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GOAL 4: Build and maintain 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

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

Contact Information
Executive Director Summary

Dear Commissioner Riley, 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:

I am pleased to present this report of the substantial work of the Collaborative for Educational Services in Fiscal Year 2021 (FY21). Throughout the year, we supported and grew our many strong programs and services, all aimed at meeting our strategic goals of meeting member district needs; fostering the success of children, youth, and families, especially those placed at risk; developing exemplary educators; and taking a leadership role in building and maintaining the support of local, state and federal bodies, agencies, and organizations for our work and for education.

CES is the largest Collaborative in Massachusetts, in terms of the number of member districts, grants and contracts, and areas of work, as well as size of our budget. As this report documents, CES had successful major and smaller initiatives, services, and programs in many areas related to improving opportunities, access, and outcomes for children, youth, and families in our region and beyond.

As was true across the commonwealth and the nation, FY21 was a challenging year for CES as we worked to pivot from in-person to remote professional development, training, and services for our member districts, communities, and school districts across the state. However, those challenges also stimulated innovation, as we leveraged technology to deliver our services and expand our ability to respond to needs of stakeholders across the state. These innovations will help drive progress and growth in upcoming years for our Collaborative.

FY21 was a successful year for our programs and services, as evidenced in this report. It has also been a year of strategic and organizational development to enable the agency to effectively support and expand its quality programs and services and to prepare for significant challenges ahead. Highlights are below.

I hope this report will provide the reader with a comprehensive view of the significant and impactful work done by CES in FY21.

Respectfully Submitted,

Todd H. Gazda, Ed.D., JD
Executive Director
Collaborative for Educational Services
97 Hawley Street
Northampton, Massachusetts 01060
Phone: (413) 586-4900
tgazda@collaborative.org
Overview

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, throughout FY21, CES continued to provide a wide and deep range of educational direct and support services for 36 member school districts in Hampshire and Franklin Counties as well as for other districts throughout Massachusetts and New England. Central to the mission of CES are the provision of services to member districts.

We also successfully managed state, federal, and foundation grants and contracts that benefited our member districts as well as statewide contracts to provide education programs and services for targeted populations. We managed a total budget of $38,373,148 and had $68,561 in revenues over expenses.

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 successful major and smaller initiatives, services, and programs in many areas related to improving opportunities, access, and outcomes for children, youth, and families in our region and beyond.

The COVID-19 Pandemic

In the spring of 2020, the COVID-19 pandemic began to significantly impact Massachusetts. The Governor declared a state of emergency on March 10th. On March 16, schools were closed, eventually until the end of the school year. Our member districts faced unprecedented and unpredictable changes in all aspects of how we educate our young people, which were to continue throughout FY21.

CES’s Academies, educational programs and services, professional development and all our other services were also impacted. As individuals, organizations, and programs, we had to adjust in large and small ways to a time of crisis with no certain timeframe or outcome. CES was especially responsive to quickly pivoting to remote, on-line, or hybrid learning. HEC Academy and our educational programs under contracts with the Departments of Youth Services and DESE for Special Education in Institutional Settings serve students who are among those classified by DESE as ‘highest need’ in the state. These students are disproportionately impacted by interrupted schooling, learning loss, sparsity of social-emotional supports, reduction in special education and EL services, trauma, and even basic access to the curriculum. CES’s timely response to these needs was remarkable.

Social justice and equity, inclusion and anti-racism in FY21

For about seven years prior to FY21, CES made an agency commitment and did internal and external work explicitly in SJE. Internally, we have been engaged in self-reflection, learning, and action about social justice, equity, inclusion, and anti-racism. We have staff dedicated to these topics, and have worked to infuse SJE in our programs, services, proposals, and interactions. Externally, we have provided professional development, coaching, assessments, and strategic planning in these most challenging issues for several
member districts and others.

As attention increased and focused nationwide on the deaths of Black Americans at the hands of local authorities, anti-Asian hate speech, and the volatile reaction of the nation to the challenges faced by immigrants to the U.S., schools and districts also experienced intense pressure on these matters within their communities. CES has endeavored throughout to provide support, illumination, and enhanced understanding as we help districts to negotiate these sometimes explosive issues. Our SJE Specialists Safire DeJong and Romina Pacheco were regular visitors to our weekly meetings with Superintendents, facilitating numerous sessions bringing support and collegiality to the most pressing matters of the day.

Other Notable Developments in FY21

Among other developments that are important to note in this report are the following. William Diehl retired as the Executive Director of CES, effective on December 31, 2020. Karen Reuter, the current Deputy Director, agreed to step in as an Interim Executive Director from January, 2021 until July 1, 2021, when Dr. Todd Gazda joined CES as the new Executive Director after an extensive search process.

- Early in June of 2021, the Office of the State Auditor (OSA) released their report of findings from the CES audit for the audit period of July 2017 through March 2019, and CES responded. The audit had been taking place for well over a year at that point.
- Also during FY21, the CES Operations and Finance department worked through the many steps required to apply for forgiveness of our PPP loan, assembling the significant amount of research and documentation required by that process, in preparation for what we hoped would be a positive response from the Small Business Administration.
- In partnership with our strategic planning consultants, Strategy Matters, extensive research was developed and input gathered to inform the new CES strategic plan in progress. Great gains were made on the work in spite of the added difficulty of convening widespread and inclusive voices for the plan remotely, in the middle of the pandemic. The Strategic Plan process will continue on into FY22.
- CES was able to successfully bring on board two new high impact statewide contracts during FY21 - first, the Massachusetts Migrant Education Program, which came to CES at the beginning of the fiscal year, and then the Special Education Surrogate Parent Program, which joined our CES family at the very end of the fiscal year, effective July 1, 2021. Both programs are a wonderful expression of the heart of the CES work and mission.
- In March of 2021, Heidi Cahoon-McEwen, SEIS Contract Administrator, moved on from CES to another job. After an extensive search process, Kimberley Grady was asked to join CES early in FY22 as our new SEIS Contract Administrator.

Leadership

The CES Board of Directors is made up of one School Committee representative from each of our member districts. In FY21, we held six meetings, all held remotely. All meetings were well-attended, and with members clearly vested in the success of CES. The Board has a clear set of responsibilities, described in the Agreement of the Collaborative for Educational Services, which is signed by all member districts. In FY21, the Board was 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, Evaluation (of the Executive Director) Committee and a Policies Committee. At each Board meeting, the Executive Director or Interim Director shared a report of CES highlights since the last meeting. The Board representatives share these reports with their respective School Committees.

The Executive Director of CES is the chief executive and is charged by state statutes, by the Collaborative Agreement, and by the Board with carrying out specific responsibilities, mainly in managing the ongoing
operations and services of the agency, recommending policies to the Board, managing internal and external relations, and other duties. The Executive Director reports to the Board, and the Board oversees and evaluates him.

The CES Cabinet provides critical leadership support in the agency. The Cabinet is composed of 10 members, including the Executive Director. CES has two Superintendent Advisory Boards, composed of superintendents from Hampshire and Franklin Counties. These Boards 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. Beginning in March, 2020, all the superintendents began meeting weekly and this continued throughout FY21. These meetings were hosted by CES, facilitated by a superintendent, and conducted via Zoom.

During FY21, CES also benefited from a cross-agency Pandemic Response Team, Operational Continuity Team and a Preparing for the Future cross-agency committee of the Cabinet (described above). Also as mentioned above, CES’s Social Justice and Equity (SJE) Platform continued to work to integrate SJE principles and practices in the agency.

CES continued to work on region-wide collaboration with and services to member districts as well as non-collaborative members in Hampden, Worcester, and Berkshire counties. In addition, CES served as the lead Collaborative for western Massachusetts through December of 2021, and worked with the Department of Elementary and Secondary Education and our 24 sister collaboratives.

**Services and Programs for Member Districts and Beyond**

During FY21, CES was able to maintain most of our programs and services, either remotely or in-person. Our 37 member school districts continued their active involvement with CES, and we pivoted to quickly meet some of the rapid and disruptive changes our districts faced.

Highlights of our continuing and deepening services and programs follow.

**Direct Services**

In FY21, CES provided a range of direct services to children, youth, and families. This report provides details about these services, levels of participation, and costs of CES programs in Special Education, workforce development programs, 21st Century Learning and afterschool programs, migrant education, alternative learning, and early childhood programs.

Combined, these programs touched approximately 4,855 individuals in our member districts and across the state. In addition to 214 people served by Special Ed and Mount Tom Academy programs and related services, we served 1,074 students in afterschool programs, over 600 in Migrant Education, and 520 in our Perkins Consortium, Connecting Activities, and STEM internships. We also had approximately 1,152 children and families involved through our Early Childhood department.

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 1,295 children and youth across the state.

**Educator Professional Development and Support**

In FY21, approximately 5,225 educators participated in CES professional development (PD). CES conducted open enrollment or district-based PD workshops, institutes, coaching, and other educator support in all grade
levels. These included PD and coaching in literacy, numeracy, STEM and Social Studies; ESL and ELL education, including SEI Endorsement; Reading Recovery; educator licensure courses; trauma-informed practices; social justice, equity, inclusion, implicit bias, and culturally-responsive classroom practices; social-emotional learning and safe and supportive schools; methods to integrate technology in the curriculum; personalized and competency-based learning; research and evaluation; differentiated instruction; authentic assessment; and professional learning communities and other collaborative staff development strategies. We also continued or expanded programs and services targeted at children and youth placed at the greatest risk of failure, including juvenile justice-involved and institutionalized youth, and children and youth with significant emotional, social or physical disabilities; we provided PD in support of these efforts.

**Other Services**

CES provided many more services to member districts and beyond in FY21. These included:

- Multiple initiatives through the Strategic Initiative for Families and Youth (SPIFFY), a coalition of 80 community partners working together to improve health outcomes for youth
- Consulting services and community-responsive projects, through Community Health Solutions, that worked with school and community groups on assessment and evaluation, evidence-based prevention strategies, and community engagement and organizing
- The regional Title III Consortium that supported 24 districts and many educators in meeting the educational needs of English Language Learners
- Related Services, mainly to member districts, in areas including Assistive Technology, Occupational Therapy and Sensory Integration services, Special Education Literacy services, Vision and Mobility, and other special education services
- Workforce Development services including Connecting Activities for Hampshire County, STEM internships, and a Perkins Consortium to provide career and technical education in three member districts
- Web development and graphic design services provided to school districts and community services organizations, as well as sister collaboratives
- Cooperative purchasing programs for food; school and art supplies; legal services; printing and copying services; custodial supplies; printer, fax and copier toner; general office supplies; and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%; 29 member districts, and 24 non-member districts, departments in 45 towns and municipalities, and 17 non-profits
- The CES Research and Evaluation Department offers consulting services and expertise to a wide array organizations, schools, state agencies, coalitions, municipalities and community-based organizations

**Large-scale Projects**

CES continued to manage large-scale statewide projects in FY21.

- CES provided all of the staffing, staff development, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services. Note that the 5-year contract with DYS was renewed effective July 1, 2021. CES also continued conducting similar work under a contract with the Massachusetts Departments of Elementary and Secondary Education’s (ESE’s) for Special Education in Institutional Settings (SEIS) across the Commonwealth. SEIS provided special education services to youth involved in the Departments of Youth Services, Mental Health, and Public Health, as well as County Houses of Correction.
- Also in FY21, CES was awarded a grant to manage the statewide Massachusetts Migrant Education

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5 FY21 Annual Report - BOD Approved 11-17-2021 Collaborative for Educational Services
● Near the end of FY21, CES applied for a grant to manage the statewide Special Education Surrogate Parents Program, and was awarded the grant, effective July 1, 2021.

These statewide 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**

In FY21, CES received and managed 57 new or continuation local, state, federal, private, and foundation grants and contracts. In this regard, CES recognized special fund revenue of $28,908,765.

