

**Collaborative for Educational Services**  
**FY16 Annual Report**  
**July 2015 – June 2016**

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# 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 FY16, 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. Central to our mission are these services to member districts; in addition, in FY16, CES also successfully managed state and federal grants and contracts that benefitted our member districts as well as state-wide contracts to provide education programs and services for targeted populations. In terms of the number of member districts, grants and contracts, and areas of work, as well as size of budget, CES is the largest Collaborative in Massachusetts. As this report documents, CES had major initiatives, services, and programs in many areas.

Fiscal Year 2016 has been a year of continued **strategic development, enhanced operations, and deepened practice** at CES. Highlights in strategic development include:

## Strategic Planning

- In March of 2015, the Board of Directors approved a **Five-Year Strategic Plan**, built on four goals, twelve priority areas, and outcome measures. For FY16, CES's leadership team decided on **three key activity areas for growth**:
  - Design and develop new services and products in response to customer needs identified through research (Services and products may include professional development, services directly to students, and/or services that build district capacity.)
  - Expand internal staff development -- create resources and roles to plan and execute staff development, invest in internal capacity and expertise, and build skills and practice into our daily work (for example, how to facilitate groups, supporting Social Justice & Equity within the agency, developing skills and competence with technology)
  - Establish a shared enterprise data system, involving new financial, customer relations management, and human resources systems, processes and procedures

Based on the Strategic Plan, the three key areas for growth, and current initiatives, all of the departments and platforms developed and worked to implement **FY16 work plans**.

- The LOFT (**Lifting our Futures Together**) cross-agency initiative was re-energized. This initiative promotes collaboration and innovation across six inter-departmental **Platforms** (Shared Services; Social Justice and Equity; Teaching and Learning; Markets; Knowledge Management; and Design Team) and has led to developing or supporting important innovations in CES.
- CES's **Social Justice and Equity** (SJE) Platform developed and began to implement a 3-Year

Strategic Plan for integrating SJE principles and practices in the agency. SJE also developed workshops and Professional Learning Communities for our member districts and others.

### Enhancement of our internal shared services

- In FY15, with the approval of the Board, we launched work to plan and implement key enhancements in our internal support services to make CES more efficient, effective, inclusive and collaborative. Implementation of the first of these enhancements - a customer-relations management system (SalesForce) – began to be **rolled out in FY16**. In addition, we completed the purchase of Infinite Visions, a shared business enterprise system, and began the initial development work leading to implementation. All these enhancements are intended to increase accuracy, cost-effectiveness, and timeliness of human resources, fiscal, and business office functions.
- We updated our student handbook for HEC Academy and our Staff Handbook for all employees to include a variety of new policies and procedures related to new state and federal rules and regulations as well as to an increased emphasis on inclusive and social justice practices.

### Leadership

- CES maintained its **strong leadership team**, both of senior administrators and of emerging leaders. The only changes in leadership that occurred in FY16 were: the appointment of Barbara Siegel as Director of Finance, replacing Frank Mertes who left CES for a different position; and the appointment of several younger staff members to leadership roles on the six cross-department Platforms (Shared Services; Social Justice and Equity; Teaching and Learning; Markets; Knowledge Management; and Design Team).
- The **Leadership Council**, comprised of all senior managers and directors of major initiatives was expanded to include the Platform chairpersons. This Council provided key direction on shaping the values, priorities, strategic planning, and overall work of CES. A separate and smaller **Operations Team** provided leadership in shared services, policy and procedure development, and overall logistics.
- 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. Notably, every meeting had a quorum-plus. The Board is also increasingly a place for cross-district collaboration on issues common across our small and rural districts. The Board had an active Executive Committee, Finance Committee; and Evaluation (of the Executive Director) Committee. At each meeting, the Executive Director shared a report of CES highlights since the last meeting; the Board representatives share these reports with their respective School Committees.
- 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 meetings were well attended and much appreciated by the Superintendents.
- CES worked with the Lower Pioneer Valley Educational Collaborative on **region-wide collaboration** with and services to member districts as well as non-collaborative members in Hampden and Berkshire counties. In addition, CES served as the **lead Collaborative** for Pioneer Valley and

Berkshires and worked closely with the Department of Elementary and Secondary Education and our 25 sister collaboratives.

## Services and Programs for Member Districts and Beyond

CES programs flourished in FY16. 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 FY16, 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 5,500 individuals in our member districts, as well as other school 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 2,025 children and youth in over 70 settings.

### Educator Professional Development and Support

In FY16, 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. During the **2015-2016** school year, professional development was provided to over **3,400 distinct K-12 educators**, and over **2,380 early educators**. Many educators took more than one course or workshop during the year; and so, **courses or workshops were delivered to a total of 8,183 participants** during the year. In addition, **workshops and education opportunities were provided to 3,150 parents or caregivers**.

- Our PD department provided professional development (including licensure) offerings to over 3,400 educators and we hosted eight regular Professional Learning Communities.
- 30 licensure courses were offered in FY16 in a total of 70 sections, generating 967 course registrations. Courses were delivered in both face-to-face and delivered in hybrid online format, with face-to-face sessions held in Northampton and Marlborough. Early in the year, CES was notified that all CES programs were approved for continuation. In addition, ESE approved four new programs (licensure of Principals and Assistant Principals PreK-6, 5-8, and 9-12, and Supervisor-Director). CES began offering these programs in February, 2016.
- Our Early Childhood Department also provided extensive PD in our member districts and beyond. About 2,380 educators and 3,150 parents took part in our many early childhood workshops and in our Assessment for Responsive Teaching offerings.
- Our Technology Department provided about 30 tailored trainings to school districts, including workshops on Google Apps for Education. Technology also provided consulting services districts and hosted the highly successful Technology in Education conference that drew many educators from

member districts. About 600 educators were part of Technology professional development.

## Other Services

- In FY16, a new department was launched – the Department of Healthy Families and Communities – that is comprised of the long-standing Strategic Initiative for Families and Youth (SPIFFY) coalition as well as a newer initiative, Community Health Solutions.
  - SPIFFY is a coalition of sixty community partners working together to improve outcomes for youth. In FY16, SPIFFY promoted robust community involvement initiatives that addressed critical issues such as the opioid crisis and under-aged drinking; promoted healthy communities; and worked on wrap-around services for children and families. 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.
  - In FY16, Community Health Solutions worked 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 FY16, 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. Over 400 children and youth benefitted from these services.
- We also manage alternative education offerings including Mount Tom Academy, Connecting Activities, and a Perkins Consortium to provide career and technical education programs in four Hampshire County Districts.
- The number of participating school districts for our cooperative purchasing programs for food, school and art supplies, legal services, and technology services expanded in FY16 to 16 districts, including 13 member districts. The purchasing program enabled our collaborating districts to achieve estimated cost savings of 5-10%.
- The Early Childhood Department administered and coordinated several initiatives serving member districts, notably the Department of Early Education and Care’s Coordinated Family and Community Engagement (CFCE) grant. CFCE provided a range of parenting education and support for and parent centers in Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Monson, Palmer, Pelham South Hadley, Southamptton, Ware, Warren, West Brookfield, Westhampton, and Williamsburg.

## Large-scale Projects

CES also managed large-scale statewide projects in FY16. 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 also continues to conduct similar work with Massachusetts Department of Elementary and Secondary Education’s (ESE’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 over 60 new or continuation state, federal, and foundation grants. 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. National Endowment for the Humanities; 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 FY16.

