multiple practice problem sets for each concept.

When students demonstrate they have learned the material in one lesson, they progress to the next. Online instructor Jim Hanson notes that this course feature helps him better understand how to support each learner. “A student can sit in a traditional classroom, and it can be hard to tell sometimes if they are getting what I’m teaching. But with the online program, there’s no mistaking whether they’ve learned the material or not.” Ty also likes knowing immediately whether she understands a concept. “That way,” she says, “I can spend my time learning what I don’t know yet.”

The course covers all the same material as a full year of algebra. Each student has an online instructor as well as a school-based distance learning coach, both of whom help students to set and achieve their own learning goals within and beyond school.

Hanson says that teaching students how to set and achieve their own goals is a critical distance learning skill. “A lot of students who are using the course for credit recovery may not have the skills yet to be self-directed. That’s why the coaches are so critical.” A good coach, Hanson explains, frequently checks in with students, encouraging them to reflect on progress toward their learning goals.

Regina LeCours, he notes, is such a coach. LeCours coordinates the Tutorial Center at the New Leadership Charter School in Springfield. She recalls that she was eager to bring Algebra Online into the school, immediately recognizing it as an excellent resource for the school’s students who need credit recovery.
But that didn’t mean LeCours thought online learning was a good fit for her when she was asked to take the Coaching eLearners Grades 6-12 course the Collaborative offers for educators and support staff working with Algebra Online students. “I am not a technologically oriented person. I thought, Oh no, please don’t make me do this course!” But, LeCours found the kind of support through her online instructors at the Collaborative that she now provides for her own distance learning students. “My instructors made me feel like I could do it, and I did do it.”

LeCours says she learned a lot about supporting all learners through the course, particularly those who have not been successful in a traditional classroom. “It was a game changer for me,” she says. “The course really helped me understand how to encourage and coach students not just around content but around linking content to their own goals in life.”

For LeCours, the most rewarding aspect of coaching is watching students take more ownership of their learning. “It’s cool to watch students change over the course of the year. They start talking about what their goals are and what skills they’ve learned. Online learning puts their education in their own hands—it’s wonderful!”

Ty’s progress in Algebra Online is representative of the transformational process that turned LeCours into such a distance learning advocate. Not only did a passing grade in algebra make Ty more competitive in her college applications, but the self-directed learning environment gave her the skills she needs to succeed once she gets there. “Going to college is my passion now,” Ty says, adding confidently, “I know I’m going!”

Funding for 776 Algebra Online and Coaching eLearners Grades 6-12: Developing 21st Century Habits of Mind was provided by a federal American Recovery and Reinvestment Act (ARRA) Title II-D Technology Grant—Priority 1, awarded through the Massachusetts Department of Elementary and Secondary Education.
Inspired by a burgeoning number of very young children struggling to learn English as they learn their native language, the Massachusetts Department of Early Education and Care decided to develop a framework of best practices for early childhood educators and providers. “We wanted to find someone who understood early childhood issues as well as how very young children develop language skills,” said EEC Commissioner Sherry Killins. The Collaborative for Educational Services was contracted to write the Dual Language Learner Frameworks.

In order to get a better sense of the needs of providers, the EEC in consultation with CES implemented a needs assessment survey of 12,000 early education and care providers. The nearly 700 survey respondents indicated great interest and need for professional development, and offered the following information about dual language learners (DLLs) in the Commonwealth:

- Most DLLs (72%) are Latino, mirroring national statistics (70%).
- While nearly two-thirds of responding centers provided staff who spoke another language besides English, these languages represented less than a third of the total number of languages spoken by DLLs.
- Approaches to teaching young English learners varied widely, ranging from programs where only English was spoken, to those in which each line of a story was translated from English to a child’s native language.

The survey led CES to develop Dual Language Learner Frameworks to offer guidance on how to support second language acquisition in very young learners. Approaches found to be the most effective utilize a child’s native language to engage them in literacy and learning. “We need to encourage families to find time to read and speak in their home language, as a way to instill in children a deep appreciation of language, stories and books,” said Killins.