Grants came from many sources, including from: the MA Departments of Elementary and Secondary Education (ESE), Early Education and Care (EEC), Youth Services (DYS) and Public Health; from the U.S. Departments of Education, Health and Human Services, and Agriculture; from the US Library of Congress; and from regional, state and national foundations and agencies.
Cabinet (as of 6/30/2021)

Todd Gazda  
Executive Director (July 1, 2021)  
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Email: tgazda@collaborative.org

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Email: kreuter@collaborative.org

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Email: bsiegel@collaborative.org

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Email: klevesque@collaborative.org

Cheryl Rogers  
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Email: crogers@collaborative.org

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Email: wclift@collaborative.org

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Email: hcahoonmcewen@collaborative.org

Angela Burke  
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Email: aburke@collaborative.org

Isolda Ortega-Bustamante  
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Kate Lytton
Director of Research and Evaluation
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Email: klytton@collaborative.org

Other CES Department Directors

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Email: sjudsonwhitehouse@collaborative.org

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Email: ctaggart@collaborative.org

Desiree Lalbeharie-Josias
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Email: dalbehariejosias@collaborative.org

Sherry Smith
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Phone: 413.588.5260
Email: ssmith@collaborative.org

Sue Cairn
Director, Healthy Families and Communities
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Email: scairn@collaborative.org

Mike Maticke
Director of Technology
Phone: 413.588-5931
Email: mmaticke@collaborative.org

Matt Rigney
Workforce Development Programs Director
Phone: 413.522.8322
Email: mrigney@collaborative.org
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. 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.

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 from CES’s Articles of Agreement 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

1 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 composed of an elected school committee representative from each member school district. In FY21, Dan Hayes from the Shutesbury School Committee served as the Chairperson of the Board, and Laura Fallon from the Northampton 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 composed of one Board representative and one Superintendent from each county, and a Policy Committee that began in FY20.

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 met monthly from September through February..During the school year, all the Superintendents also met together weekly in a Zoom meeting organized by CES.

FY21 BOARD OF DIRECTORS (as of June 30, 2021)

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<td>Board Member</td>
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<tr>
<td>Conway</td>
<td>Denise Storm</td>
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<td>Deerfield</td>
<td>Carey Etchells</td>
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<td>Erving Elementary</td>
<td>TBD</td>
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<tr>
<td>Franklin County Technical Schools</td>
<td>Don Sluter</td>
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<tr>
<td>Frontier Regional School District</td>
<td>Lyn Roberts</td>
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<td>Gill-Montague Regional School District</td>
<td>William Tomb</td>
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<td>Greenfield Public Schools</td>
<td>Susan Hollins</td>
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<td>Hawlemont Regional School District</td>
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<tr>
<td>Location</td>
<td>Name</td>
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<tr>
<td>Leverett</td>
<td>Aaron Buford</td>
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<tr>
<td>Mohawk Trail Regional School District</td>
<td>Suzanne Crawford</td>
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<tr>
<td>New Salem-Wendell</td>
<td>Barbara Doyle</td>
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<tr>
<td>Orange Public Schools</td>
<td>Stephanie Conrod</td>
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<td>Pioneer Valley Regional School District</td>
<td>David Young</td>
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<td>R C Mahar Regional School District</td>
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<td>Rowe Elementary</td>
<td>TBD</td>
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<tr>
<td>Shutesbury</td>
<td>Daniel Hayes (Chair)</td>
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<tr>
<td>Sunderland</td>
<td>Keith McFarland</td>
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<td>Whately</td>
<td>Maureen Nichols</td>
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# FY21 STEERING COMMITTEE (as of June 30, 2021)

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<th>Franklin County</th>
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<tbody>
<tr>
<td>Conway Public Schools</td>
<td>Amherst-Pelham Regional Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<tr>
<td>Deerfield Public Schools</td>
<td>Amherst Public Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<tr>
<td>Erving Elementary Schools</td>
<td>Belchertown Public Schools</td>
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<tr>
<td>Jennifer Culkeen, Superintendent</td>
<td>Brian Cameron, Superintendent</td>
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<tr>
<td>Franklin County Technical School</td>
<td>Chesterfield-Goshen Public Schools</td>
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<td>Richard Martin, Superintendent</td>
<td>Michael Sullivan, Superintendent</td>
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<td>Frontier Regional School District</td>
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<td>Darius Modestow, Superintendent</td>
<td>Alison Leclair, Superintendent</td>
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<tr>
<td>Gill-Montague Regional School District</td>
<td>Gateway Regional Public Schools</td>
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<td>Brian Beck, Superintendent</td>
<td>David Hopson, Superintendent</td>
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<tr>
<td>Greenfield Public Schools</td>
<td>Granby Public Schools</td>
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<tr>
<td>Judith Houle, Interim Superintendent</td>
<td>Carol Hepworth, Interim Superintendent</td>
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<tr>
<td>Hawlemont Regional School District</td>
<td>Hadley Public Schools</td>
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<tr>
<td>Sheryl Stanton, Superintendent</td>
<td>Anne McKenzie, Superintendent</td>
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<td>Leverett Public Schools</td>
<td>Hampshire Regional Schools</td>
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<td>Jennifer Culkeen, Superintendent</td>
<td>Michael Sullivan, Superintendent</td>
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<td>Mohawk Trail Regional School District</td>
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<tr>
<td>Sheryl Stanton, Superintendent</td>
<td>Martin McEvoy, Interim Superintendent</td>
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<td>New Salem-Wendell Public Schools</td>
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<td>Jennifer Culkeen, Superintendent</td>
<td>John Provost, Superintendent</td>
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<td>Orange Public Schools</td>
<td>Pelham Public Schools</td>
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<td>Elizabeth Zielinski, Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<td>Pioneer Valley Regional Schools</td>
<td>Smith Vocational &amp; Agricultural School</td>
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<td>Jonathan Scagel, Interim Superintendent</td>
<td>Andrew Linkenhoker, Superintendent</td>
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<td>RC Mahar Regional School District</td>
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<td>Diana Bonneville, Superintendent</td>
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<td>Rowe Elementary</td>
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<td>William Knittle, Principal</td>
<td>Michael Sullivan, Superintendent</td>
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<td>Shutesbury Public Schools</td>
<td>Ware Public Schools</td>
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<td>Jennifer Culkeen, Superintendent</td>
<td>Marlene DiLeo, Superintendent</td>
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<td>Sunderland Public Schools</td>
<td>Westhampton Public Schools</td>
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<td>Darius Modestow, Superintendent</td>
<td>Michael Sullivan, Superintendent</td>
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<td>Whately Public Schools</td>
<td>Williamsburg Public Schools</td>
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<td>Darius Modestow, Superintendent</td>
<td>Michael Sullivan, Superintendent</td>
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<td>Whately Public Schools</td>
<td>Worthington Public Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
<td>Gretchen Morse-Dobosz, Superintendent</td>
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GOAL 1: Cost-effective quality services and programs for low incidence populations, particularly those at risk of school failure

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Special Education Department provides quality programs, consultative services, and evaluation services for students with a wide range of disabilities, enabling them to live independently and become productive participants in their communities. We believe that every student can succeed when given an opportunity to learn.

DESE Regional Meetings

DESE did not institute regionally-based meetings during FY21 due to the COVID-19 pandemic. However, DESE did continue to meet monthly via the Zoom platform, and these meetings were accessed by directors and administrators across the state.

HEC Academy (High School Program)

HEC ACADEMY is a DESE approved special education public day school at 228 Pleasant Street, Northampton, MA.

The program enrolls students ages 14-21 (in grades 9-12) who present with social, emotional, or behavioral challenges and/or learning disabilities. While of average to above average intellect, HEC Academy 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, in a structured, consistent, emotionally supportive environment using positive reinforcement contingencies. The goal is for students to obtain a high school diploma and transition to post-secondary education and/or employment.

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. 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, on-site clinicians are available to provide ongoing, informal counseling and support, and students participate in weekly individual sessions with a clinician. Related services are incorporated based on individual student needs.

FY21 HEC Academy Highlights
Enrollment
- July - August 2020: 22 ESY students enrolled from 16 districts
- Sept 2020 - June 2021: 31 School Year students enrolled from 17 districts

Highlights

Learning Models
- As was the case with districts across the Commonwealth, the start of HEC Academy’s 2020-2021 school year was challenging. Per DESE, the school year was amended to 170 days of learning; this allowed districts an additional 10 days to prepare students, staff, and schools for the start of a school year that incorporated hybrid learning models. Remote learning for HEC Academy students began on September 15, 2021.
- Challenges faced by the Academy in the Fall of 2020 included: the departure of our school nurse in early September to another position; technology limitations due to supply-chain delays in the arrival of new Chromebooks; and, limitations on the number of students who could be served in-person due to coverage needs as nearly half of the Academy staff members were either out on FMLA, or limited to remote instruction.
- While we had initially planned to begin in-person learning by September 28th with a small, 6-person cohort, we were unable to do so as we were not able to hire a nurse (either via posting or nursing agencies). Students were engaged in remote learning until a nurse was hired and began working on October 26th. The nurse hired in October tendered her resignation in early May in order to take a position closer to her home. We were able to secure a temporary nurse via a staffing agency for the remaining six weeks of school.
- The Academy’s first cohort of students began full days of in-person learning on 10/27/20. However, over the course of the fall, HEC Academy adapted its learning plans three different times in response to changing circumstances and staffing availability. By January 4th, 2021, we had implemented a hybrid learning model, in which our (7) highest needs students were serviced in person for ½ days (from 8:00 - 11:20) and then remotely for afternoon classes. The remaining (17) students not attending in-person learning received remote instruction.
- By May 3rd, HEC Academy was serving approximately half of the student population for full-time, in-person learning, which was two weeks ahead of the Commissioner’s deadline of May 17th for bringing high school students back to school full-time. The other half of the student body opted to remain remote through the remainder of the school year.
- Throughout the entire year, all staff worked diligently to engage students both remotely and in-person. Texts, emails, and phone calls were a daily occurrence as content teachers and support staff reached out to students and facilitated their participation in class. Special education teachers and clinicians also maintained frequent contact with students, not only to encourage participation, but also to provide learning and therapeutic support to our students, many of whom struggled mightily throughout the year.
- The entire HEC Academy team demonstrated tenacity, creativity, compassion, commitment, and unwavering dedication toward our students throughout this unprecedented school year. It is directly related to their efforts that HEC Academy students were able to do as well as they did throughout the period of school closure.

Students
- Facilitated by Matt Rigney, two of our seniors were able to take advantage of an externship opportunity in an introduction to cyber security put on by Experience America. Both students thoroughly enjoyed this experience, and one of the students participated in an advanced opportunity over the summer.
- Another student, with the support of the Academy’s clinical coordinator Tones Smith, participated in a YouthWorks opportunity (through Community Action Pioneer Valley). YouthWorks is a paid job readiness...
training and career exploration program that will give the student a chance to work on a team project that directly benefits area local businesses.

- Seniors completed a variety of civics projects during the school year, which is a new requirement for high school students as noted in Chapter 296 of the Acts of 2018. Students developed a civic-minded project to research and enact in some way. Some of the topics explored included; later start time for high school students; great white shark preservation; more therapeutic support for students in schools. One of the student projects -- having to do with a later start time -- helped influence the Academy decision to institute a later start time for students in the 2021-2022 school year.

- Despite COVID, HEC Academy was able to graduate (9) students in 2021, representing the following districts: Agawam, Chicopee, Easthampton, Frontier Regional, Greenfield, Hadley, Northampton, and Springfield. While modified for COVID precautions, graduation was held indoors at the Union Station Banquet Hall, to the happiness of graduates, their families, and friends. One senior will engage in one additional year of transition activities, and several graduates headed right into the workforce. Three seniors were accepted to college; two graduates will attend Holyoke Community College--one to engage in the Veterinarian Tech program, the other to study theatre arts. A third graduate received both a Joan E. Schuman scholarship for $500, in addition to a full-boat scholarship to Western New England University to study clinical psychology.

Grant Allocations

HEC Academy had access to two grant allocations -- the Fund 274 Special Education Improvement Grant ($6095) and the Comprehensive School Health Services (CSHS) Grant ($3500). The CSHS grant was later increased to $10,500 for the Academy, and these funds were primarily used for the purchase of needed PPE supplies and equipment.