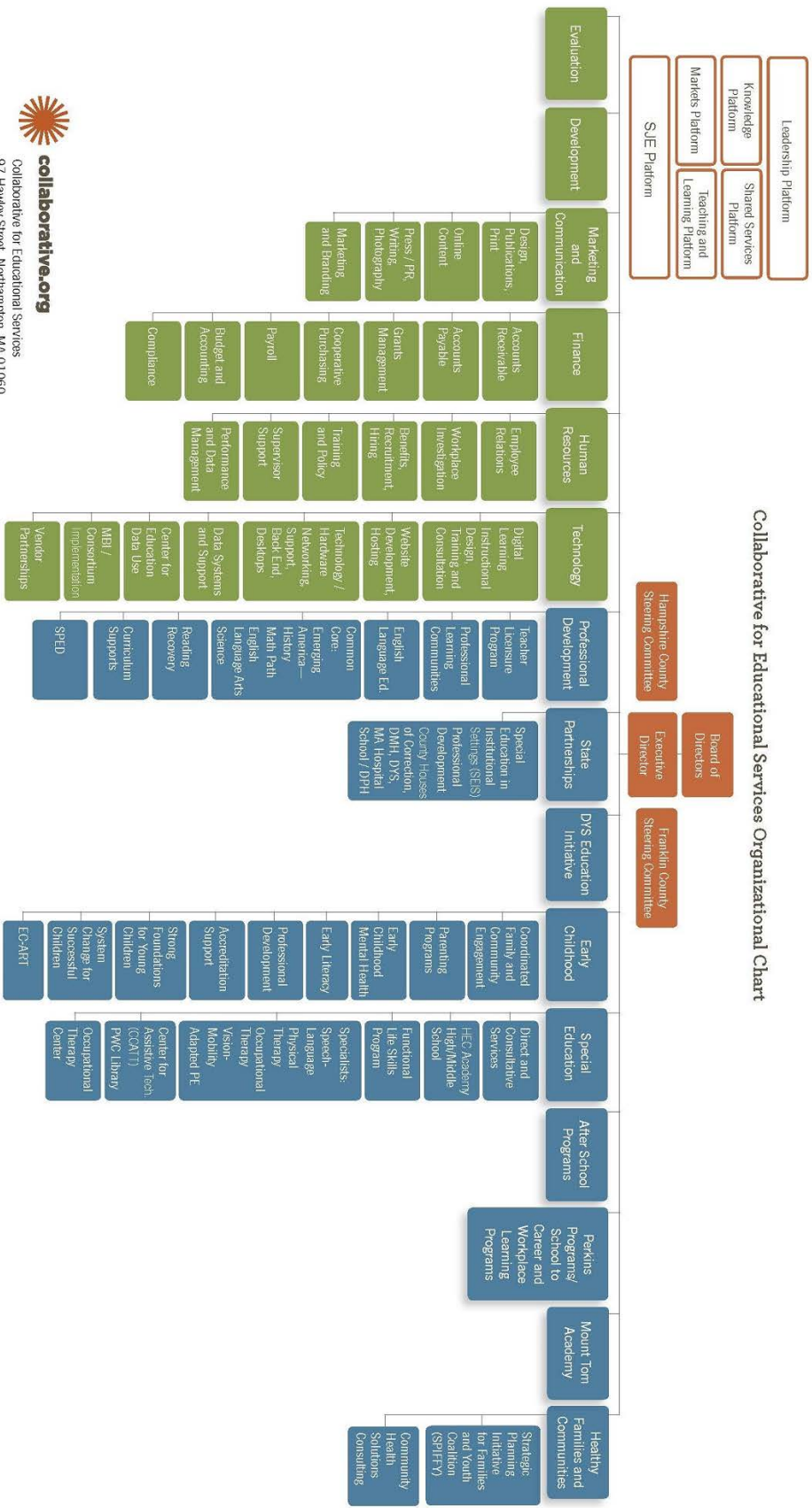
I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2015-2016.

Respectfully Submitted,

A handwritten signature in black ink that reads "Will Diehl". The signature is written in a cursive style with a long horizontal stroke under "Will" and a smaller, more compact signature for "Diehl".

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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 2015-2016, Dan Hayes from the Shutesbury School Committee served as the Chairperson of the Board, and Cathy Englehardt from the Hatfield 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.

### FY16 BOARD OF DIRECTORS

Franklin County		Hampshire County	
District	Board Member	District	Board Member
Conway	Elaine Campbell	Amherst	Vira Dougmany-Cage
Deerfield	Trevor McDaniel	Amherst-Pelham Regional	TBD
Erving Elementary	Katelyn Mailloux	Belchertown	Michael Knapp
Franklin County Technical Schools	Don Sluter	Chesterfield-Goshen	Janice Gibeau
Frontier Regional School District	Lyn Roberts	Easthampton	Cynthia Kwiecinski
Gill-Montague Regional School District	Sandy Brown	Granby	Jennifer Curran
Greenfield Public Schools	Cameron Ward	Hadley	Robie Grant
Hawlemont Regional School District	Hussain Hamdan	Hampshire Regional	Trish Colson-Montgomery
Leverett	Bethany Seeger	Hatfield	Cathy Englehardt (Vice Chair)
Mohawk Trail Regional School District	Suzanne Crawford	Northampton	Howard Moore
New Salem	Melissa Burke	Pelham	Cara Castenson
Orange Public Schools	Stephanie Conrod	Smith Vocational	John Cotton
Pioneer Valley Regional School District	David Young	South Hadley	TBD

R C Mahar Regional School District	Patricia Smith	Southampton	Erin Couture
Rowe Elementary	TBD	Ware	TBD
Shutesbury	Daniel Hayes (Chair)	Westhampton	Brigid O'Riordan
Sunderland	Douglas Fulton	Williamsburg	Jeff Gelbard
Wendell	Johanna Bartlett		
Whately	Katie Edwards		

## FY16 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 Jennifer Haggerty, Superintendent	Belchertown Public Schools Karol Coffin, Superintendent
Franklin County Technical School Richard Martin, 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 Judith Houle, Interim Superintendent
Greenfield Public Schools Jordana Harper, Superintendent	Hadley Public Schools Anne McKenzie, Superintendent
Hawlemont Regional School District Michael Buoniconti, Superintendent	Hampshire Regional Schools Craig Jurgensen, Superintendent
Leverett Public Schools Jennifer Haggerty, Superintendent	Hatfield Public Schools John Robert, Superintendent
Mohawk Trail Regional School District Michael Buoniconti, Superintendent	Northampton Public Schools John Provost, Superintendent
New Salem Schools Jennifer Haggerty, Superintendent	Pelham Public Schools Maria Geryk, Superintendent
Orange Public Schools Tari Thomas, Superintendent	South Hadley Public Schools Nicholas Young, Superintendent
Pioneer Valley Regional Schools Ruth Miller, 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 Jonathan Lev, Superintendent	Ware Public Schools Marlene DiLeo, Superintendent
Shutesbury Public Schools Jennifer Haggerty, Superintendent	Westhampton Public Schools Craig Jurgensen, Superintendent
Sunderland Public Schools Martha Barrett, Superintendent	Williamsburg Public Schools Craig Jurgensen, Superintendent
Wendell Public Schools Jennifer Haggerty, 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
  - Clinical Specialists Services
  - Assistive Technology (CCATT)
  - Occupational Therapy Center
  - Special Education Alternative Learning
- Mount Tom Academy
- Perkins Programs (Career counseling)
- Connecting Activities
- After School Programs

## SPECIAL EDUCATION PROGRAMS AND SERVICES

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.

### **FY16 Program Highlights**

- The CCATT Center conducted an ESE-funded Assistive Technology Institute this summer, for the 6<sup>th</sup> summer in a row (summer 2015).
- BIG CHANGES OCCURRED AT THE ACADEMY in 2015-2016
  - Major new hires are: Nurse--Asheley Cole; History Content--Feyla McNamara; Biology Content--Eric Huston; ELL--Laura Bisbee; and Full-time clinician--Tones Smith (formerly part-time)
  - There were three special education homeroom teachers, and one special education teacher focusing on IEP-related transition needs
  - No more separate middle school program; 8th graders were part of CALP homeroom



- HEC Academy opened the new Therapeutic Learning Center (TLC) space for Ac9ademy students, and are providing one additional full time clinician and two part time clinicians to assist with the increased therapeutic needs of the students. The Academy is also integrating Sensory Integration approaches to add to the school's de-escalation and self-regulation staff/student tool boxes.
  - Incorporating more Restorative Practices with students in daily interventions
  - Increased student engagement with Student Advisory, Caucus groups, and a variety of student group electives
- Three Academy students enrolled in courses at HCC during the fall semester; two of the same students enrolled in spring semester 2016. Each of the 3 students was a Ben DeMarino Scholarship recipients
- Successful food drive during the 4th week of October for Monte's March for Hunger. Monte's March occurred 11/23-11/24, and our students participated on 11/24. The students interviewed Monte on 11/19 about the upcoming march, and he posted the interview on The River as "HEC Student's Pirate Radio" <http://wrsi.com/monte/hec-students-pirate-radiomontes-march-related-takeover/>
- DESE made its site visit in November as part of its progress monitoring for our Corrective Action Plan. Expressed pleasure at progress made and systems put in place. DESE gave final approval in January, and our progress monitoring ended
- Jonathan Brody and Rebecca Lincoln worked diligently to get Aspen up and running to log all student incident reports; crucial to our progress with the DESE Corrective Action Plan.
- (3) of our specialists conducted trainings throughout the year:
  - Aimee St. Hilaire: PD for paras in Hamp.Reg. School district 12/8, 1/15, and 3/8; and one training for paras in the Berkshires 10/8
  - Noel Kesselheim: "S'Cool Moves Training" for The Common School
  - Liz Etheridge: Sensory Integration training for Springfield PAC (via the request of a private pay parent who is part of this PAC)
- Jane Allen formally retired February 22, 2016 after 20 years of service to CES; however, she remained on in an hourly capacity through the end of the school year to provide supervision to our PTA
- Visits to the program from Nimbus, a therapy dog started in March and were very well-received by students.
- Special Olympics for the 2015-2016 school year were hosted by three member districts throughout the year, with up to 11 districts, and at least 51 students participating at these events.
  - Fall Games were held in Granby on Friday, October 16<sup>th</sup>, 2015 – 80 students participated; representing 11 schools, and 4 member districts: Ware, Granby, Northampton, South Hadley
  - Winter Games were held at South Hadley High School on Friday, February 26<sup>th</sup>, 2016 – 52 students participated; representing 9 schools, and 4 member districts: Ware, Granby, Belchertown, South Hadley