The Frameworks and survey results acted as a catalyst for the Department’s statewide professional development program to help early educators better understand how to support early language development in DLLs. Trainings were conducted this year around the state, covering the major points in the Frameworks, including: the impact of poverty on language development, discerning between typical second language development and indicators of special needs, and engaging parents as equal partners.

According to Killins, the Frameworks have been a platform for the Department to make the needs of dual language learners a critical issue for early educators around the state. “We want people to ask themselves, ‘What do I need to do to make my classroom a better environment for English learners?’” But changes have taken place not only in early education and care schools and centers. Killins reflected, “As a leader, I’ve become more attuned to dual language learners. I continue to read and continue to keep the issue front and center—that is also really important.”
When they began an unprecedented and substantial reform of educational programs, Massachusetts Department of Youth Services (DYS) administrators knew their system had “huge inadequacies,” said Christine Kenney. A Blue Ribbon legislative report in 2001 noted that DYS students were taught largely by unlicensed teachers who received wages far below the state average and had little or no access to state-accredited professional development. Teacher turnover was high, classrooms were overcrowded, and curriculum was not aligned with state standards. As a result, school districts would not award credit to students for work they performed while in DYS, putting a high school diploma further out of reach.

DYS identified two partners to design and implement the systemic changes necessary to improve educational services. Over the next eight years, leaders from DYS, the Commonwealth Corporation and CES worked together to build an educational system that would meet the complex needs of the DYS student population. “DYS students are a moving target—they may be in a facility for 2 weeks or for 2 years,” said Kenney. They are also extraordinarily diverse—culturally and linguistically, as well as in their learning needs and academic backgrounds. According to Kenney, each DYS classroom is “a one-room school house,” as students differ widely in age, grade and literacy level and learning styles.

“The partnership met all our initial goals,” Kenney reports, “exceeding them to a great extent.” Teachers received high-quality professional development to support the use of instructional guides that were aligned to the curriculum frameworks and tailored to meet the needs of highly transient DYS students. Instructional coaches were hired to support teachers in the use of practices designed to reach a diverse student body. In addition, DYS introduced a more competitive salary package.

As a result, the number of licensed teachers soared to 98 percent and teacher turnover rates dropped to 5 percent. With consistent, mandatory professional development, every DYS teacher received targeted skill development and peer support. “Prior to these changes, DYS teachers had a difficult time finding training that was specific to their own work within a juvenile justice setting,” said Kenney.

In addition to changes in the training and licensing of staff, Kenney cites a number of innovative projects developed by the partnership which introduce arts, health and wellness, and horticultural programs into the curriculum, and support successful transition of DYS students back into their home communities. These new projects help expand the horizons of students with limited access to enriching educational experiences. “As we expose our young people to different opportunities, their world grows,” said Kenney.

“DYS kids are not just doing busy work in their classrooms, they are engaged in academics,” said Kenney, adding that when they return to their communities now, they are getting credit for their work at DYS. This, in turn, is boosting the number of students graduating from high school, attaining a GED, or going on to college.
We work with educators, institutions, and the community to identify emerging needs and solve complex problems in education. We take pride in the collaborative process and in the many positive relationships forged through our common efforts. Our programs and services illustrate the many ways in which the Collaborative is helping to promote lifelong learning that is accessible and engaging for each and every learner.