The Fund 274 Special Education Improvement Grant monies were utilized to support educator development via participation in a Trauma Stewardship group. The group was facilitated by clinical coordinator Tones Smith, and special educator Terri Skarzynski. The bi-weekly sessions focused on educator awareness of and responses to the individual and collective toll that occurs as a result of working with populations who experience acute trauma, and how to make such work sustainable while also providing student support and maintaining critical self-care. The group used the book “Trauma Stewardship: An Everyday Guide for Caring for Self While Caring for Others” by Connie Burk and Lauren Van de Noot Lipsky as a guide for the sessions.

Funds from the 274 grant were also used to plan and reserve professional development and facilitation time with Safire DeJong for Academy staff in the fall of 2021; the PD series will focus on Building a Relational Culture for Equity.

Cost Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Rate (Average*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Rate (based on 25 days)</td>
<td>$5,998 member $6,898 nonmember</td>
<td>$7,552</td>
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<tr>
<td>School Year Rate (180 days)</td>
<td>$55,998 member $64,958 nonmember</td>
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*Private Sector Rates represent an average between providers, including Valley West Day School, RF Kennedy Action Corps*, NE Adolescent Research Institute*, Cutchins Program for Children & Families*, Children’s Study Home*. 

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Related Services

CES related service providers are contracted for service via the Special Education Office at 228 Pleasant Street, in Northampton, MA. Specialists completed evaluations and/or provided direct and consultative services to students in member and non-member districts in the areas of Assistive Technology, Literacy, Occupational Therapy (standard school-based), Occupational Therapy/Sensory Integration, and Vision / Orientation & Mobility.

(31) different districts were served via Related Services, (OT and Vision / O&M) Center for Assistive Technology and Training (CCATT), and Occupational Therapy Center (OTC) school contracts. This includes public, private, and charter schools.

Referrals by Service:
- Assistive Technology: 73
- Literacy Center: 9
- Occupational Therapy (standard): 7
- Occupational Therapy/Sensory Integration (OTC): 19
  - In addition to school contracts, OTC provided services to 34 private-pay clients.
- Vision / O&M: 52

These numbers represent referrals and related contracts for individual services, group services, staff training/PD, and/or evaluations. They do not represent the total number of students served.

Throughout the year, each one of our related service providers demonstrated Tetris-level scheduling skills, tenacity, creativity, and perseverance as they navigated the very challenging world of direct-service provision via Zoom and Google Meet during COVID. In nicer weather, providers were able to meet with students outside or in the community, while also adhering to required safety protocols. Shortly after February break, the Occupational Therapy Center began to see a limited number of clients in person for treatment, which was much needed and very well-received by OTC families.

Our CCATT team took on a new consulting contract with the Monson school district this year, and shortly before December break, Suzanne Tetrault, the director of that district had this to share:

"Thank you so much for supporting our district! Jeanne and Erin have been amazing additions to our student services team!"

Cost Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Hourly Rate (Average*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>$90 member / $100 non</td>
<td>$76.50-$85</td>
</tr>
<tr>
<td>Tier 3</td>
<td>$105 member / $115 non</td>
<td>$100 -$135 plus mileage</td>
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</table>

*Private Sector Rates represent an average between providers in the region, including Cutchins (OT), Futures (OT/SLP), and Pediflex (PT).
MOUNT TOM ACADEMY

Mount Tom Academy offers an open, diverse environment that challenges students while providing a high level of support. We engage students in their own process and promote achievement through independent, small group and project based learning. Throughout its 22-year history, Mount Tom Academy has provided a safe, flexible, and personalized environment for learning that has meant the difference between success and high school failure for young men and women from area high schools.

Services Provided

Mount Tom Academy, due to the closure of Holyoke Community College during the pandemic, was located at the CES main headquarters at 97 Hawley St in Northampton during the 20 - 21 school year. The Mount Tom Academy program is designed to support students that have experienced interruptions in their high school program due to medical issues, social emotional challenges or other reasons they may not have met with academic success in their traditional school environment. The goal of the Mount Tom program is to provide a learning environment for students in grades 9 - 12, that addresses and removes obstacles to students' ability to study and learn, engages them in self-directed learning, and promotes achievement among students who have had difficulty in the traditional high school setting due to economic, mental health, traumatic, emotional, or social stressors, and would otherwise be likely to drop out. Course work is matched to the Massachusetts Frameworks, and aligned with the sending school. The students continue to be on the rolls of sending schools through graduation. Students can recover credits, accelerate learning in credit bearing classes, and take college level courses during the time they attend Mount Tom.

Populations Served and Outcomes

- In FY 21, Mount Tom Academy served 13 students from 10 school districts throughout the Pioneer Valley.
- 6 of the sending districts were CES member districts. Enrollment is accepted on a rolling basis throughout the school year.
- 5 students graduated in FY 21, including one student from Northampton, two from West Springfield, one student from Ware, and one from East Longmeadow.

Cost Effectiveness

In the FY21 school year, tuition was $12,750 for member districts and $15,938 for non-members. There are no comparable programs available locally in the region.

WORKFORCE DEVELOPMENT PROGRAMS

Perkins Consortium

CES organized and managed a consortium of four local school districts to access Perkins funding (from the Carl B. Perkins Vocational Technical - Secondary Allocation from DESE) to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers.
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 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

● In FY21, approximately 500 students from these schools received occupational training and academic support in disciplines including Welding, Carpentry, Engineering, Early Childhood, Robotics, Culinary, and Graphic Design.

● Four member Hampshire County districts participated in FY21—South Hadley, Gateway, Easthampton and Amherst. During the FY21 school year, the program director worked with Quaboag Regional High School to prepare them to join the CES Perkins Consortium in the application submitted in Fall 2021 (as part of the FY22 school year).

● In FY21, our Perkins districts received $75,033 in support and materials for their programs. This represents an increase of approximately $5,000 in funding from the previous year. Allocations for FY22 are increased to $87,693.

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 districts 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, 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 as well as some students in Franklin County,
through programming open to students from both counties. Partnership towns/districts include: Amherst, Granby, South Hadley, Hadley (Hopkins Academy), Hatfield (Smith Academy), The Pioneer Valley Chinese Immersion School, Northampton High, Smith Vocational, Easthampton, Hampshire Regional, and Gateway. In FY21, because of COVID, the program’s internship placements were reduced by more than 90%, though the program did still manage to offer a number of virtual placements with local employers. Schools continued to offer pre-employment workshops in resume, cover letter, and interview prep, and a number of online career events were held virtually, including job fairs and career speaker events. The most successful adaptation for Covid came in the form of over 30 remote externship placements supported by Connecting Activities dollars. Externships included 25-hour intensive immersion in skills training, competitions, and career information in subjects ranging from Cybersecurity, Game Development, and Start Up, to Tech Fundamentals. Connecting Activities also supported several Innovation Pathway programs (at Northampton High and Hopkins Academy). During FY21, Connecting Activities received an additional infusion of $20,000 in funding, which was used to support more than 20 student internships as part of High School Senior Internship in Education Program (HSSIEP).

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.

STEM@Work Paid Internships

The STEM@Work Paid Internship program was submitted by CES in partnership with the Franklin/Hampshire Regional Employment Board. The FY18 grant provided one year of funding (at $40,000) to cover the director’s time in recruiting students and employers for the program. In FY19, CES received a second round of the grant at level funding. In FY20, CES was funded again. For FY21, the state’s STEM@Work coordinator transitioned to another job, delaying funding. The state assures STEM@Work programs that funding will be available.

Services Provided

Because of COVID, the majority of our FY21 in-person placements at UMass and other area employers were not available for students. Nevertheless, STEM@Work did manage to meet its goal of placing 6 students in hybrid in-person and remote placements with local employers. Over a dozen STEM@Work students were served through technology externships coordinated by the Workforce Development Programs director.

Population Served and Outcomes

In the four years it has run, the STEM@Work Program has sought to prioritize placements for populations traditionally underserved in STEM fields and in STEM higher education pursuits. The program has succeeded in serving a majority of women and individuals meeting other demographic criteria (such as income, ethnicity, etc.). Students historically have worked in STEM fields ranging from biology to polymer science, computerized millwork, biophysics, biomedicine and bioengineering, ecology, pharmacology, bioinformed design, and other fields. During Covid our focus shifted in the direction of technology-focused experiences. It is our hope for FY22 that we can increase our offerings to pre-Covid levels of 30+ students per year.

Cost-Effectiveness

The program has been exceptionally cost-effective. In terms of investment of state funding annually the program
has delivered returns in matching student wages exceeding 150% each year.

AFTER SCHOOL PROGRAMS - 21st Century Community Learning Centers (CCLC)

CES 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. 21st CCLC programs are located in the following member districts: Amherst Regional Middle School, Dexter Park Elementary (Orange, Ma); Easthampton (Maple Elementary School, Neil A. Pepin Elementary School, and Easthampton High School), Greenfield (Greenfield High School), Gill-Montague (Sheffield Elementary) and in the Ware School District (Ware Middle and Stanley M. Koziol Elementary). CES also operates 21st CCLC programs in the non-member districts of Palmer (Palmer Middle School), and West Springfield (Memorial Elementary School, Philip G. Coburn Elementary School, and West Springfield High School). CES also has fee-for-service after school programs in Hatfield (Hatfield Elementary); Southampton (William E. Norris Elementary) and in Granby (West Street Elementary).

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 and their teams, 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 disabilities, High Needs students, and ELL students can attend.

- School Year: 12 CES 21st CCLC programs served approximately 670 students during the FY21 school year.
- Summer of 2021: Dexter Park Elementary was awarded as a new site to the CES network and began its operations by engaging students in a summer program thus the number of grant funded sites rose to 13. 13 CES 21st CCLC programs served approximately 404 students this past summer.
- Approximately 60% of students were from economically disadvantaged homes and 25% were students with special needs.
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-year long grant cycle it can apply to become a Promising Practices’ site. Above the Promising Practices is the ‘Practitioner’ level. At this point the site is considered a mentor that can provide technical assistance and coaching to other after school programs. 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. At this point a site can achieve the Demonstration PLUS level which means that it has achieved this highest level of Exemplary more than once.

A new site is still operating within its first three years of its inception. The list below displays where each CES 21st CCLC currently ranks:

- Amherst Regional Middle School is a Practitioner level.
- NEW: Easthampton High School received the Exemplary award and bumped up from the Promising Practices level to the Practitioner level.
- Greenfield High School is a Practitioner site.
- NEW: Maple Elementary (Easthampton) again received the Demonstration level site award.
- Memorial Elementary (W. Springfield) is a Practitioner site.
- NEW: Neil. A. Pepin Elementary (Easthampton) again received the Demonstration level site award.
- NEW: Palmer Middle again received the Demonstration level site award and is CES’ longest running site - in operation since 1998.
- Philip G. Coburn Elementary (W. Springfield) is a Demonstration PLUS level site.
- NEW: Sheffield Elementary (Gill-Montague) received the Exemplary award and bumped up from Promising Practices to Practitioner level.
- West Springfield High is a Promising Practices site.
- Ware Middle School is in its final year as a new site.
- NEW: Dexter Park Elementary (Orange) is a brand new site that began operations in the summer of FY21.
- NEW: Stanley M. Koziol Elementary (Ware) was awarded Exemplary and is now a Promising Practices site.
- CES’ own after school central office is also considered Exemplary and has been tasked with mentoring both 21st Century programs in Holyoke, Pittsfield and Gill-Montague in past years.

CES staff from these aforementioned Exemplary sites actively mentor non-21st CCLC and 21st CCLC programs towards more academically focused and age appropriate programming.

**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. 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.

EARLY CHILDHOOD PROGRAMS

Services Provided - Children, Parents and Families

The Early Childhood Department administers and coordinates a grant that provides FREE parenting education and support for families with children birth to age 8 in Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Monson, Palmer-Three Rivers, Pelham, South Hadley, Southampton, Ware, Warren, West Brookfield, Westhampton, and Williamsburg.

CFCE Family Centers and Playgroups

These are open to residents as well as families from other communities. They provide educational opportunities for families that strengthen knowledge of child development across all domains, including intellectual and cognitive, social and emotional, physical and motor, and speech and language. The goals are to provide programming that enhances families’ capacities to support their children’s development. These intentional educational playgroups use developmentally appropriate programming linked to the MA Early Learning Guidelines and Standards, Creative Curriculum and Every Child Ready to Read (ECRR). The playgroups also integrate and promote the principles of “Brain Building” in their programming. During the pandemic period, CFCE playgroups continued to meet in outdoor locations and provided a range of virtual programs (including playgroups, storytimes, music and movement, yoga for parents and children, parenting discussion groups, etc).