- Spring Games were held on May 19<sup>th</sup>, 2016 at Northampton High School - 102 students participated; representing 17 schools, and 9 member districts: Amherst, Belchertown, Erving, Frontier, Granby, Northampton, Pioneer Valley, South Hadley, and Ware
- HEC Academy Math Content Teacher Randall Bessette received an award from the Northampton Special Education Parent's Advisory Council. One of his students nominated him, wrote a speech, and spoke at the award ceremony.
- At an IEP meeting in June w/ Northampton and Easthampton special education directors, and Northampton's Outreach Social Worker, all 3 individuals highly praised the work that the Academy, and in particular the clinical team, has been doing. All 3 people further stated that in their opinion, the Academy has the best clinical team of any of the out of district placements they work with.
- Springfield agreed to continue to send 3 of the 4 students enrolled in CBWE despite a projected higher tuition, in order to keep the program available for their students. The 4<sup>th</sup> student is also a non-member district (E. Longmeadow); that district also agreed to send their student for his final year prior to aging out to adult services.

### *Social Justice and Equity Work at HEC Academy:*

- Special Ed Department engaged in a 2 day SJE Retreat on 8/27/15 and 8/28/15 with Dr. Barbara J. Love and Dr. Russell Vernon-Jones
- Just prior to December break, Academy staff members Louangie Bou-Montes and Feyla McNamara conducted an in-service for HEC Academy on Micro-Aggressions
- In March, an in-service was led by Safire DeJong about Affinity Groups and what purposes caucus groups can serve
- Ongoing discussions regarding issues of social justice were incorporated into the Academy's daily staff meetings
- In June, Using Fund 274 Special Education Improvement grant money (& some additional funds):
  - Began a process of revising the Student Handbook (for the FY17 school year) with a SJE lens with Barbara Love and Russ Vernon-Jones
  - Part of this process was based on a taking a look at our discipline data and some apparent disparities in rates of suspension for POGM and white students. As part of the process we did the following:
    - In May, Barbara Love facilitated:
      - (2) Staff groups—one POGM staff group, and one White staff group, to gather opinions and feedback on our current discipline practices
      - (2) Student groups for the same purposes—a group of POGM students, and a small, selected group of white students
  - On four dates in June, the Student Handbook Team (made up of a group of administration, special education and content teachers, and paraprofessionals who

- represent both POGM and white staff) met with Russell Vernon-Jones to re-design the handbook (Russ facilitated, and Barbara joined Russ at one of the meetings)
- o As part of this work, follow-up trainings in the fall (Difficult Conversations and Implicit Bias) will be facilitated by Barbara and Russ.

**Service-Learning:**

- HEC Academy students were at a couple of different volunteer sites including:
  - o Valley Free Radio for part of the year (2 students helped with the scheduling software for on the air shows and commercials, cataloging CDs that local musicians send the station, etc.)
  - o Knack: The Art of Clever Reuse (Easthampton): an arts and thrifts store where student helped to separate recyclable/reusable materials that could then be turned into art
- CBWE Students were at:
  - o The Food Bank of Western Massachusetts
  - o Look Park
  - o Full of Grace Horse Farm
- Students at HEC Academy (as part of a CSL min-project) gathered donations that were presented to the Dakin Animal Shelter in May

**CLINICAL SPECIALIST SERVICES**

(37) Different Districts (represented by 153 different referrals) were served via Itinerant clinical, CCATT and OTC contracts. This includes public schools, private schools, charter schools, and SEIS. In addition to school contracts, OTC provided services to 38 private-pay clients.

- (15) Member Districts: Amherst, Belchertown, Greenfield, Easthampton, Erving, Frontier, Gill-Montague, Granby, Hatfield, Hampshire Regional, Northampton, Pioneer Valley, Smith Vocational, South Hadley, Ware
  - o (10) Hampshire County
  - o (5) Franklin County
- (22) Non-Member Districts: BART Charter, Berkshire Hills Music Academy, Berkshire Hills Regional, Common School, Cutchins, Holyoke, New Hampshire, Tantasqua, West Springfield, Common School, East Longmeadow, Gateway, Holyoke, Longmeadow, Palmer, Pathfinder, Pioneer Valley Performing Arts, SABIS, SEIS, Springfield, Worthington

<b>From July 1, 2015 - June 30, 2016</b>							
These numbers represent requests for individual services, group services, and/or evaluations; they do not represent the total number of students served, nor do they represent OTC private clients. (Members are marked by an asterisk)							
	<b>OT</b>	<b>VISION</b>	<b>APE</b>	<b>SLP</b>	<b>PT</b>	<b>CCATT</b>	<b>OTC</b>
Amherst *	1	13					
BART Charter							1

Belchertown *		4	3			2	
Berkshire Hills				1			
Berkshire Hills Music					1		1
Common School							1
Cutchins				1			
Easthampton*	1	1			1		
E. Longmeadow						3	
Erving*							
Farmington River	1						
Frontier *	2	4				4	
Gateway						1	
Gill-Montague*						2	2
Granby*	3		1			5	1
Greenfield*			1		1	1	
Hampshire Regional*	7	3				1	
Hatfield*					1		
Holyoke	6				3	3	
Inspire						1	
Longmeadow						2	
Ludlow						1	
Northampton*	3					2	4
Palmer		2					
Pathfinder		1					
PVCICS					1	1	
PVPA		1					2
Pioneer Valley Reg.*					1	1	
SABIS						4	
Smith Vocational*				1			
South Hadley*		2			1	7	5
Springfield	3						
Union #29 New Hampshire	2	1			1	1	
Tantasqua	1						
Ware*			1			1	
West Springfield	1				1		1
Worthington	2			5	1		
<b>TOTALS</b>	<b>33</b>	<b>32</b>	<b>6</b>	<b>8</b>	<b>13</b>	<b>43</b>	<b>18</b>
	<b>OT</b>	<b>VISION</b>	<b>APE</b>	<b>SLP</b>	<b>PT</b>	<b>CCATT</b>	<b>OTC</b>
						<b>Grand Total</b>	<b>153</b>

## Populations Served by Itinerant Clinical Services:

CES itinerant clinical 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:

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

**(92) Direct/consultative services and/or evaluation 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.

## Cost Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
Occupational Therapy	\$80	\$76.50-\$85
Physical Therapy	\$80	\$210
Speech Therapy	\$80	\$76.50
Vision and Mobility	\$80	\$100 -\$135 plus mileage

*\*Cutchins (OT) = \$85/HR, Futures (OT/SLP) = \$76.50/HR, Pediflex (PT) = \$210/HR*

## 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.

## Populations Served by CCATT Services:

**(43) 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.

**(14) CCATT Evaluations were provided.** This number reflects those requested independent of ongoing service contracts.

## Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
CCATT Center / Assistive Technology	\$90	\$115-200

*\*Communicare = \$115/HR, Spaulding Rehabilitation Hospital, Greater Boston Area = ca.\$200/HR*

## 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 FY16, OTC provided a combination of evaluation, direct and consultative services to a range of clients.

### Populations Served:

- **(18) Direct/Consultative Services** 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.
- **(19) Total evaluations** were provided.
- **OTC served a total** of 38 private clients

## Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
Occupational Therapy Center / Sensory Integration	\$90	\$145-\$185

*\*OTA The Koomar Center, Newton, MA (formerly OTA Watertown) = \$185/HR, Groton Integrated Therapies, Groton, MA = \$145/HR, Therapeutic Learning Center, Canton, MA = \$145/HR*

## SPECIAL EDUCATION ALTERNATIVE LEARNING

### Services Provided

During FY16, the Collaborative offered special education programs for children and youth ages 14-21 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 Program)

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

CES alternative learning programs enroll students ages 14- 21 who present with learning disabilities, and/or social, emotional, or behavioral challenges. 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:** For students to obtain a high school diploma and transition to post-secondary education and/or employment

**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:**

#### **Special Education Program Enrollment:**

- Average Enrollment for the FY16 year for HEC Academy including summer was 34 students.
  - 58% of average Academy enrollment was represented by member districts:
    - 68% represented by Hampshire County
    - 32% represented by Franklin County
  - 42% of average Academy enrollment was represented by non-member districts
- Average Enrollment for the FY16 year for CBWE including summer was (5) students.
  - 100% of CBWE enrollment was represented by non-member districts.