Direct services for learners:
- Academic & Job Skills Support: Reunion Center (Easthampton)
- Acceleration & Remediation
- Accelerated Learning
- After School Programs
- Collaborative Center for Assistive Technology & Training (CCATT)
- Community-Based Work Experience Programs
- Department of Youth Services (DYS) Education Programs
- Early Childhood Family Centers
- Easthampton Adult Career Development
- Easthampton Success by Six
- Easthampton Parent Education and Support Program
- Family Child Care Orientation
- HEC Academy Alternative Middle and High School
- Mount Tom Academy
- Occupational Therapy Center (OTC)
- Parent-Child Home Program
- School-to-Career
- Secondary Career Education
- Special Education Programs and Services
- Specialized Services:
  - Occupational Therapy
  - Physical Therapy
  - Speech-Language Pathology
  - Vision/Mobility
  - Psychological Service
- Supplemental Educational Services
- Transitional Alternative Learning Program
- Workforce Investment Act Program

Enhancements and support for learning:
- Administrator Search Consultation
- Center for English Language Education (CELE)
- Center for Literacy Learning
- Collaborative Knowledge Bank
- Community Service Learning
- Cooperative Purchasing
- Early Childhood:
  - Center for Social and Emotional Foundations of Early Literacy (CSEFEL) Training and Coaching
  - Coordinated Family and Community Engagement (CFCE)
  - Educator and Provider Support Program
  - Mental Health Support Team
  - Quality Rating and Improvement System (QRIS) Coaching
  - Quality Enhancement, QRIS, CDA and Accreditation Professional Development
  - ParentCoach
  - Play and Re-Play
- Educator Licensure Program (TeachInMass.org)
- Emerging America:
  - Teaching American History (TAH)
  - Library of Congress—Teaching with Primary Sources (TPS)
- Massachusetts Distance Learning Network
- New Teachers Project
- The Math Path
- Professional Learning Communities Program Evaluation
- Reading Recovery Teacher Training
- Safe and Supportive Learning Initiative
- Site-Based Consulting
- Unlocking the Light: Integrating the Arts in Juvenile Justice Education

Partnerships
- Department of Youth Services (DYS) Education Initiative
- Fitchburg State University
- Lesley University Center for Reading Recovery
- Pioneer Valley District and School Assistance Center (DSAC)
- Pioneer Valley Readiness Center
- Special Education in Institutional Settings (SEIS)
- Strategic Planning Initiative for Families and Youth (SPIFFY)
- UMass Five College Federal Credit Union
- CES Educator Licensure Student Loan Program
- Western Massachusetts Leadership Network in Action (WLNA)

Technology
- Website Development and Hosting
- Center for Education and Data Use (CEDU)
- Education Data Warehouse Support and Training
- Distance Learning
- Moodle Hosting and Management
- Online Learning Courses, Professional Training, and Technology Workshops
- Technology Vendor Partnerships and Group Discounts
- Technology Planning, Research and Support Services
- Web/CMS Development and Hosting
Clearly, learning helps
**Elevate mind and spirit**
**So students flourish**

Bernice Chandler-Petrovick, SEIS special education teacher
Collaborative Haiku Contest Winner, December 2010
More CES haiku: collaborative.org/about/haiku

Through activities like a Haiku Contest, our always creative staff reflected on our new name and the work we do to reach, teach, and inspire learners of all ages.
After 36 years as the Hampshire Educational Collaborative we changed our name in September 2010 to Collaborative for Educational Services to better reflect the way we work. We extend heartfelt thanks to each and every member of the Collaborative team across the Commonwealth for helping to make the transition a smooth one.

Opportunities for Giving: collaborative.org/giving

Lend support in personally meaningful ways through these tax-exempt funds:

- **Alternative Learning**
  - Mount Tom Academy Alternative High School at Holyoke Community College

- **Arts Education**
  - Unlocking the Light: Integrating the Arts in Juvenile Justice Education

- **Early Childhood**
  - Success by Six (Easthampton)

- **Collaborative Innovation Fund**

- **Special Education**
  - CES Special Education Programs
  - Summer Program at Camp Hodgkins
  - The Ben DeMarino Scholarship Fund, HEC Academy Alternative School
  - The Patty Walsh Cassidy Assistive Technology Lending Library

- **Student and Adult Learning and Career Development**
  - The Reunion Center (Easthampton)
  - The Third Place (Turners Falls)