The CFCE staff also promote, explain and, as needed, complete the ASQ (Ages and Stages Questionnaire) with families, and provide follow up with information about the results. If a child requires a referral, staff will connect parents to the appropriate service agencies. All CFCE staff maintain an online ASQ site, and can enter ASQ data into an online database. This service has been particularly critical this year, as many children were not able to attend formal childcare settings where developmental delays may have been identified. After completing ASQ Questionnaire’s many families have been supported by CFCE staff and were provided with “warm handoffs” and referrals to Early Intervention supportive programs, and information and activities on next steps in their child’s development.

“Welcome Baby”

These visits were provided to families who welcomed new children through birth or adoption. These visits occurred outdoors this year. Families were also gifted with a bag filled with local information, resources, services, a parent/caregiver gift, and a book for the baby.
Kindergarten Transition Resources

We typically provide families, schools, child care programs, and libraries with English and Spanish copies of “Making the Transition to Kindergarten” information-rich booklet, and a summer calendar filled with activities that families can do together to prepare themselves and their kindergartner for kindergarten. As with services listed above, CFCE was especially helpful to families who had children transitioning into school during the pandemic period, when typical communication systems were adversely affected.

The CFCE Community Council meetings grew both in size and scope this year. Our seven communities’ Community and Advisory Councils became more robust and essential as many of our partner agencies required new avenues to communicate with each other about duplications and gaps in services. CFCE Community Councils are virtual hubs for information sharing in the communities that we serve, linking agencies and their services together, providing networking opportunities, and promoting coordination and alignment of services and resources within each of our CFCE communities. The focus is on building reciprocal relationships within our network to support families.

The Community Councils meet regularly, at least quarterly, and are led by the community’s CFCE staff. They are attended by public school representatives (PreK-3 teachers, EC special education teachers, and principals), early childhood educators, Early Intervention providers, representatives from Child Care Resource and Referral (CR&R), Women, Infants, and Children (WIC), the Amherst Survival Center, Hilltown Village, representatives from food pantries, public librarians, and families. Collaborative for Educational Services Early Childhood Mental Health staff also attend. The representatives bring the reported needs or families and other issues to the table, and partner agencies coordinate to help address these concerns. Discussions lead to community level collaborations to ensure that there are comprehensive and wraparound services for family support across the various family serving sectors: health, mental health, education, and child development.

Parenting Workshops

Families attended virtual parenting workshops to explore topics that were responsive and relevant to the changing social climate and the pandemic conditions. In workshops with multiple sessions, such as Positive Solutions and Baby and Toddler Sign Language, families were able to make new connections and establish new relationships with one another, which was of particular importance during this period, when families and children were frequently isolated from one another. All the workshops offered opportunities for parents to ask questions, get support, and build relationships.

Virtual parent workshops were offered on these topics:

- Dads Rock (A workshop geared for fathers)
- Early Reading Skills
- Grandparenting During the Pandemic
- Helping Children Manage Anxieties
- Screen Time and Managing Virtual Engagement
- STEAM Activities
- Soluciones Positivas (in person, for Spanish Speaking families)

Several parent workshops series were also offered:

- First Steps to Reading (5 session series)
- Baby & Toddler Sign Language (6 session parent/child series)
Music & Movement with Young Children (12 session parent/child series)
Positive Solutions (6 session series)
Parenting Young Children (series for Chinese speaking families)
Yoga for Families- (12 sessions of both parent/child sessions, and parent only sessions.)

Feedback from the families who participated in our workshops was positive and appreciative. General comments included:

*The presenter was really friendly, inviting, and knowledgeable. She used great examples, encouraged participation, and was very helpful.*

*Great powerpoint presentation... not overwhelming, just the right amount of info to get started... good general overview of the topic :)*

*To really learn what is causing the behavior and come up with new strategies to fix it. Don't always just say "no".*

*Love the different breathing strategies and “cool down” toolkit*

*(I will) Focus on positive reinforcement, trying to better understand what the cause of the bad behavior is, be consistent and not let my son get what he wants when he is acting badly-sometimes I give in.*

**Populations Served**

401 families participated in virtual interactive Parent Educational opportunities in FY21.

**ParentChild +**

This is 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. Services also include providing parents/caregivers with resources to support family stability, and conducting the ASQ (Ages & Stages Questionnaire), a developmental screening tool, with families. This year, the Early Learning Specialists provided most of the PC+ home visits virtually, on web based platforms such as Zoom and Google Meet, by telephone, and occasionally outdoors in person.

**Populations Served**

24 families (25 children) were offered these services.

**ECMH (Early Childhood Mental Health)**

ECMH consultation helps educators support the social-emotional development and behavioral health needs of young children in EEC-licensed or funded programs. Support is provided to educators and programs, as well as collateral work with parents for families living in Hampshire, Franklin, and northwest Worcester counties. A subcontract with Behavioral Health Network that is funded by EEC facilitates this project. In typical years, consultants have provided clinical observations in the classroom, in-person consultation with educators around practice and needs and consultation with families. Due to the pandemic, all services were provided virtually. Educators also receive free professional development (PD) through this grant. The courses that were offered are as follows: Functions of Behavior: Why Young Children Engage in Challenging Behaviors, Support a Child Experiencing Stress: Prevention and Regulation Strategies, Trauma Informed Care: Trauma Informed Care (TIC) Practices for Early Childcare Programs.
Populations Served

A total of 81 educators attended these PD sessions. ECMH consultants also connect programs and families to additional behavioral health services and other child and/or family resources in the community. The work of the ECMH grant impacted approximately 660 children and families, and 100 educators during FY21.

Strong Foundations for Young Children

Strong Foundations for Young Children (SFYC) provides free support for families with children birth to five (or kindergarten). The SFYC model offers support services around social emotional development, behavioral challenges, trauma history, among other issues, to families who reside in Hampshire county with a child between the ages of birth to five years old (or until entrance to kindergarten) and the child in need of help is not enrolled in a childcare program. This project is funded through a private donor and fundraising activities. The work of the SFYC program impacted approximately 67 children and adults within family systems in Hampshire County.

GOAL 2: Staff development and other training opportunities for educators, including teaching staff, support personnel, administrators, and early childhood providers

PROFESSIONAL DEVELOPMENT

The Professional Development, Curriculum, and Educator Licensure Department is located at 97 Hawley Street in Northampton, MA. It 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.

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, ETLs, reading and math interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers accessed our online programs during FY21 to achieve Initial Licensure and renewal of Professional Licensure.

“I always learn something from you and can tell that you truly care about students and real, holistic education. Thank you for all you have shared with me in this strange and bizarre school year. I am serious when I say that your guidance made a big difference in my being able to cope this year and do a decent job with teaching. I may not have taught all the vocabulary but my students and I have strong relationships and we have fun together and we are starting to get outside and work in the garden beds that we have built with an afterschool group of kids. Hands-on learning has never been so important!” – PD Participant

During the FY21 school year, professional development was provided to over 2,460 district based K-12 educators; 2,157 educators attending open-enrollment workshops (including Emerging America courses) at CES; 243 educators taking licensure or SEI courses or Reading Recovery training, 297 early educators, and several state partnership projects. Courses or workshops were delivered to a total of over 5,225 participants during the year.
Below are highlights by service area describing the services provided and populations served in FY21.

**Professional Development Highlights**

- This year was very unique for the professional development department. We facilitated about 97% of our workshops via Zoom. We were very excited that we developed successful facilitation strategies utilizing the features of Zoom such as breakout rooms partnered with Google Tools such as docs, slides and jamboards which allowed us to allow our participants to be actively engaged in the material in the same manner as they had been when we delivered our workshops in person.

- We successfully facilitated the Special Education Team Leader Institute fully online for the first time. Our participants had a wonderful experience and developed a close group of professional colleagues via the online environment.

- During FY21 the PD group had 155 unique contracts for professional development service with school districts across the state from Berkshire Hills Regional to McKay School in Boston and a variety of non-profit organizations such as The Guild for Human Services, Pinnacle Partnerships, Northeastern Law School, UMASS - Amherst, Fitchburg State, The Cutchins Center, Orion Magazine,

- We provided over 938 hours (156 days) of support to schools in Southbridge, Holyoke, Greenfield, Chelsea and Brockton working with the DESE Statewide System of Support office. The support was specifically in the area of Special Education and English Language Learners

- Developed and delivered a series of 8 two hour sessions on Social Justice and Equity topics to an entire school district with over 300 educators.

- Developed the curriculum for the Diversity, Respect, Equity, Action & Multiculturalism (D.R.E.A.M.) Team. This program was facilitated at a local school district with a team of educators and school committee members.

- Continued to develop and facilitate the Technology Leadership Academies with the Worcester Public Schools.

- Quickly pivoted to develop and deliver the ISTE Certified Educator Training fully online to 120 educators from across the United States. We were one of a few ISTE Certified Providers who piloted the fully online course.

**Professional Learning Communities (PLCS)**

CES supported 7 Professional Learning Communities (PLCs) for networks of educational staff in our member districts. These included PLCs for Social Studies Teachers and district staff, Curriculum Directors, Librarian/Media Specialists, ELL Educators, Principals, Technology in Education.

Close to 68 professionals attended these groups on a recurring basis.

**Project Management and Facilitation Contract Services for Mass Dept. of Elementary and Secondary Education (DESE)**

During the FY21 school year, the Professional Development Department provided project management for DESE contracts as follows:

- Special Education Team Leader Institute
- DESE Statewide Systems of Support - West/Central Region - provided administrative support,
targeted assistance support in the areas of Special Education and English Language Learners

Emerging America

Emerging America continues to offer high quality professional development on inquiry, disciplinary content, and literacy in Civics, History, and Social Science, funded mainly by the Library of Congress Teaching with Primary Sources (TPS) program. Almost all courses and workshops have been wholly online.

Emerging America serves a critical need for teachers to complete state re-licensure requirements of 15 hours of PD on teaching English Learners and 15 hours on teaching students with disabilities. Since 2016, nearly 700 teachers have completed Emerging America’s flagship graduate courses, Accessing Inquiry for Students with Disabilities through Primary Sources or Accessing Inquiry for English Learners through Primary Sources. These are the only such programs specifically designed for Social Studies teachers.

Participation in FY 2020-2021 (October-September): 66 teachers completed advanced lesson-study graduate courses; 203 teachers completed introductory history graduate courses; 106 teachers completed Accessing Inquiry courses; and 887 participated in short webinars and workshops. Emerging America graduate courses on the U.S. Constitution, Disability History, America and World Fascism, and other topics continue to be successful. Formal and informal consultation with member districts and with the Massachusetts Department of Elementary and Secondary Education on implementation of civic engagement projects is ongoing.

Emerging America secured a new three-year grant (2021-2024) from the Library of Congress TPS program to develop and disseminate a K-12 Disability History Curriculum. Emerging America is also playing a central role in the development and implementation of a three-year TPS grant to the Massachusetts Council for the Social Studies to bring together leading state and national experts in teaching English Learners and in teaching social studies to design supports for social studies teachers to meet the needs of this growing population.

After nurturing the creation of the History’s Mysteries K-5 curriculum in 2019-2020, Emerging America supported the national expansion of the program to resource use in all 50 states. In October 2021, iCivics, America’s leading civics education organization, received a Library of Congress TPS grant to bring History’s Mysteries into its galaxy of cutting edge civics programs. Emerging America will continue to offer online and in-person professional development to support the program.

EDUCATOR LICENSURE AND CERTIFICATION

Overall in the CES Licensure and Credentialing Program, we filled 455 seats in classes and workshops and served 243 individuals.

Licensure

The CES Licensure Program is based in Northampton, Massachusetts with satellite classes in Plymouth and Marlborough. In addition to coursework offered at those sites, CES has partnered with Lowell Public Schools to offer an ESL Licensure cohort program as part of the district’s efforts to diversify their teacher workforce.