#### **HEC Academy Graduation 2016**

- 5 students graduated from HEC Academy High School on Friday, June 3rd at Sage Hall, Smith College (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.)

- (5) students graduated (Northampton, Ludlow, Palmer, Springfield, Belchertown)
  - (2) students are returning for an additional transition year
  - (3) students moving on toward part-time college (HCC & STCC) and/or work

## Student Achievement / MCAS Results 2015-2016

### November 2015 Grade 10 Retest:

- ELA: No Retests
- Math: 3 of 3 students tested did not pass

### March 2016 Retests:

- ELA: No Retests
- Math: 3 students tested
  - 2 of 3 students passed with a Needs Improvement Score
  - 1 of 3 students did not pass

### Spring 2016 Grade 10 MCAS Tests:

- ELA: 8 students tested
  - 7 of 8 students passed with a Proficient score
  - 1 of 8 students passed with a Needs Improvement score
- Math: 6 students tested
  - 1 of 6 students passed with a Proficient score
  - 2 of 6 students passed with a Needs Improvement score
  - 3 of 6 students did not pass
- Biology: 7 students tested
  - 3 of 7 students passed with a Proficient score
  - 2 of 7 students passed with a Needs Improvement score
  - 2 of 7 students did not pass

## 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.

APPROVED AREA PRIVATE SCHOOL RATES						
Name of Private School	#days	tuition	day/rate	Effective	summer tuition	summer day rate
N.E. Adolescent Research	220	\$61,930	\$282	10/7/2015		

Cutchins - New Directions (Northampton)	218	\$53,498	\$245	10/7/2015		
May Institute	242	\$84,079	\$347	10/7/2015		
RFK Experiment with Travel	216	\$55,081	\$255	10/7/2015		
Northeast Center (Tri-County)	180	\$41,801	\$232	10/7/2015		
Springfield Home (Children's Study Home)	216	\$47,311	\$219	10/7/2015		
Valley West Day School	180	\$38,724	\$215	10/7/2015		
CES HEC Academy School Year	180	\$41,836	\$238	10/7/2015	\$4747	\$190
<b>Name of Private School</b>	<b>#days</b>	<b>tuition</b>	<b>day/rate</b>	<b>Effective</b>	<b>summer tuition</b>	<b>summer day rate</b>
May Institute	242	\$84,079	\$347	10/7/2015		
LPVE Compass/C-Tech	180	\$27,697	\$154	10/7/2015		
Northeast Center(Tricounty)	180	\$41,801	\$232	10/7/2015		
CES CBWE	180	\$31,535	\$175	10/7/2015	\$4607	\$184

\*Private Sector rates are obtained from: <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>

The summer day rates for both HEC Academy and CBWE reflect programs that are 25 days in length.

In comparison with a similar school offering, CES' HEC Academy Program represents a savings over the available alternative programs of 8% for member districts, and savings over alternative options of 26% for Summer Programs.

In comparison with other programs, CES' CBWE Program represents a savings of 29% for member school districts over comparable options, and savings over alternative options of 25% for Summer Programs.

## MOUNT TOM ACADEMY

The Mount Tom Academy program is located at Holyoke Community College in Holyoke, MA. The program is an alternative learning program for high school 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 learning program 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 2015-2016, Mount Tom Academy served 12 students from school districts throughout the Pioneer Valley.
- Of the 4 sending districts, 3 were Collaborative member districts. Enrollment is accepted on a rolling basis throughout the school year.

## Outcomes

- 9 students passed their MCAS and college entrance exams.
- 11 students completed high school studies and graduated last year.
- 1 student completed the Hi-Set test and went directly to a paid job.
- 5 students participated in work-study opportunities.

## Cost Effectiveness

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

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

**Private Sector Tuition\*:** \$29,242/year

\*Comparable private programs: CSP (Community Support Program) - \$36,330; Twain (Specialized Academic Program) - \$38,325; BHA - \$13,072

## 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 2015-2016, the participating districts were South Hadley, Amherst, and Gateway. Easthampton, which had formerly participated in the consortium, decided to submit its own Perkins application in FY16 because it was seeking to expand to include courses in Criminal Justice. For a variety of reasons, the effort was not completed and in May of 2016, Easthampton re-engaged informally with CES to complete their Perkins efforts. For the 2016-2017 school year, Easthampton has decided to rejoin the CES Perkins Consortium of schools.

## 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, Welding and Metal Fabrication, Commercial Art, and Carpentry and Woodworking.
- Two member Hampshire County districts participated in FY15—South Hadley and Amherst; Gateway is a non-member.
- In FY 2015-2016, our Perkins districts received over \$58,000 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, South Hadley High School, and Amherst High School. (The Regional Employment Board serves districts in Franklin County.)

- In 2015-2016, the program placed over 350 students with more than 165 employers throughout the county.
- More than 150 students participated in the Mass BioEd career event at UMass and other types of job shadowing, field study, job fairs, community shows, and employer site visits. 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.
- The Hampshire County program also successfully engaged The Chinese Immersion School in Hadley with a machine trade employer tour and hopes to include them as a member district this year.

## 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 targeted and served by CES Connecting Activities. 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), Greenfield (Greenfield High School and Federal Street Elementary School), and Gill-Montague (Sheffield Elementary).

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.

The Collaborative launched a new fee-for-service after school programs in Southampton (William E. Norris Elementary) and in Granby (West Street Elementary).

### 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 economically disadvantaged homes, students with special needs, and other students considered at-risk are able to attend.

- Twelve CES 21st CCLC programs served 750 students during the 2015-2016 school years.
- Approximately 55% of students were from economically disadvantaged homes and 20% 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 FY15, the average attendance hours for FY16 was **160 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
- English Language Learners
- 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

## 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, reading and math interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers accessed our hybrid online programs during FY16 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 400 teachers, specialists and administrators through the Spring CES Satisfaction and Needs Assessment Survey

## FY16 PROFESSIONAL DEVELOPMENT PROGRAM AND STAFF HIGHLIGHTS

- Suzanne Judson-Whitehouse and Karen Rehmus managed the inaugural Serving America Conference. The Massachusetts Department of Elementary and Secondary Education (ESE) and the Edward M. Kennedy Institute for the U.S. Senate co-hosted the first annual Massachusetts Civics Literacy Conference. The goal of the conference was to understand the role civic learning plays in maintaining our democracy, increase civic knowledge and engagement among K-12 students and make the natural connections between this discipline and literacy. Presenters included K-12 educators as well as representatives from state, education and community organizations, including CES's Richard Cairn, director of the Emerging America Program, who presented on service learning. Over 125 Massachusetts administrators, department heads, teachers, (particularly those teaching history, social studies and civics) and community organizations with a focus in civics education attended the May 23rd event at the Edward M. Kennedy Institute in Boston, MA.
- In our second full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 8 in-district courses and one open-enrollment courses enrolling 23 to 30 educators in the teacher full course, per course.
- For the first time in FY16, CES' Social Justice in Education Initiative offered open enrollment professional development workshops to local educators and districts, including Introduction to Social Justice in Education, and Implicit Bias. Planning also began for the launch of a new (fall 2016) conference for Social Justice in Education.
- CES was awarded a National Endowment for the Humanities Landmarks of American History and Culture grant for a program called "Forge of Innovation: The Springfield Armory and the Genesis of American Industry." In partnership with UMass Amherst, the Armory, and other historic sites throughout the region, 72 teachers were chosen from over 100 applications to attend one-week Institutes in July and August 2015.
- Richard Cairn was appointed to the new ESE Civic Learning and Engagement Task Force.
- CES Licensure was chosen to implement the Massachusetts Licensure Academy, coursework lead to Initial Moderate Disabilities for teachers working in special education on a waiver or seeking an additional license, offered at no cost
- CES Licensure has been selected by ESE to participate in pilot that will embed mixed-reality simulations in educator preparation coursework so that candidates have more opportunities to practice high-value skills in a low-risk environment and receive immediate and targeted feedback, part of the Gates Foundation-funded EPIC program.

- CES Licensure welcomed the first cohorts for the newly approved Principal/Assistant Principal and Supervisor/Director Licensure programs in January, 2016.

## CES Professional Development offered a range of services during FY16.

During the **2015-2016** school year, professional development was provided to over **3,400 distinct K-12 educators**, and over **2,380 early educators**. Many educators took more than one course or workshop during the year; and so, **courses or workshops were delivered to a total of 8,183 participants** during the year. Below are highlights by service area describing the services provided and populations served in this past year.