We continue to offer programs leading to licensure in Moderate Disabilities, English as a Second Language, Reading Specialist, Principal/Assistant Principal and Supervisor/Director. We also offer content area licenses in English, History, Humanities, Science and Mathematics.
The CES Licensure program is competitive and provides cost-effective options for a standalone program or one that is part of a graduate program through our extended campus partnership with Fitchburg State University. Candidates make the choice that works for them financially and is in line with their professional goals. Even taking into account the cost of graduate credit, the CES Licensure Program is competitive with other graduate programs.

In the past year, the CES Licensure Program:

- Enrolled 29 new candidates, including:
  - 5 Administrative Leadership candidates
  - 11 Reading Specialist candidates
  - 6 Moderate Disabilities candidates
  - 6 ESL candidates
  - 4 Science candidate
  - 3 Lowell Cohort

- Registered 35 participants in workshops

- Filled 420 seats in courses.

### SEI Endorsement Center

In FY21, the CES SEI Endorsement Center ran 4 SEI Full Teacher Endorsement courses and 1 SEI Endorsement Course for Administrators. They also ran two additional full teacher endorsement courses in partnerships with Cape Cod Collaborative.

Course tuition is competitive with other SEI Endorsement Centers throughout the state, and with the option to purchase graduate credits at additional cost, it gives course participants options that meet their specific needs.

### Reading Recovery

In FY21 Last year the CES Reading Recovery Training Site provided support to 28 teachers, in Massachusetts and Rhode Island, who had been trained as Reading Recovery teachers. During the height of the pandemic, and during a school year that began for many with on-line instruction, teachers found themselves in a variety of roles. Some were able to continue with 1:1 instruction in a typical Reading Recovery implementation, although instruction happened on-line for some. Some were asked by their districts to fulfill other roles such as a small group interventionist, a class-size reduction classroom teacher, or an on-line teacher for "cohort C" - children whose families chose not to have them return to face-to-face schooling when that option became possible.

We held monthly, virtual, professional development meetings at the Collaborative Reading Recovery Teacher Training Site in order for teachers to access teaching support for whatever role in which they found themselves. Resources were shared and demonstrated, use of technology support was provided, and relevant professional readings were analyzed and discussed.

The districts that participated were as follows:

**CES Member Districts:**
- South Hadley
- Westhampton
- Whately

**Non-Member Massachusetts Districts:**
Agawam
Ludlow
West Springfield
Non-Member Rhode Island Districts:
Barrington
Cuffee Charter School, Providence
Jamestown
Little Compton

**PD and Consulting Cost-Effectiveness**

The department conducts an annual review of rate schedules for staff training onsite at schools 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>CES</th>
<th>Private Sector Fees (Avg*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Open Enrollment Workshop, 1-Day</td>
<td>$115/ members, $125 non-members $20 additional for online courses</td>
<td>$195/ members, $260 non-members</td>
</tr>
<tr>
<td>Professional Development In District Workshop, 1-Day</td>
<td>$1300/ members, $1560 non-members</td>
<td>$2,425/day</td>
</tr>
<tr>
<td>Consultant Costs</td>
<td>Per day: $1,300 members, $1,560 non-members</td>
<td>$2,425/day</td>
</tr>
</tbody>
</table>

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


CES course fees represent a 41%-52% savings over the average of comparable offerings.

**EARLY CHILDHOOD EDUCATOR DEVELOPMENT**

The CES Early Childhood Department provides training, consultation, coaching and support to early childhood centers, family child care providers, early educators in public school settings (preschool through first grade) and, any professional who works with young children and their families (e.g. WIC, Early Intervention, DCF, etc), within the region and across the Commonwealth. We also provide referrals to
resources for early educators.

**PYRAMID MODEL WORK**

The Pyramid Model is a positive behavioral intervention and support (PBIS) framework that uses systems-thinking and implementation science to promote evidence-based practices. The Pyramid Model is designed to help early educators build skills for supporting nurturing and responsive caregiving, create learning environments, provide targeted social-emotional skills, and support children with challenging behavior in the classroom. Due to the pandemic, meetings were held virtually. Implementation was able to progress throughout the year and there was an increased focus on family engagement and implicit bias.

**EEC Sites:**
In FY21, we were contracted through the Pyramid Consortium, which was funded by EEC, to provide services to seven childcare programs for implementation of the Pyramid Model within their programs. The programs are located in Agawam, Deerfield, Easthampton, Gardner, Northfield, Northampton and Ware. All seven programs were supported by an external coach from CES to support the implementation of the Pyramid Model. Statewide training sessions were provided to the staff from our 7 participating programs, as well as multiple coaching meetings each month.

**DESE Sites:**
In FY21, we were contracted through the Pyramid consortium to provide external coaching to six school districts around the implementation of the Pyramid Model within their preschool program. The districts were in Amherst, Gardner, Greenfield, Holyoke, Clarke School for the Deaf (Northampton), and Westfield.

**BUILDING EQUITABLE SUPPORTS**

The Building Equitable Supports for Children with Disabilities (BESCD) initiative, administered by the Early Childhood Department, was designed to help school districts by creating a professional community that centers equitable support as a key to successful inclusion in their early childhood programs.

There were 28 BESCD participating individual and regional school district teams from across the state. Each team was composed of 3 to 11 members, including Special Education Directors, Early Childhood Coordinators, Teachers, Early Care and Education Directors, Head Start Disabilities/Education Coordinators, Family Services Coordinators, Commonwealth Preschool Partnership Initiative (CPPI) Coordinators, Early Intervention Directors and Community Partners. With the exception of the CAPS Collaborative, which provides only substantially separate programming, all of the BESCD participating school districts offer early childhood programming for children with and without disabilities, in a variety of settings ranging from fully integrated classrooms to those that are substantially separate. Those districts that are involved in the CPPI grant initiative also offer services in community-based early childhood settings.

The BESCD initiative teams engaged in the following activities to support the improvement and enrichment of their inclusive early childhood programming:

- Individual coaching, including problem solving around unique school district needs
- Regional team coaching, including networking among districts located in the same geographic region of the state
- A series of six monthly Professional Learning Community (PLC) webinars:
  - Implicit bias and understanding of race, racism, and equity in special education
- Using data collection to inform practices
- Inclusion supports for children in public pre-k and community programs
- Engaging and working with families
- Trauma-informed practices and the effects on learning for children with disabilities
- Wellness practices for early childhood educators and administrators

- Support for development of an action plan that addresses equitable supports to improve their inclusive practices of children with disabilities; guided and informed by BESCD experiences
- Implementation strategies for applying the concepts, resources and best practices shared in monthly PLC-style webinars
- Access to a robust resource folder on each of the PLC webinar topics

BESCD teams developed action plans to increase positive outcomes for children with disabilities as part of their participation in this initiative. The wide range of action plan topics reflected the range of interests and goals of the district teams. While some districts focused their efforts on improving and increasing family engagement for families of children with and without disabilities, others focused their efforts on improving the quality of instruction that their early childhood teachers and paraprofessionals provide by offering expanded professional development opportunities focused on anti-bias education or universal design for learning. Still others aimed to improve their transition practices for children who are ready for kindergarten. Overall participants consistently gave positive feedback of their BESCD experience on feedback forms and many are hoping for continued state funding for the type of support this project provided. All BESCD action plans were designed to promote positive outcomes for children with disabilities.

**EDUCATORS/PROVIDERS PROFESSIONAL DEVELOPMENT**

The CES Early Childhood Department provides training, consultation, coaching and support to early childhood centers, family child care providers, early educators in public school settings (preschool through first grade) and, any professional who works with young children and their families (e.g. WIC, Early Intervention, DCF, etc), within the region and across the Commonwealth. We also provide referrals to resources for early educators. All of our professional development was virtual this year, and our reach was broader than in previous years. In addition to focusing on our member districts, we were able to provide virtual training to sites as far away as Plymouth and Boston.

We presented two courses this year which offered CEU (continuing education units) credits: **Building Skills for Culturally Responsive Anti Bias Early Learning Experiences**, and **How do we Play Now? Understanding Sensory Motor Processing in Young Children in Covid times**. Understanding and Addressing Young Children's Challenging Behavior offered PDP (professional development points) credits.

We began the year with a free offering which highlighted building resilience and self-care, to support early educators who were challenged by pandemic restrictions and new regulations. In this workshop, we also reviewed our upcoming professional development offerings, all of which were intentionally planned to be responsive and relevant to both the pandemic crisis and the heightened social and cultural awareness and activity regarding racism and bias.

One focus of our professional development was on engaging and supporting families, and reflecting on the new EEC Strengthening Partnerships Framework. **STRENGTHENING PARTNERSHIPS** We offered Professional Development on supporting families as 1. an open enrollment offering, 2. a site based workshop, and 3. as part of the conference: **Building Bridges: A Birth-Kindergarten Professional Learning Event for Springfield, Massachusetts Early Childhood Educators**. It was hosted by **Reading Success by 4th Grade**.
Recognizing that early educators also require practical strategies to incorporate into their work, we offered workshops on science and STEAM activities, dramatic play, and sensory motor play. We also provided open enrollment workshops on social/emotional learning and related topics, such as reassuring and responsive care, temperament, understanding challenging behaviors, the value of routines and predictability, and working with children with Autism Spectrum Disorders.

The majority of our professional development sessions included follow up “practice sessions” for participants to attend the week after the workshop, so they could discuss the topic in more depth with the presenter, reflect on what they learned, ask questions, and receive ideas and support for integrating information into their practice.

We provided several “site based” PD workshop sessions. We provided a series: Building Skills for Culturally Responsive Anti-Bias Early Childhood Education & Engaging Families for Plymouth Early Childhood Center and for the REACH Early Intervention Team. Writing IEPs for Inclusive Practice in Early Childhood was presented to the early educators at Gill-Montague Schools. The workshop that was developed for the CFCE Puzzle of Parenting series, Baby and Toddler Sign Language, was presented to the Community Action Family Center in Greenfield, and Inspiring young Scientists was offered to the educators at New North Citizens Council Children & Family Center in Springfield. Reassuring and Responsive Care: Supporting Young Children Experiencing Stress was presented at the Building Bridges conference in Springfield, described above.

The evaluations of our workshops informed and directed us. We were encouraged to learn that virtual workshops were effective and well received. Comments included:

Tonight’s "open forum" type of interaction was great for me. Having the experience to share with another teacher the same type of challenges and successes was therapeutic!

The presentation was engaging even with the technological separation.

The small breakout room was the most beneficial. But so many great resources and discussion points were shared in the large group conversation, too.

The presenter has a very engaging manner.

Remembering that one of the first questions I want to ask families, when I sit down, virtually or otherwise, to meet with them - "what is it that you want for your child?"

Providing one session for the explanation of brain activities and another for the importance of body coordination was a great plan!

This is a very exciting way to plan - more spontaneous and creative

Excellent examples, videos, included the science behind it.

Thinking about not only bringing out culturally diverse materials when we have a child from a different background in the room, but always.

Professional Development - Open Enrollment and Site based:

Open Enrollment:

- Resilience Starts with Us
- How do we play now?: Understanding Sensory Motor Processing in Young Children in COVID Times
- Reassuring and Responsive Care: Early Education in a Changing World
- Engaging and Supporting Families
Site-based PD:

We provided a range of professional development (PD) services (PD sessions and coaching/consulting) through 7 different contracts with over 115 participants to various programs and schools, including: public school preschools, early intervention programs, community based family support programs and early education and care programs. An estimated 1600 children and families were impacted by this PD. The topics included:

- Building Skills for Culturally Responsive Anti-Bias Early Intervention
- Building Skills for Culturally Responsive Anti-Bias Early Childhood Education & Engaging Families for Plymouth Early Childhood Center
- Writing IEPs for Inclusive Practice in Early Childhood
- Baby and Toddler Sign Language
- Building Bridges Conference
  - Engaging and Supporting Families
  - Reassuring and Responsive Care: Supporting Young Children Experiencing Stress
- Inspiring Young Scientists

GOAL 3: Programs and services that will meet the assessed needs of school districts, member communities, state agencies, and others

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
- Web Development, Hosting, Accessibility

Program Highlights
Internal work included

- Covid brought along an increased demand for improving workflows within some of our departments, including Special Education and their process for managing student referrals. This resulted in a custom built online portal that client districts can use to submit student referrals.
- Replacement of legacy spreadsheets for Related Services billing process with a custom Salesforce (our CES customer relationship management database) application for contract work entry.
- CES launched a new support workgroup for our veteran Salesforce system users, the Salesforce Data Steering Group, facilitated by Travis Johnston, Web Systems Architect.