## EDUCATOR LICENSURE

### Services Provided

Approved and accredited by the Massachusetts Department of Elementary and Secondary Education and serving students all across the Commonwealth with hybrid online programs, the Collaborative for Educational Services Licensure Programs are a post-baccalaureate route to a license as a teacher or principal, supervisor, director across Massachusetts. This year, 51 candidates completed licensure programs and were endorsed for the Initial license by the Massachusetts Department of Education; 10 endorsees are from member districts. 30 licensure courses were offered in FY2016 in a total of 70 sections serving 144 distinct participants; and there were 967 total course registrations during the year.

All courses are delivered in hybrid format, for which coursework is completed online and in face-to-face classes held in Northampton and Marlborough. Early in the 2015-2016 year, CES was notified that all CES programs were approved for continuation. As one of 12 Educator Preparation programs to complete ESE's Program Review process, CES was identified in July 2015 as one of only 7 programs approved without conditions. In addition, ESE approved four new programs (licensure of Principals and Assistant Principals PreK-6, 5-8, and 9-12, and Supervisor-Director) were approved. CES began offering these programs in February, 2016.

### Populations Served

- 967 course registrations occurred during the 2015-2016 licensure year.
- 49 member district educators and 22 CES educators completed licensure courses.
- 60 students were admitted to CES' Initial Licensure programs, 16 of whom currently work in member districts or for CES.
- Endorsements for 51 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 and 2 were working for CES. The remainder included educators who were working in non-member districts or for ESE-approved special education schools.

## 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 **sixth** 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

- **Over 100** 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

Required educator evaluation training, as well as technical assistance in the analysis of district-determined measures data, were provided to 92 educators in 35 school districts.

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

## ENGLISH LANGUAGE LEARNERS

### Services Provided

CES 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 RETELL courses and WIDA training. CES has been an approved provider of SEI courses since July 2014.

## 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 in the following Districts (Amherst, Frontier Regional, Gateway Regional, Granby, Hampshire Regional, Holyoke, Monson, Northampton, and South Hadley).
- CES trainers provided RETELL training to close to 300 teachers and administrators across 4 districts.
- WIDA open enrollment training was provided to 23 participants.

CES 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 WORKSHOPS AND GRADUATE CREDIT COURSES

### Services Provided

Emerging America focuses primarily on creating and providing professional development for teachers across content areas through the Library of Congress Teaching with Primary Sources (TPS) program. In 2014-2015, Emerging America also received 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 major impact of the Pioneer Valley on the Industrial Revolution. The Emerging America history education program began at CES 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. Emerging America programs have been free since 2006.

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

The Library of Congress chose CES to join its national Teaching with Primary Sources Consortium in 2010, 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 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 have included the U.S. Constitution, Civil Rights, Disability History, the American Revolution, and Immigration/Migration.
- CES continued partnerships 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.
- CES worked with 20 pre-service teachers to develop strategies for using primary sources as part of Westfield State University Social Studies Methods courses.
- More than 200 teachers participated in Library of Congress Teaching with Primary Sources workshops.
- 72 teachers completed NEH “Landmarks of American History” institutes.
- CES has partnered with historians from around New England, as well as skilled master teachers to develop a program of in-depth graduate-level instruction in both history and pedagogy. Teachers earn PDPs or graduate credit in History through Westfield State University.

## READING RECOVERY TEACHER TRAINING

### Services Provided

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

In FY16, our site provided training, coaching, consultation, and data analysis to reading interventionists in 23 elementary schools in 13 school districts (7 of which are member districts); representing 30 teachers serving 233 first grade students. Districts served by the CES Reading Recovery Training Site include Deerfield, Easthampton, Pioneer, South Hadley, Sunderland, Westhampton, and Whately.

### Populations Served

233 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, 60% are on free or reduced lunch, 20% are non-white, 15% were designated with a

previously diagnosed learning disability, and 21% spoke a language other than English in their homes. Additionally, 44% were from small town/rural communities and 57% were from suburban/large town communities.

## REGIONAL PROFESSIONAL DEVELOPMENT DAYS AND OPEN ENROLLMENT SEMINARS

The 2015 Summer Academy offered over 54 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. 254 educators participated in the workshops, including 122 from 20 member districts.

- Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2015 to 152 administrators, 98 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 15 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 898 educators during the 2015-16 school year.

## PROFESSIONAL LEARNING COMMUNITIES (PLCS)

### Services Provided

CES supported 8 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, ELL Educators, Principals, and Technology Directors.

### Populations Served

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

## PROJECT MANAGEMENT AND FACILITATION CONTRACT SERVICES FOR THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (ESE)

### Services Provided

The Professional Development Department provided project management for trainings and conferences in support of the new ESE / Edward M. Kennedy (EMK) Institute "Serving America Civics and Literacy Conference, the 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	\$775	\$1,657
Professional Development Workshop, 1-Day	\$100/ members, \$110 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, family child care providers, and early educators in public school settings, within the region and across the Commonwealth.

### 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:

Young Children and Autism Spectrum Disorder	75 participants
Partnering with Diverse Families	25 participants

Music, movement, Rhythm and Rhyme	17 participants
Born Scientists!	14 participants
The Importance of Movement and Exercise	72 participants
Nutrition in Early Childhood Educations	40 participants
Creating Engaging Learning Environments	46 participants
Environmental Learning Experiences	21 participants
Supporting Dual Language Learners - CEU course	5 participants

Total of 9 topics with 315 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 FY16, statewide and for member districts:

### Statewide data:

MKEA Trainings	15
MKEA Participants	272
MKEA Technical Assistance Sessions	9
MKEA Technical Assistance Participants	238
EEC Trainings	78
EEC Participants	1547
EEC Technical Assistance Sessions	10
EEC Technical Assistance Participants	63

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

MKEA Trainings	2
MKEA Participants	16
MKEA Technical Assistance Sessions	2
MKEA Technical Assistance Participants	11
EEC Trainings	2
EEC Participants	70
EEC Technical Assistance Sessions	1
EEC Technical Assistance Participants	21

## Social-Emotional Learning/Approaches to Play and Learning (SEL/APL)

### Communities of Practice: Positive Solutions for Families

In the spring of 2016, the Early Childhood department provided EEC funded Communities of Practice on the Positive Solutions for Families program. This is an evidence-based series of six sessions developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). It is designed to help parent/caregivers promote their young child's social and emotional development and to better understand young children's challenging behaviors. Five professional development sessions at different locations around the state were held for educators from the mixed delivery system to learn about Positive Solutions for Families and how to offer this series to parents. The sessions were designed to help educators support preschool children with disabilities and their families about the importance of:



- Promoting children’s social and emotional skills,
- understanding the children’s challenging behavior; and
- using positive approaches to help children learn appropriate behavior.

Sessions were offered in five Massachusetts cities: Springfield, Westwood, Lawrence, Taunton, and Worcester. Each community received a 2.5 hour session that included:

- An overview of the "Positive Solutions for Families" training model
- Highlights of specific content from each of its six modules
- Strategies for integrating this content into ongoing work with families
- Information about resources to support and augment implementation of the "Positive Solutions for Families"
- Additional tools and resources for early educators who may be experiencing challenges in engaging families of young children

A follow-up email was sent to all participants with the lists of resources that participants shared in each session as well as links to web resources and additional materials. In addition, the presentation has been shared with two participants who plan to share it further.

A total of 151 participants attended a workshop. The number of participants in each community is shown in Table 1.

**Table 1: Participants by Community**

Location	Number of Participants
Lawrence	47
Taunton	38
Springfield	25
Worcester	21
Westwood	20
<b>Total</b>	<b>151</b>

All of our feedback indicated that the sessions were successful. Most respondents were very positive, and reported that they had learned useful information that would help them in their work. Over 60% of those who made suggestions for changes requested longer sessions and/or more discussion or detailed information. The one respondent who gave consistently lower-than-average responses to the ratings questions did not offer a critique of the session.

### 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 2016 Technology in Education Conference which was attended by over 200 educators.
- 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
  - Makerspace
  - Digital Citizenship
  - Social Justice introduction sessions
- Instructional Design: Coaching & Course Development
- Embedded Coaching Model for Integration of Google Apps for Education (implemented in 2 districts)

### Populations Served

- The annual January TiE (2016) Conference was attended by over 200 educators.
- Attendees of our technology-related sessions ranged included classroom teachers, superintendents, principals, head of school, curriculum directors, technology directors, special education specialists, and more.

### 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.

### 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.

### FY16 PROGRAM HIGHLIGHTS

- 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 continued to provide training and support statewide 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.
- In the spring of 2016, the Early Childhood department provided EEC funded Communities of Practice on the Positive Solutions for Families program. This is an evidence-based series of six sessions developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). It is designed to help parent/caregivers promote their young child's social and emotional development and to better understand young children's challenging behaviors.
- In late April of 2016, the CES Early Childhood department coordinated a coalition of partners across the state's early childhood community to sponsor the Starting Strong Summit; a one day convening at the College of the Holy Cross in Worcester, MA. Key stakeholders from around the state, including early childhood and elementary educators, researchers, advocates, mental health and health providers, and educational policy experts; representatives from the Massachusetts Department of Mental Health, Children and Families, Early Education and Care, Elementary and Secondary Education, and Public Health; as well as researchers and academics from UMass, Harvard, and Massachusetts College of Liberal Arts gathered in working sessions to discuss how Massachusetts can support all children in gaining the social-emotional skills they need to succeed in school and in life.

## 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-Three Rivers, Pelham, South Hadley, Southampton, Ware, Warren, Westhampton, and Williamsburg.

### Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY16 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 Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Palmer-Three Rivers, Pelham, South Hadley, Southampton, Ware, Warren, Westhampton, and Williamsburg.

**Parent workshops** were offered on topics such as

- Young Scientists
- The Worry monster
- Small Victories! Getting Kids to Like Vegetables
- Taking It All In: Sensory Processing and the Young Child
- Brain Building
- 2 Parents, 2 Parenting Styles
- Why Do They DO That!?
- First Steps to Reading
- Parent Cafes
- Grandparents, let's Talk!

**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 provides two half-hour visits weekly to demonstrate the use of a toy or book in developing literacy skills. Referrals to services for families are provided as needed. (30 families were served, representing 32 children)

**Referrals for parents** in need of comprehensive services (231 families provided referrals, representing 252 children)

**16 "Welcome Baby" visits** with baby bags were provided.

**Support to children transitioning** from program to program and into kindergarten families received transition support: (57 families were served, representing 64 children.) (780 families received kindergarten transition information.)

**Brain Building in Progress** activities during the Week of the Young Child were conducted.

This is a combination of National Association for the Education of Young Children (NAEYC) Week of the Young Child, and the Early Education and Care (EEC) Brain Building in Progress Week. It is one week of

activities for young children highlighting the importance of critical development during and the importance of early childhood.

- Granby Library had Talking Hands Theatre's "Fairies of the Seasons" on April 15th.
- Ware Family Center hung art in downtown store windows as well as a held a StoryWalk™ downtown
- Belchertown Family Center had an art exhibit/auction of marble painting and fork painting.
- Hatfield playgroup played/build/created with boxes
- Palmer/Monson Family Network followed the days on the NAEYC site - music in Pelham; made healthy snack on Tuesday; building and blocks with 0-2; multiple art activities (2 tables)
- South Hadley Family Center made musical instruments; and held a team building project and art projects
- Easthampton and Southampton: Held StoryWalks™; and created art work in Easthampton

**Early literacy activities** included the following:

- 15 Story Walks™
- 13 Zoo on the Go events (Early Literacy and STEM)
- The Holyoke Children's Museum
- 26 Music and Movement programs
- Two First Steps to Reading workshops that were provided.

**Early literacy and parent support activities** were held at homeless shelters in Amherst and low-income housing in Amherst and Ware. These activities included story-time, parent discussion, and providing information on local resources as needed.

**Kindergarten Transition Resources:** In addition to the Making the Transition to Kindergarten" information-rich booklet, this year we also created and provided a summer calendar filled with activities that families can do together to prepare themselves and their kindergartner for kindergarten.

**A CFCE community-wide STEM, early literacy and hands-on experiential play event** was held at the Holyoke Children's museum in May. 150 children attended with 100 parents

### **Spanish programming**

A total of 15 events including playgroups, story hours, parent information session and STEM activities at the UMASS Durfee Conservatory (greenhouse) were held. 140 families were served, representing 209 children.

**Chinese programming** - A total of 6 events were held. 128 families attended, representing 80 children. Parent discussion topics included the following:

- Positive Discipline
- Family Rules
- Effective Communication with Children
- Marital Relationship and Child Development
- The Importance of Consistency in Parenting

### **Populations Served**

The CES Early Childhood Department provided important services in FY16 to communities throughout and beyond Franklin and Hampshire Counties.

- The Parent-Child Home Program served families in Amherst, Belchertown, Bondsville, Easthampton, Monson, Palmer, Thorndike, Three Rivers, and Ware. The program served 32 children ages 18 months to 4 years.
- There are 6 family centers and 8 playgroup sites serving approximately 1,013 children/month
- Parenting workshops were attended in FY16 by a total of more than 1,303 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

- 62 early educators at 28 different early education and care programs
- Collateral parent work to 68 families

## 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 consultation to support 22 children; 36 parents/caregivers; and educators from 33 different early education and care 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.

Please see section 2 on Staff Development and other training for details on A.R.T. training sessions and populations served.

## EARLY CHILDHOOD TRAINING

### Services Provided

CES is an EEC-approved vendor for training and during FY16 the EC department provided multiple sessions on 9 different topics for a total of 315 early educators. These topics addressed the various aspects of understanding young children's development, working with parents, and curriculum improvements. See Section 2 on Staff Development and other training for details on populations served.

### 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.

### Support Services

- Help desk
- Business office support
- Database support
- Data use and data analysis

## FY16 PROGRAM HIGHLIGHTS

- The TIE Conference was held on January 14, 2016. It was an extremely successful event, attended by over 200 educators. Plans are underway for TIE 2017.
- Internal GAFE trainings and support: We delivered over 30 hours of Google Apps for Education (GAFE) training and support for CES staff members, including Google Sites and Forms. We also provided custom consultations to departments to develop specific solutions utilizing Google Apps.
- Delivered over 160 hours of GAFE training for member & non-member districts.
- 2 staff members attained Google Certified Trainer credentials. Another staff member attained Google Certified Educator Level 2 status.
- Expanded the Early Educator Pathways website to include all of the regions in the state. We also helped Greenfield add new functionality to their website, which included an interactive communication piece between students, parents, and faculty. CES continued to host a number of sites for internal programs (Emerging America, Communications, and DYS).
- Helped pilot a new scheduling application for all the coordinators and teachers in the DYS program.
- Continued to host 5 client websites amongst many internal sites.

- Moved Moodle to a larger server and upgraded Moodle to the newest version. We also set up multiple local environments for backup and testing.
- Presented a MassCUE session titled Rethinking Digital Citizenship.
- Published several technology centered blog posts that go out to member districts and beyond supporting thoughtful and innovative uses of technology in education
- We worked with teachers and administrators at Northampton Public Schools to design and prototype a teacher dashboard, a convenient, visual means for teachers to review data about students in their classrooms. The superintendent has requested we proceed with a full implementation of the dashboard. We are working with a software consulting firm, Mindshine, to implement our architecture. Mindshine is contributing development work at little cost, believing the dashboard to be a viable product they could market.
- Developed and piloted an engaging model for creating a sustainable district-wide Google Apps for Education (GAFE) implementation and integration program. We worked with a small seed-team of teacher leaders to demonstrate an integrated classroom experience that highlights how various Google Apps work together well in a classroom setting. Members of the seed-team then acted as supports and leaders in their school's implementation of GAFE. To support teacher's creativity and confidence, we developed a 5-session, embedded PD model where the seed-team learns about GAFE; develops and leads GAFE-integrated lessons with students in their classrooms; use formative assessment to refine their pedagogy; observe each other to learn more; and become equipped to co-lead an in-district PLC for tech integration.
- Consulted with and completed the Holyoke Public Schools' migration to Google Apps for Education. This included migrating all email, calendar, and contacts for over 4,000 students and staff. Working with the HPS administrative team, we developed and delivered training for central office staff, building admin staff, and key teaching staff.
- Angela Burke, Director of Technology, was elected President of National Association of Media and Technology Coordinators.

## COLLABORATIVE INFRASTRUCTURE UPDATE FY16

The focus for FY 16 has been planning for the replacement of our three major software infrastructure programs (Customer Relationship Management, Event Management and Financial).

We finalized the Phase 1 customization of Salesforce for managing courses and events for Professional Development, Early Childhood/ART, Technology, DYS, and SEIS. Training was launched at the end of FY16, and CES event managers are reporting significant time savings and satisfying results. We expect the quality and visibility of our client communications and internal collaboration to improve as we adapt to Salesforce, and we expect that to expand as we add licensure programming, and contract and grant management to Salesforce in the coming year.

We began the planning for the implementation of Infinite Visions Financial package, the current goal is to have the system on-line for April 2017.



## 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, 2016, 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)

### 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 fourth annual Technology in Education Conference (TiE2016) 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 34 people attended a total of 5 TiE monthly meetings. (Those attending multiple meetings were counted for each time attended.) Participants are from 15 different school districts or collaboratives.