External services included

- We continued to support and host our existing district websites (Gill-Montague, Hatfield, Greenfield, Belchertown, Amherst-Pelham) and built a new website for Quaboag.
- Amherst-Pelham is getting a website redesign from Drupal 7 to Wordpress
- Bi-County Collaborative Salesforce Implementation to replace their existing event management system Smart PD. Included customization and implementation of the CRM, migrating existing registration and customer data, and integrating Salesforce with our custom event registration portal.

COOPERATIVE PURCHASING

Cooperative purchasing programs for food; school and art supplies; legal services; printing and copying services; custodial supplies; printer, fax and copier toner; general office supplies; and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%; 29 member districts, and 24 non-member districts, departments in 45 towns and municipalities, and 17 non-profits could participate in FY21. The purchases made through CES cooperative purchasing in FY21 represented a decrease over the prior year’s activity due largely to COVID impacted organizations.

Populations Served

53 school districts, including 29 member districts, and 24 non-member districts, departments in 45 towns and municipalities, and 17 non-profits could participate in the CES Cooperative Purchasing program in FY21.

Bid Category Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21*</th>
</tr>
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<tbody>
<tr>
<td>School &amp; Art Supplies</td>
<td>$422,016</td>
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<tr>
<td>Bread</td>
<td>COVID impacted purchases, unknown in FY21</td>
</tr>
<tr>
<td>Milk</td>
<td>COVID impacted purchases, unknown in FY21</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>COVID impacted purchases, unknown in FY21</td>
</tr>
<tr>
<td>Paper Goods/Cleaners</td>
<td>COVID impacted purchases, unknown in FY21</td>
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<tr>
<td>Food</td>
<td>COVID impacted purchases, unknown in FY21</td>
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<tr>
<td>General Office Supplies</td>
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<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

*Vendor report estimated.
**Not all vendor reporting yet received.

**COMMUNICATIONS**

- In FY21, the CES Newsroom at blog.collaborative.org served our local educators and community by publishing 31 new articles on national, state, and local news on education issues and 13 news articles about developments in CES programs. The CES Newsroom generated 3,000 page views by 2,700 visitors over the course of the year.
- During FY21, the CES main website generated 2,210 online registrations for CES events. Over the course of FY21, 109,000 visitors made 148,000 visits to the CES website. The majority of our visitors seek information about upcoming events, employment postings, and professional services.
- During FY21, the Communications Department continued and expanded the implementation of a biweekly e-newsletter to share updates related to CES student programs and technical assistance services, as well as providing current news updates about initiatives, funding opportunities, and presentations from our fellow state and community agencies across the state, and others. Over 1,235 members of our community have subscribed to this free service, and over 1,623 have subscribed to our biweekly e-calendar.
- Design and promotional projects internally supported our DYS proposal in response to the spring RFR, and the migration and launch of new programs including the Massachusetts Migrant Education Program and Special Education Surrogate Parenting Program. At the request of the funder, we worked with our CFCE program leadership to develop a new logo for all CES managed CFCE programs, and delivered that to program coordinators in multiple formats for web and social media. We also worked with our Early Childhood team to migrate the administration of multiple CFCE site Facebook pages to central CES and provide support for more consistent branding on those platforms.
- External work included design and content development for Hadley Public Schools Innovation Pathways materials; leadership team branding facilitation for Easthampton Healthy Youth Coalition; design work for reports and presentations for the Hartford Foundation, Northampton Prevention Coalition, and Amherst Mobile Markets.
RESEARCH AND EVALUATION

The CES Research and Evaluation Department offers consulting services and expertise for CES programs, schools, state agencies, coalitions, municipalities and community-based organizations in:

- Program planning, design, and improvement: using data and research to apply proven strategies and assess program effectiveness
- Evaluation design, implementation, and reporting
- Survey design, data collection, and analysis
- Building internal data collection and evaluation capacity
- Facilitating reflective processes to help teams assess progress, identify strengths, and gaps, and use data to refine programs

The Research and Evaluation team customizes our work to meet the unique needs of those we work with. We center social justice and equity in how we work, which means among other things working to integrate a range of voices in input and decision-making processes, acknowledging the ways that power and marginalization affect how we work, and working to redress power imbalances. We bring expertise in gathering stakeholder input on education and public health issues, including via customary methods such as surveys, interviews, and focus groups, and create learning opportunities through dialogues (virtual and in-person) and more creative approaches, such as photo voice and journaling, that offer program participants an opportunity to share their experiences in their school or community setting.

Over the past year, we have continued on several multi-year projects and started innovative projects with new and repeat clients. One of our greatest areas of expansion is in the area of STEM curricula evaluation. Rebecca Mazur has led a group of evaluators and STEM curriculum reviewers to assess educator and student uptake of innovative engineering curricula. In an NSF-funded project in collaboration with Smith College and Springfield Technical Community College, we are helping the Principal Investigators understand how educators in the Springfield schools are utilizing curriculum designed using an Imaginative Education (IE) approach, which is based on the simple premise of engaging young people’s imagination in learning activities (see https://ierg.ca/ for background information on this framework). The project we’re working with is unique in applying IE to the field of engineering. We assisted the curriculum designers in thinking about adaptations for online learning, and redesigned data collection to support these adaptations. The intervention was used and tested with 10 teachers, in 10 schools, serving students in grades 6-12 (primarily in grades 7 and 8). We developed and tested a short and targeted tool. Preliminary results with 291 students responding show a positive relationship between student experience with the TEEMS curriculum and student growth in interest in engineering and identity (sense that one could be an engineer). We will apply the assessment again this year and should have more complete results at the end of the 2022 school year.

Our STEM work last year has also involved building a partnership with a technology company investing in engineering curricula (mini-units) designed to engage students from backgrounds that are not well-represented in engineering — specifically students of the global majority and women. We started this project with an in-depth literature review designed to generate a common understanding of:

- Secondary students’ perceptions of computer science; the extent to which perceptions differ by race/gender/socioeconomic subgroup, and what factors affect these perceptions
- Key influences that foster positive perceptions of, and diverse participation in, computer science
- The characteristics that successful out-of-school programs share
This review and the discussion of the findings helped to elucidate the challenges of and opportunities for engaging students of the global majority in liberatory educational experiences--to generate group understanding of the barriers to equity in technology/computer science opportunities that need to be dismantled. In the next phases of this work, we brought together teams of educators and out-of-school time staff to review and provide feedback on the current mini-units. We also captured data from educators in the field about their experience using the curricula, as well as their perceptions of student engagement and learning. We facilitated frequent reflection and learning sessions with the curriculum designers so that they could better understand educator perspectives and enhance the curricula and support materials.

Last year, our Research and Evaluation team continued work with two distinct DESE projects: an evaluation of the Safe and Supportive Schools 335 and 337 grantmaking, and framework development with the Recovery High Schools program. In the former, our work focused on exploring district needs for support in building welcoming and supportive school climates. CES facilitated conversations with school and district leaders across the state to reflect on current support structures offered by DESE and school and district leader needs around building safe and supportive schools and a positive school climate. We also looked at educator/administrator involvement in and learning from Equity Imperative trainings offered by DESE, a five-part professional development series offered to schools and districts participating in the Safe and Supportive Schools (SaSS) grantmaking program and the Rethinking Discipline (RD) professional learning network, and was open to schools and districts throughout the state. The series was developed to support educators in using an equity lens in developing and implementing action plans around creating safe and supportive school environments and a positive school climate. CES analyzed administrative data (registration and participation records) to examine the reach of these trainings and the breadth/depth of participation by individual districts. The series was accessed by a wide range of participants from at least 71 different districts as well as DESE. Our analysis of participant perceptions of the training found that educators felt the workshops were well organized, appropriately paced, and extremely well facilitated. Many participants were able to name specific strategies, language, or ideas that they would bring back to their schools/districts.

Our work with DESE’s Recovery High Schools (RHS) program primarily focused on reviewing and refining the RHS framework as well as the initial design of an instructional rounds process that we will facilitate during the 2022 school year. We are designing this work in collaboration with the RHS leaders and helping these leaders become a learning community with a cohesive approach that allows for each program to build on its strengths and learn from research and best practice across the state.

An interdisciplinary team of program evaluators, community engagement specialists, and social justice and equity specialists finished the second year of a three-year evaluation of the Hartford Foundation for Community Giving’s Greater Together Community Funds initiative. The purpose of the Greater Together Community Funds is to support the community in taking ownership around the needs in their towns, encourage broad and inclusive civic engagement, and anchor the Hartford Foundation in each town. This project is designed to share decision-making around funding with local community groups, to help communities build equitable and inclusive processes for distribution of resources to address local priorities. The CES team acts as “Learning Partners” with Foundation staff and community-based Advisory Committees to identify key questions, information and support needs, and opportunities for group learning. We are particularly looking at how the Foundation can support community groups in expanding their understanding of inclusion and enhance practices to broaden participation in this community-based work.

**HEALTHY FAMILIES AND COMMUNITIES**

At CES, we know that social and environmental risk and protective factors underpin and support strong...
educational outcomes for all students and families. In keeping with our mission to develop and foster educational excellence and opportunity for all learners through collaboration and leadership, Community Health Solutions (CHS) experts have implemented and supported numerous community health initiatives, particularly among vulnerable populations; and especially with regard to youth.

Community Health Solutions (CHS)

CHS provides technical assistance to organizations including schools, coalitions, health agencies, human service, and government agencies. CHS offers expertise and guidance in addressing public health issues using evidence-based strategies and a commitment to primary prevention. CHS believes that local and regional health challenges can be met through primary prevention, health promotion, policy and system changes, and social justice practices. CHS cultivates skills and brings resources to assist with assessment, data collection, evaluation, strategic planning and training. CHS was a lead partner in the assessment and development of the Hospital Coalition of Western MA Community Health Needs Assessment.

Healthy Hampshire

Youth Garden at Florence Heights, Northampton
Two years ago, Healthy Hampshire staff met with residents of Florence Heights, an affordable housing complex located in Northampton, to create a vision for more gardening and food access at their complex. There was significant interest in creating a garden for youth, in the middle of the property where everyone could see and enjoy it. With funding from the United Way and Cooley Dickinson, that vision was realized this spring when Healthy Hampshire partnered with School Sprouts to build the garden, and Grow Food Northampton offered free seedlings and planters. We hope that the garden will become a place where everyone in the community can enjoy, both as a place to meet and gather as well as a place to learn about and grow healthy foods. In addition to the youth garden, designs were completed for another community garden at Fort River Farm in Amherst, Massachusetts which will be built in fall 2021.

Walk-Friendly Hilltowns
The Walk-Friendly Hilltowns program continues with new funding from the MA Dept of Public Health’s Healthy Aging grant, administered through Hilltown Community Development and where CES staff are subcontracted to lead and facilitate a community-led process to develop accessible walking routes in various Hilltown communities. This year, we focused on the Town of Westhampton, and worked with local walking advocates to identify easy routes in town for people to try, as a way to encourage more physical activity. 500 maps were printed and disseminated throughout the town, and the routes were added to the online map website at www.hilltownwalks.org.

Hampshire County Food Policy Council
Healthy Hampshire has been convening a group of six residents who are typically underrepresented in decision-making to design the governance structure for a countywide food policy council. The group has established a decision-making method (sociocracy), vision, mission, aims, domains, partnership policy, training policy, and a diagram of the organizational structure. Meanwhile, Healthy Hampshire staff have maintained engagement of a wider network of food systems stakeholders through an 85-person email list and monthly training opportunities with an average of 30 attendees. The current goal is to fully launch the council and invite all interested stakeholders to participate in late October of 2021.

Amherst and Hilltown Mobile Markets
Healthy Hampshire supports the community governance of each of these programs by facilitating monthly steering committee meetings that are attended by 10 - 15 members each per month. Residents with lived experience of food insecurity are offered extra support to attend these meetings and participate in the decision making. Both programs serve shareholders who pick up a choice-based farmshare at one of four market locations every week in addition to a la carte shoppers. The Amherst Mobile Market serves 60 shareholders and the Hilltown Mobile Market serves 120. Both programs serve an untracked number of additional a la carte customers each week.