## 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

<b>Service</b>	<b>CES</b>	<b>Private Sector Fees*</b>
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
- 4 non-member organizations

### Cost Effectiveness

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

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

<b>Service</b>	<b>CES</b>	<b>Private Sector Fees (Avg*)</b>
Web Hosting - Digital Ocean	\$250 Annual	\$300 Annual Digital Ocean, \$750 Annual Rackspace
Web Development Services & Support	\$75/Hour	\$120/Hour

## COOPERATIVE PURCHASING/OTHER

### COOPERATIVE PURCHASING ARRANGEMENTS

By joining together in FY16 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%.

### Populations Served:

16 school districts, including 13 member districts, participated in the CES Cooperative Purchasing program in FY16.

## Bid Category Expenditures Members Non-members

Category	FY 2016	FY 2015
<b>School &amp; Art Supplies</b>	\$275,080	\$271,568
<b>Bread</b>	\$209,732	\$154,564
<b>Milk</b>	\$568,389	\$1,070,041
<b>Ice Cream</b>	\$77,617	\$22,317
<b>Paper Goods &amp; Cafeteria Cleaners</b>	\$190,980	\$224,593
<b>Food</b>	\$2,843,461	\$2,004,074
<b>Legal Services (retainer)</b>	\$24,000	\$18,000
<b>TOTAL</b>	<b>\$4,180,259</b>	<b>\$3,765,157</b>

## COMMUNICATIONS

- During FY16, the CES Communications Department saw staff transition in our graphic design and publications area, with the retirement of Lucia Foley, and the introduction of Lauren Parent, Manager of Publications and Design. In the fall of 2015, our Manager of Web Content and Social Media moved on and was succeeded by Ashley Parent in that position.
- In FY16, the CES Newsroom at [blog.collaborative.org](http://blog.collaborative.org) published 90 articles on national, state, and local news on education issues as well as news about developments in CES programs to our member educators, schools and districts. The CES Newsroom generated 5,500 page views from 2,230 users over the course of the year. CES Communications also worked with our Early Childhood Department to design and create a new blog on behalf of the Early Childhood Assessment for Responsive Teaching initiative, which launched in the spring of 2016.
- As in previous years, CES provided design and print services to the Massachusetts Organization of Educational Collaboratives (MOEC) for their annual report.
- The CES Communications Department successfully proposed to the CES Board of Directors and to CES member district superintendents the creation of a branding and awareness campaign titled "Proud of Western Mass Public Schools". The campaign's visual design was created in

FY16, and the campaign will launch with a focus on Facebook presence in FY17, in support of creating awareness of positive work and programs in Franklin, Hampshire, and Berkshire county schools and school districts. As a part of this work, Communications provided research and education to Board Members and Superintendents about the value of outreach via social media, and their own social media presence as evidenced by their district, school, and teacher pages on Facebook.

- The Director of Communications attended the December 2015 Association of Educational Service Agencies (AESA) annual conference, leading a CES team in presenting on Strategic Planning.
- During FY16, the CES main website generated 5,013 online registrations for CES events, almost double the registrations compared to FY15, for workshops and courses. These included 256 registrations on behalf of the ESE/EMK Serving America Civics conference; and 295 registrations for the Social-Emotional Learning/Approaches to Play and Learning (SEL/APL) online course created for an EEC project. Over the course of FY16, over 88,386 visitors (+12% v. FY15) made almost 148,690 visits (+12% v. FY15) to the CES website; an average of over 12,400 visits per month.
- The CES Communications Department increased and enhanced our email outreach capabilities in FY2016, bringing our email contacts from 15,200 in June of 2015 to 21,655 in June of 2016. Over the past FY, we have created and sent 301 separate email campaigns on behalf of our own and partner programs; and completed testing and analysis of google ad campaigns and Facebook ads as alternative methods of outreach.

## HEALTHY FAMILIES AND COMMUNITIES

### 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 Bikeability 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: Western Massachusetts Hospital Coalition, Cooley Dickinson Hospital, Baystate Medical Center, Mercy Medical Center, South Hadley Public Schools, Easthampton Public Schools, Gandara Center (Springfield), Northampton Public Schools, City of Ware, Quaboag Hills Community Coalition, Hampden Wilbraham Regional School District, 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 FY16 projects included: walkability/bikeability 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 60 partners attended the SPIFFY Coalition meeting in November, where they engaged with a panel of experts on the topic of "Youth Substance Abuse Prevention and Environmental Policy."

**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 funding allowed 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

### LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

#### Local Leadership Activities

- CES belonged to the Northampton Chamber of Commerce, and the Executive Director served as a member of “Workforce Strategy Workgroup” for the Chamber’s Strategic Planning.
- CES was active with the Franklin-Hampshire Regional Employment Board, and had staff serve as members of the Youth Council.
- CES belonged to the Council of Social Agencies (COSA) and was active with the Hampshire County United Way.
- In FY 2016, the Executive Director of CES, often with other CES staff members, had personal meetings with the state Senators and Representatives serving any of our member districts. The meetings were designed to brief each legislator about the work of collaboratives overall and of CES specifically. Meetings covered work pertinent to their legislative districts, as well as to discuss issues of particular concern to CES and member districts (e.g. regional transportation; Chapter 70; the impact of demographics, choice, and charter schools on small and rural districts; early childhood mental health; early literacy efforts and Reading Recovery; and others)
- 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.
- CES provided data and educational opportunities around topics of concern to member districts,

such as issues of rural schools and the impacts of changing demographics, school choice, and charter schools on area districts.

- The CES Communications Department, with approval of the CES Board of Directors and member district superintendents, created a branding and awareness campaign titled “Proud of Western Mass Public Schools”, in support of creating awareness of positive work and programs in Franklin, Hampshire, and Berkshire county schools and school districts.

### State-Level Leadership Activities:

- The Executive Director was active with the Massachusetts Organization of Educational Collaboratives (MOEC) – as a member, as part of the Executive Committee, and as the Western MA Liaison to MOEC and the Department of Elementary and Secondary Education. In these roles, the Executive Director was able to promote the development of all collaboratives as well as help expand and deepen partnerships and initiatives with ESE.
- The Executive Director served as an Appointed Member of the statewide Safe and Supportive Schools Commission (established by the 2014 Safe and Supportive Schools Act and convened by DESE). He was also on the "Training and PD Recommendations + Evaluation Related Work" Workgroup and was instrumental in drafting a revision of the SaSS framework, to be presented to the Board of Education in December, 2016.
- CES' Director of Finance, Barbara Siegel, was an active participant in MASBO, and Executive Director Diehl was active with MASS.
- At the annual MASS/MASC Conference, the Executive Director was one of four panel members presenting about how districts can make the best use of collaboratives. At the same conference, CES was highlighted at the session on Social Emotional Learning for CES's work on the Safe and Supportive Schools Commission, and for the CES Early Childhood department work on developing professional development for the new early childhood SEL standards.
- CES' Richard Cairn, Director of Emerging America, was appointed to ESE's Civic Learning and Engagement Task Force.
- In October of 2015, CES Instructional Designer Safire DeJong presented on Digital Citizenship at the MassCue Conference.
- In the spring of 2016, CES managed the inaugural Serving America Conference. The Massachusetts Department of Elementary and Secondary Education (ESE) and the Edward M. Kennedy Institute for the U.S. Senate co-hosted the first annual Massachusetts Civics Literacy Conference.
- In late April of 2016, the CES Early Childhood department coordinated a coalition of partners across the state's early childhood community to sponsor the Starting Strong Summit -- a one day convening at the College of the Holy Cross in Worcester, MA focused on improving the social-emotional supports for young children.



- The CES Early Childhood department also provided statewide training in Assessment for Responsive Teaching and the EEC-funded Communities of Practice on the Positive Solutions for Families program -- an evidence-based series of six sessions developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).
- CES worked with Massachusetts Readiness Centers to expanding the Pathways site to incorporate all of the state's regions instead of only Pioneer Valley. The website system helps early educators to navigate career pathways.
- In our second full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 8 in-district courses and one open-enrollment courses enrolling 23 to 30 educators in the teacher full course, per course. We continue to develop additional courses, particularly those delivered on site to school districts in the region.
- The CCATT Center conducted an ESE-funded Assistive Technology Institute this summer, for the 6th summer in a row (summer 2015).
- CES 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.