**Park and Open Space Accessibility in Belchertown**

Over the last year, Healthy Hampshire helped the town of Belchertown procure a $15,000 grant to make community-informed infrastructure improvements that would improve disability access. The Department of Conservation selected a particular conservation area to focus on based on its location in an environmental justice community and the terrain's potential to support residents with mobility challenges. Working at the intersection of race and ability, Healthy Hampshire consulted with advocates for racial justice and the disability community in Belchertown to determine the best way to engage BIPOC residents and residents with disabilities in the assessment of the Meadows site. Working with the town, Healthy Hampshire hosted a tour of the site followed by a survey and focus group in May of 2021. Thirteen residents participated representing a wide range of identities in terms of race, ethnicity, language, ability, gender identity, age, and sexual orientation. While the identities were diverse, some of the suggested changes were nearly unanimous, including adding multilingual signage, expanding the parking area, and creating a level path from the parking area to the fields. Communications staff at the Collaborative for Educational Services are now working with the town to design and fabricate multilingual signage for the site.

**SPIFFY Coalition**

SPIFFY is a coalition of over 80 partners from all sectors of the community working together to improve outcomes for youth in Hampshire County. Located at 123 Hawley Street in Northampton, MA, SPIFFY's prevention activities engage parents, youth, educators and representatives from law enforcement, faith communities, health and human service agencies, higher education, youth serving organizations, and local businesses. We utilize evidence-based prevention practices which aim to reduce the likelihood that youth will engage in unhealthy behaviors, while promoting protective factors that increase the likelihood youth will make healthy choices. SPIFFY achieves this by: facilitating regional planning across all sectors of the community; providing education and training opportunities; advocating for policy and systems changes; and building on positive community norms.

In July, SPIFFY was awarded for $125,000 per year through July 2023 through MassCall3, a grant from the Massachusetts Department of Public Health Bureau of Substance Addiction Services. The grant will support community and school-based substance use prevention efforts applying a social justice and racial equity lens to all aspects of our work. In the first year we will focus on community assessment, capacity building and strategic planning.

Through a federal SAMHSA Partnerships for Success grant, SPIFFY awarded $60,000 in subcontracts to two municipalities in Hampshire County through a competitive bid process with the goal of building local community partnerships to reduce youth substance misuse and support healthy choices among young people. We will announce additional subcontracts next year.

SPIFFY is supporting schools as they look for educational alternatives to suspension for substance use policy infractions. Easthampton Public Schools will partner with SPIFFY to pilot eCHECKUP TO GO, an evidence based program from SanDiego State University that uses a student self-assessment tool to provide students...
with immediate feedback, positive norming, and resources in combination with a motivational interviewing component with school counselors. Typically used at the college-level, we will consult with staff at UMass to pilot the program with local high schools. SPIFFY will pay for the program subscription and offer training and support to the district as we work together to put the program into action. Northampton and Belchertown high schools are also piloting eCHECKUP TO GO and we look forward to providing collaborative learning and networking opportunities. In addition to the eCHECKUP assessment, more than 6 Hampshire County School Districts submitted a letter of interest to participate in the Harvard School of Medicine pilot project, iDECIDE which is a unique curriculum designed for students who have already initiated substance use and are referred by a school counselor or as a result of a school substance policy violation.

SPIFFY also supports wellness and prevention curriculum. Lisa Goldsmith, Coalition Coordinator and Lexi Polokoff, School and Youth Programs Specialist, were trained as trainers in CATCH MY BREATH, a 4 unit vaping prevention curriculum which is grade specific and Common CORE compliant. They will be offering a professional Development workshop through CES on September 28th.

As students return to the classroom, schools may again be looking for ways to educate students on the harms of vaping and nicotine use. SPIFFY, in collaboration with Melinda Callianos from the Hampshire Franklin Tobacco Free Partnership, offers support to schools by providing resources, evidence-based curriculum training and parent education.

SPIFFY continues to plan and guide a community dialogue about Youth Leadership and advancing youth power in Hampshire County. Lexi Polokoff and Talya Sagoba have been organizing a series of Community Conversations which launched on May 27th with 11 youth and 11 adults who began to explore power dynamics and adultism. Seven of the young people who attended have become part of a planning team that has met 3 times to design the second Youth Leadership Community Conversation which was held on July 21st and included 32 youth and 11 adults. In addition, the youth identified a need for facilitation skills building so we hosted a group facilitation training featuring Cindy Wilson from Youth Catalytics which was well received. The next steps are to work closely with a core group of young people to develop a "Clearinghouse" for youth leadership resources, networking and training opportunities in Hampshire County.

SPIFFY also partners with the Ware and Hilltown Domestic Violence Task Force to offer a 12 week Youth Leadership in support of healthy teen dating relationships. To date, four workshops have taken place with over 60 youth. Two of the workshops were specifically for boys and young men. Another workshop will be offered in October. SPIFFY has provided over $7,000 to the workshops to provide stipends of $250 to each participant who successfully completes the workshop.

**Tobacco Prevention Project**

Hampshire Franklin Tobacco-Free Community Partnership moved focus from its traditional health education services to working on racial justice as a prevention strategy for the past year. Given the challenges facing vulnerable populations during the COVID-19 pandemic, MTCP requested the local programs focus on a social determinant of health or other aspects of racial justice to move upstream to combat tobacco use by our community members. The Program Coordinator participated in multiple conferences, lectures and programs involving racial justice, including completing the three part Human In Common coursework. MTCP asked Community Partnerships across the Commonwealth to embark on a case study that concentrated on authentic partnership with a non-tobacco and non-prevention centered partner to learn if this more upstream work would shift tobacco use downward. Hampshire Franklin Tobacco-Free Community Partnership joined Trauma-Informed Hampshire County. The Program Coordinator has been learning about trauma, ACES/PACES and the innovative approach TIHC plans to launch.
Hampshire Franklin Tobacco-Free Community Partnership was also given the opportunity to share funding with local entities that promote racial justice and/or tackle disparities in social determinants of health as a means to lower tobacco use or nicotine initiation among our communities of color. The Community Partnership awarded funding to Many Hands Farm, for free shares to a mobile market in Amherst); Sow Well Tots, a black owned and led nature based school in Bernardston that embeds racial equity in its curriculum to be able to invest in infrastructure; Athol-Royalston School District, looking for seed money to bolster racial equity programming since a core group of parents had joined together and was concerned about equity issues after they successfully changed their mascot; Four Rivers Charter School, for relationship building and racial equity programming; and the Sojourner Truth School.

At the same time, traditional tobacco issues and helping smokers and vapers to quit using nicotine products was always in the background. As of June 2021, menthol tobacco products were banned from sales in retail establishments in Massachusetts. Hampshire Franklin Tobacco-Free Community Partnership helped get the word out to our communities and promoted the website and campaign entitled No Menthol Know Why which detailed the requirements of the new law and the history of the tobacco industry targeting vulnerable populations with menthol products. The Partnership promoted an up to $50 award offered by MDPH for menthol users to enroll in the Quitline. The Community Partnership also promoted and shared resources from a new campaign launched Summer 2021 entitled “Facts No Filters”, to educate youth about the dangers of vaping. Notable about this campaign was messaging to youth to support their friends who vape to help them get to quitting resources, and the possible tie between vaping and anxiety. These assets are being shared with schools and prevention coordinators as the school year begins.

GOAL 4: Build and maintain 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

CES meets this goal in three ways. First, through relationship building with and education of legislators and other elected officials and key partners in local, state and federal agencies and organizations, IHE, and funders. Second, through strong participation in local, state, and federal leadership activities. Third, through two state-wide and broad education contracts.

LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

State Legislators

During FY21, the Executive Director continued to take a proactive role in meeting with our area legislators, informing them about the work of CES, and advocating for issues common to our districts. This included holding individual or group meetings, in person or by Zoom, with many of our area Senators and Representatives. The Executive Director, along with other CES leadership staff attended legislative events, including an annual event sponsored by the Human Services Forum, an event sponsored by the regional workforce board, an event sponsored by the Connecticut Valley Superintendent Roundtable, and events sponsored by the legislators themselves.
CES provided updates to our legislators about 1) the status of education in the region, 2) the major challenges schools and districts were facing; and convened a meeting between state legislators and member district superintendents.

State Partners

The Executive Director and other CES leaders continued to meet with key state partners at DESE, EEC, CommCorp and DYS to further develop relationships and to explore new areas of work.

From March 16 through the end of the year, the Executive Director and key leadership dedicated considerable time taking part in briefings via Zoom and reviewing news conferences, memos, advisories, and policy statements from DESE (Commissioner, Associate Commissioner Johnston, CFO), EOE, DYS, DMH, EEC, US DOE, DPH, MOEC, and MASS. The Executive Director dedicated time to keeping up with an ever-changing policy and practice landscape brought on by COVID-19, in order to keep CES on the right track, and to share information and have discussion with our area school leadership.

Local Partners and Officials

- CES arranged and hosted hour-long Zoom meetings, at least once a week for all the CES member superintendents as they all grappled with challenges related to the pandemic. CES also set up Google folders for the Superintendents to share information, examples of announcements and new procedures from their districts, and other areas.
- The Executive Director and Director of Licensure, Suzanne Judson-Whitehouse, continued to be members of the Diversifying Teacher Workforce Coalition in the Pioneer Valley, in collaboration with Five Colleges; Amherst, Northampton and Hadley Schools; Holyoke and Springfield Schools; Holyoke and Greenfield Community Colleges; Teach for America; and other colleges with teacher preparation programs. Suzanne has been the lead for CES in this effort and she is the co-leader of the Coalition’s Diversity, Equity and Inclusion team.
- CES belonged to the United Way of Hampshire County, the Northampton Chamber of Commerce and the Franklin County Chamber of Commerce.
- CES was active with the MassHire Franklin Hampshire Workforce Board and had staff serve as members of the Youth Council.
- CES belonged to the Council of Social Agencies (COSA).
- CES continued work on region-wide collaboration with and services to member districts, as well as outreach to the Athol-Royalston and other Worcester, Berkshire and Hampden 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 was active with the Massachusetts Association of School Superintendents (MASS).
- CES’ Director of Finance, Barbara Siegel, was an active participant in MASBO and CES’ Director of Professional Services, Angela Burke, was active in the MOEC Professional Development Group.
- Angela Burke, Director of Professional Services, was co-chair of the MA Digital Learning Advisory
Council

National-Level Leadership Activities

- CES was an active member of the national Association of Educational Service Agencies (AESA)
- Bill Diehl and Safire DeJong were participants in AESA's Social Justice, Equity, and Inclusion Special Interest Group, and Kathy Levesque was a participant in the AESA Communications/PR Special Interest Group.
- CES also maintained active membership in ASCD (formerly the Association for Supervision and Curriculum Development),
- Angela Burke, Director of Professional Services, was a Board member of National Association of Media and Technology Coordinators.
STATEWIDE CONTRACTS

DYS Education Initiative

DYS EDUCATION INITIATIVE Department of Youth Services: This initiative, spearheaded by Director of Education, Woody Clift, Ph.D., provided a range of educational services, including college programming, career exploration, and high school education to 1,000 youth during FY21, young people in residence at 38 programs across the state and while in the community. During this period, 72 youth obtained their High School Diploma or its equivalent. 47 students achieved a High School Diploma, 23 students passed the HiSET exam, and 2 students earned a Certificate of Attainment.

In addition to supporting youth success in high school, we've advanced our efforts to increase access to postsecondary and vocational opportunities for our youth resulting in 66 youth participating in postsecondary classes online or at colleges while in residence and 16 youth doing so in the community (sometimes youth transitioned between residential and community during a semester; a total of 82 youth took courses last year). Our College Program offers youth the opportunity to earn college credits toward degree programs through online college courses and college courses taught in our facilities by adjunct faculty from one of our higher education partners. We continued to increase dual enrollment: 46 youth engaged with postsecondary coursework while also enrolled in high school or preparing for the high school equivalency exam. We have seen an increase in the persistence rate of students continuing to take college classes from semester to semester and from year to year. Further, 59 youth earned industry recognized credentials in areas such as ServSafe Food Handling and OSHA (a total of 143 certificates!).