### National-Level Leadership Activities

- CES was an active member of the national Association of Educational Service Agencies (AESA). In December 2015, senior managers attended the AESA annual conference, and CES representatives, including a Board member, presented about strategic planning.
- CES also maintained active membership in ASCD (formerly the Association for Supervision and Curriculum Development), and the International Association for K-12 Online Learning (iNACOL).
- Angela Burke, Director of Technology, was elected President of National Association of Media and Technology Coordinators
- Rich Cairn, Director of Emerging America served as a member of the Library of Congress Teaching with Primary Sources (TPC) Advisory Board, and as chairperson of the TPS Evaluation Committee.
- CES was awarded a National Endowment for the Humanities Landmarks of American History and Culture grant for a program called "Forge of Innovation: The Springfield Armory and the Genesis of American Industry." In partnership with UMass Amherst, the Armory, and other historic sites throughout the region, 72 teachers were chosen from over 100 applications to attend one-week Institutes in July and August 2015. In addition, More than 200 teachers participated in Library of Congress Teaching with Primary Sources workshops through CES.

- At the National Symposium on Juvenile Services, Director of the DYS Education Initiative, Woody Clift, and CES Evaluator Gwynne Morrissey presented a workshop entitled, “Winning hearts and minds in juvenile justice education: Exploring the potential of a student engagement survey.” DYS evaluation work was also the topic of presentations at the American Evaluation Society during FY16.

## STATEWIDE CONTRACTS

### DYS EDUCATION INITIATIVE

DYS EDUCATION INITIATIVE Department of Youth Services: This initiative, spearheaded by Director of Education, Woody Clift, Ph.D., served and educated approximately 1600 youth between July 1, 2015 and June 30, 2016 young people in residence at over 50 programs across the state and while in the community. During this period, 138 youth obtained their High School Diploma (70) or its equivalent by passing the HiSet exam (68). In addition to supporting youth success in high school, we’ve advanced our efforts to increase access to post-secondary and vocational opportunities for our youth resulting in 42 youth participating in post-secondary classes online or at colleges in the community, 70 students earning their CPR/First Aid certificates. Other industry recognized certificates that students were able to access included ServeSafe, OSHA, Personal Training, and Network Cabling/Fiber Optics.

This year, national attention to our efforts was garnered through a national report issued by the Council of State Governments entitled Locked Out: Improving Educational and Vocational Outcomes for Incarcerated Youth, spotlighting the role of the CES DYS Education and Career Counselors who support seamless transitions for youth involved in the juvenile justice system. The findings of this report were highlighted in a television broadcast on PBS Newshour, a daily news program that is aired across the country and can be viewed at <http://www.pbs.org/newshour/bb/breaking-the-school-to-prison-pipeline-for-young-offenders-one-class-at-a-time/>.

Last, a small cohort CES educators working in DYS were among four statewide juvenile justice agencies invited to join the Center for Educational Excellence in Alternative Settings (CEEAS), a national non-profit dedicated to maximizing teaching and learning in alternative school settings in communities and locked-settings across the country, in rolling out Google Apps for Education and 1:1 Chromebook learning platforms in the schools in their secure care facilities. Woody Clift, the Director of the Collaborative for Educational Services that delivers the educational programming for the state’s Department of Youth Services stated: "Transitioning over to Google Apps for Education makes a lot of sense for the Collaborative, our teachers and students. The technology enables us to be more student-centered, supports portability as students transition back home and back to schools in their communities, and affords students the chance to access resources and connect with people they need to be successful. We're excited to enhance our efforts to create blended learning classrooms across the state by adding this technology--with support from CEEAS and the other agencies in our cohort."

### SPECIAL EDUCATION IN INSTITUTIONAL SETTINGS (SEIS)

School Year 2016 was the second year of a three year contract with the Department of Elementary and Secondary Education (DESE) to provide special education services to students in institutional settings run by Department of Youth Services (DYS) Department of Mental Health (DMH) County Houses of Corrections (CHC) and Department of Public Health (DPH). Ninety- four SEIS teachers served students in 74 different sites across the state. Accomplishments noted for SY 2016 are the content support for teachers in DMH and DPH

settings, effective implementation of co-planning and co-teaching in selected DYS settings, the onset of virtual faculty meetings for SEIS teachers, and increased uniformity and clarity for student progress reports sent youth home school district. Of particular note is the zero findings in our Comprehensive Program Report study regarding special education services conducted by DESE.

## Federal, State, Private Grants and Contracts

Grants and contracts made up about 80% of the CES total budget in FY16. 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

- Academic Support Services
- Adult and Community Learning Services – Education Policy and Educational Leadership facilitation
- Afterschool Programs (21st Century Community Learning Centers)
- Afterschool Programs – Enhanced programs for Students with Disabilities
- Alternative Education
- Assessment – Early Childhood Special Education
- Community of Practice 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
- DSAC - Regional Coordination and Support for Delivery of Professional Development & Targeted Assistance Activities – Pioneer Valley, Berkshires, Worcester
- 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 Intervention
- ELL – Administrators SEI Endorsement Course trainers
- ELL – Approval of three SEI Endorsement Extension Courses
- ELL - RETELL Trainers – regional and statewide
- Focus on Early Literacy
- GED Test Centers
- History and Civics Support
- Limited English Proficiency Support
- Literacy Partnerships Professional Development
- Low Income Education Access Project (LEAP)
- Massachusetts Focus Academy
- Massachusetts Licensure Academy
- Pioneer Valley Education Readiness Center (PERC) Early Childhood grant - ELGC Project 5.2
- Perkins Consortium – 4 Hampshire County districts for Career Technical Ed
- Occupational Vocational Education for Alternative Education
- Science Curricular Mapping
- Social Emotional Learning – State EEC – RTTT Project 6.2
- 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) - 17 member districts

## 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 I
  - o Perkins – Horticulture and Culinary
- Bureau of Substance Abuse Services - Department of Health

## GRANTS AND CONTRACTS: FEDERAL

- Emerging America-Teaching American History
- Forge of Innovation - National Endowment for the Humanities
- Library of Congress, Teaching with Primary Sources

## FOUNDATIONS, INDIVIDUALS, OTHER

- Community Foundation of Western Massachusetts – Joan Schuman Fund
- Caroline Mack – Ben DeMarino Fund
- Mrs. Susan Clopton and John Levine – Strong Foundations for Young Children
- Florence Savings Bank – Strong Foundations for Young Children
- **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 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 sections, CES has made substantial and demonstrable progress in achieving the goals and objectives. Just based on the numbers of educators (over 5,780), parents and families (3,150) and children and youth (over 6,800) impacted by CES programs and services, our collaborative has met and exceeded our objectives for FY16.***

In the 4th annual customer satisfaction and needs survey fielded in March 2016, approval levels for our key services remain high, consistent with last year’s findings; with well over 50% of services participants indicated they would actively recommend the services from CES. There were 477 completed responses and from teachers, principals, specialists, early childhood providers, and district leadership, doubling the previous year’s responses. 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 FY17 year, CES leadership and staff reviewed over 346 individual comments on customer goals and needs for specific assistance and information – this analysis provided important input for planning across all departments during the spring of 2016. Comments continued last year’s trend of educator concerns around mentally and emotionally challenged students, and for the first time, we saw a concern for identifying and providing supports for children entering preschool or kindergarten with emotional, behavioral, and mental illness challenges. The focused work CES began in FY16 around professional development and working partnerships to explore and provide stronger social-emotional supports in the classroom and in early childhood settings will be continuing and growing in the coming year.

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, 2016:

- CES began implementation of the Board-approved **Five-Year Strategic Plan** built on four goals, twelve priority areas, and outcome measures; in FY16, CES's leadership team decided on **three key activity areas for growth**: a) design and develop new services and products in response to members' needs identified through research; b) expand internal staff development to build capacity and expertise in serving member districts and other partners; and c) establish a shared enterprise data system, involving new financial, customer relations management, and human resources systems, processes and procedures to increase efficiencies in serving members and partners. Based on the Strategic Plan, the three key areas for growth, and current initiatives, all of the departments and platforms developed and worked to implement **FY16 work plans**.
- An initiative to promote collaboration and innovation across six inter-departmental **Platforms** (Shared Services; Social Justice and Equity; Teaching and Learning; Markets; Knowledge Management; and Design Team) was re-energized and has led to developing or supporting important innovations in CES and for our members.
- CES's **Social Justice and Equity** (SJE) Platform developed and began to implement a 3-Year Strategic Plan for integrating SJE principles and practices in the agency. SJE also developed workshops and Professional Learning Communities for our member districts and others.
- 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. Notably, every meeting had a quorum-plus. The Board is also increasingly a place for cross-district collaboration on issues common across our small and rural districts. At each meeting, the Executive Director shared a report of CES highlights since the last meeting; the Board representatives share these reports with their respective School Committees.
- 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 meetings were well attended and much appreciated by the Superintendents.
- CES worked with the Lower Pioneer Valley Educational Collaborative on **region-wide collaboration** with and services to member districts as well as non-collaborative members in Hampden and Berkshire counties. In addition, CES served as the **lead Collaborative** for Pioneer Valley and Berkshires and worked closely with the Department of Elementary and Secondary Education and our 25 sister collaboratives.

## Contact Information

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