Special Education in Institutional Settings (SEIS)

FY21 was the 1st year of a newly-awarded 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).

73 SEIS teachers served a monthly average of approximately 295 students in 65 different sites across the state.

Accomplishments noted for FY21 include:

- A total of 21 SEIS students received their diplomas in the spring of FY21: 6 CHC students, 3 DMH students, 1 DMH Adult student, and 11 DYS students.
- In the spring of FY21, we successfully implemented IEP reconvene meetings in four DMH programs (Cohannet, Merrimack, NFI, and Three Rivers). Seven IEP Reconvnere meetings were held with six different districts.
- In summer 2020, we expanded extended year services in DYS to provide direct services to SEIS students. Beginning in summer 2021, we are expanding those services further into DMH programs and CHCs.
- During FY21, we held virtual open houses across all DMH programs. Because the pandemic forced us to conduct our open houses virtually rather than in person, we saw increased attendance by parents/guardians and other caring adults.
The SEIS professional development team took on the Implementation Science framework as a way for district level initiative implementation which helped to shape our professional development system with more alignment to the various priority areas. As a result, the FY22 school year will provide SEIS with a foundation in implementation science and the use of data to inform instructional decision making at the district level.

Massachusetts Migrant Education Program

The Massachusetts Migrant Education Program (MMEP) joined CES early in FY21. MMEP supports migratory children and youth throughout the Commonwealth to be successful in their educational pursuits, by identifying strengths and addressing any barrier that is impacting their ability to learn. This includes but is not limited to: educational disruption, cultural and language barriers, social isolation, various health-related problems, and many other factors that may inhibit their ability to be successful. The program includes:

- Identifying and recruiting migratory students/youth residing throughout Massachusetts
- Providing high quality supplemental and support services to students/youth ages 3-22
- Working with parents and families to build their advocacy and leadership skills through workshops and active Parent Advisory Councils
- Establishing and fostering relationships with schools, community agencies, organizations and businesses to co
- Coordinate services, share information, and plan for migratory students/youth, in order to ensure the most effective and efficient delivery of education and support services.

Despite all that the world was going through with the Pandemic as well as the transitions we went through and not working for the first six weeks or so of our program year, the MMEP team accomplished a tremendous amount of work during FY21. With a staff of 9 people (8.5 FTE) MMEP:

- Held over 220 collaborative meetings with schools and districts
- Attended 67 national/state professional development trainings
- Provided 22 instructional/curricular trainings for hourly staff
- Assisted students/families with services such as pEBT, housing issues, legal supports, health (both COVID and non-COVID) needs, and internet access over 1,900 times
- Provided over 530 referrals to community and school based resources and programs
- Received 650 program screeners from school districts
- Identified over 600 eligible migratory students/youth residing in the Commonwealth (only the second time in the past 10 years we passed 600!)
- Provided academic services to 536 migratory students/youth
- Completed our formal Comprehensive Needs Assessment with the participation of over 50 outside stakeholders

Special Education Surrogate Parents Program (SESPP)

In June of 2021, CES applied for and received a contract to manage the statewide SESP Program. The migration of the program to CES was effective July 1, 2021 (FY22).
FEDERAL, STATE, PRIVATE GRANTS AND CONTRACTS

Grants and contracts made up about 80% of the CES total budget in FY21. 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. The lists below do not include non-competitive contracts for work in school districts.

Dept. of Elementary and Secondary Education and Dept. of Early Education and Care

After School Programs (21st Century Community Learning Centers; nine separate DESE grants)
After School Programs – Enhanced programs for Students with Disabilities (two separate DESE grants)
Building Equitable Supports for Children with Disabilities - EEC/DESE
Connecting Activities (School to Career) for all of Hampshire County - DESE
Coordinated Family and Community Engagement (CFCE) – EEC
Early Literacy Intervention (Reading Recovery) - DESE
ELL – Administrators SEI Endorsement Course – regional and statewide - DESE
ELL - SEI Career and Voc Tech Training - DESE
ELL – Teacher SEI Endorsement Course - regional and statewide - DESE
Evaluation of the Safe and Supportive Schools Program- DESE
GED Test Centers - DESE
Inclusive Preschool Teams – EEC Assistive Technology - DESE
Massachusetts Migrant Education Program - DESE
Perkins Consortium – 4 Hampshire County districts for Career Technical Ed - DESE
Recovery High Schools Evaluation - DESE
Professional Development to Support Students Behavioral & Mental Health - DESE
Special Education in Institutional Settings – statewide – DESE
Special Education Parent Surrogate Program - DESE
Special Education and English Learner Supports - DESE
Special Education Professional Development Series - DESE
Special Education CSPD Training - DESE
Special Education Team Leader Institute – DESE
Special Education Program Improvement Grant Individuals with Disabilities Education Act Part B (IDEA) - DESE
Statewide System of Support Turnaround Assistance Support - DESE
Title III Consortium (Limited English Proficient Students) - 23 member districts, 3 private schools - DESE

Other State Agencies

Department of Youth Services – provide education statewide to detained/incarcerated youth (through Commonwealth Corporation)
Bureau of Substance Abuse Services - Massachusetts Department of Public Health
Tobacco Cessation - Massachusetts Department of Public Health
Office Youth Opioid Prevention - Massachusetts Attorney General’s
MassCALL3 Youth Substance Misuse Prevention Grant - Massachusetts
Department of Public Health
Federal
Teaching with Primary Sources - Library of Congress
Youth Mental Health First Aid - Health and Human Services
Strategic Prevention Frameworks - Partnerships for Success, Department of Health and Human Services/Substance Abuse and Mental Health Services Administration

Private and Corporate Foundations/Institutions
Baystate Health Systems – Hospital Coalition
Behavioral Health Network - Early Childhood Mental
Cooley Dickinson Hospital – Prevention Needs Assessment Survey
Cooley Dickinson Hospital – Healthy Communities
Cooley Dickinson Hospital - Focus Group Facilitation
Greater Good Science Center, Berkeley University - Greater Good Parenting
Hartford Foundation – Evaluation of Greater Together Community Funds
Hartford Foundation – Evaluation of Chronic Absenteeism Project
Health New England - Covid 19 Response Fund
Joel Atlas Skirble Foundation - Social Justice Education and Strong Foundations for Young Children
Facebook - Education Modernization Evaluation
United Way of Hampshire County - Empowered Eaters
United Way of Pioneer Valley- after school
Broadside Books

Municipal and Regional Public Agencies
City of Northampton - Mass in Motion
Franklin-Hampshire Workforce Board – Connecting Activities
Franklin-Hampshire Workforce Board - STEM Focused Internships
Northampton Coalition - City of Northampton
Town of Belchertown Planning Board – Community Health

Individual donors for
After school programs
Amherst Mobile Market
Ben D. Marino Scholarship Fund
Bogin Playscape Project
CES Social Justice and Equity Fund
Joan E. Schuman Scholarship Fund
Patty-Walsh Cassidy Assistive Technology Lending Library
Strong Foundations for Young Children

Partnerships
( Included in Grant-funded programs by outside organizations)
Chicopee Public Schools included CES (Emerging America) in the Civics
Teaching and Learning grant funded by DESE. Melrose Public Schools and consortium included CES (Emerging America) in grant for Civics Teaching and History's Mysteries, World Geography, and Ancient Civilizations funded by DESE. Holyoke Community College included CES (Workforce Development) in its Western MA Engineering Pathways Program funded by the National Science Foundation. The College of Information and Computer Science at UMASS Amherst included CES (Workforce Development) in its CyberCorps Scholarship for Service (SFS) program funded by the National Science Foundation.

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:

- Pre-qualified List of Vendors Supporting Sustainable District and School Improvement – (16MARSSKJ1) This Departmental Master Agreement approves vendors with a demonstrated capacity to successfully support district and school improvement.
- Pre-qualified List of Educational Consultants Supporting Curriculum and Instruction – (17MACCING1) Approved vendor under the Center for Curriculum and Instruction to provide a wide variety of services in curriculum and instruction and assessment services
- Pre-qualified by MA DESE for List of Prequalified Vendors Supporting Partners for the Strategic Transformation Region (20CDSLW2)
- CES is an approved vendor of For-Cost SEI Endorsement Courses (21MAOLADG1).
- Early Childhood Training and Consulting Services (2009 EEC Training 003): 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.
- Statewide Capacity Building (Department of Public Health): CES is on the list of DPH-approved providers for Statewide Capacity Building (500824).
- Special Education Master Agreement: Office of Tiered Systems of Support, MA DESE (19MASEPSF1): CES is approved to deliver multiple services under various areas of Special Education services.
- Approved by the Executive Office of Labor and Workforce Development of the Career Services Division under TAA Training EOL 18-02 for reimbursement of selected Licensure fees
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

Substantial progress in achieving the goals and objectives was demonstrated.

First:

CES continued even in the face of the pandemic to provide a range of cost-effective and quality services and programs for children, youth and families, especially those who are most vulnerable or at risk of failure. This report provided details about these services and programs, which included ones in Special Education, alternative education, afterschool, career-technical education, services to migrant youth, children and families, and early childhood programs. Over 4,855 children, youth and families were impacted by CES programs and direct services, 20% growth over FY20. An additional 1,295 children and youth were educated in over 80 settings under our statewide DYS and SEIS contracts.

For most of these programs and services, we were able to adapt our delivery to on-line platforms and virtual teaching, but many teachers in both our large and small programs were on-site teaching in the classroom for our most vulnerable populations.

Second:
CES provided extensive workshops, institutes, technical assistance, coaching, licensure courses, and other professional development to educators, paraprofessionals, administrators, early childhood providers, and caregivers. Topics of these professional development services included literacy, numeracy, STEM, civics and Social Studies; ESL and ELL education, including SEI Endorsement; trauma-informed practices; social justice, equity, inclusion, racism, implicit bias, and culturally-responsive classroom practices; social-emotional learning and safe and supportive schools; methods to integrate technology in the curriculum and practices for remote learning; differentiated instruction; authentic assessment; and professional learning communities and others. Despite the pandemic, CES held at strong numbers in this area in FY21; with participating individuals at over 5,225.

Third:

In addition to developing and providing the range of services and programs described earlier, CES continues to make substantial progress in determining the needs of member districts and exploring new programs and services to meet those needs in the future.

As a result of the COVID-19 pandemic, CES did not field our annual customer survey in the spring of either 2020 or 2021. We did reach out to schools, districts and educators in June of 2021 to identify specific needs for training, technical assistance and PD subjects and formats, as we planned for our summer and fall offerings, and identified strong customer needs for help areas of student trauma, equity and racism, and special education and co-teaching, and paraprofessional training, and have responded to these areas with increased training and support.

Throughout the pandemic, CES continued our support for job alike and professional networks and communities, holding these groups on a virtual conferencing platform.

Customer feedback is also gathered throughout the year via event evaluation forms, and one on one meetings with superintendents, school committees, curriculum directors, tech directors, special education directors, and more.

Fourth:

CES continued to assume a significant leadership role in building and maintaining the support of local, state and federal legislative bodies, agencies, and foundations for the work of educational collaboratives in general, of CES in particular, and of our member districts. There are many examples earlier in this report such as: CES staff networking with many local, state and national organizations; being active in the work of the Association of Education Service Agencies; and being on key task forces for DESE, EEC, and DYS. The Executive Director played a major role in this area in a number of ways, including serving on the Executive Committee of MOEC; serving as the Western MA Liaison to MOEC and DESE; meeting with local and state officials; and more.
CES also served a major role in FY21 in producing data and reports, meeting with legislators, and convening group meetings to educate our region's state legislators about key challenges facing our member districts as a result of the economic, social, and health and safety impact of the pandemic. CES is committed to continuing to meet our goals, uphold our principles and commitments, continue to focus on high-quality education, social justice and equity, maintain effective and efficient management of programs, services, and funds, and support our outstanding staff so that the growth of the organization can continue, member districts can be well-served, innovation can be supported, and programs and services can meet the needs of children, youth, families, educators, and others.

Contact Information

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