

Collaborative for Educational Services
FY14 Annual Report
July 2013 – June 2014

Executive Director Summary

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

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

As this report documents, CES provides a *range of educational direct and support services for its **36 member school districts in Hampshire and Franklin Counties*** as well as for other districts throughout Massachusetts and New England. It is the largest Collaborative in Massachusetts. As this report documents, CES had major initiatives in many areas, such as *professional development, coaching, and other educator supports* in all grade levels and across all academic subjects; effective use of technology; educational research and evaluation; curriculum development and implementation; literacy, ELL and second language acquisition; and the analysis and use of data to improve programs, practices and outcomes for children and youth. In FY14 alone, CES worked with over *5,100 educators, specialists, and administrators in all our member districts plus other districts in MA and beyond*. Our district-wide and single school initiatives shaped learning and leadership at the policy, program, and practice levels.

CES also provided *direct services to children, youth, and families*. These included Special Education, alternative education, afterschool, and early childhood programs touching over 2,000 individuals. CES provides technology consulting and support and runs an annual technology conference. CES also houses the Strategic Initiative for Families and Youth (SPIFFY), a coalition of over 60 community partners working together to improve outcomes for youth in Hampshire County.

CES also *managed large-scale statewide projects*. For ten years, CES has provided all the staffing, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services. We have conducted, and just received a contract to continue conducting, similar work with Massachusetts Departments of Elementary and Secondary Education's (DESE's) Special Education in Institutional Settings programs across the Commonwealth. We also are managing multiple trainings across the state in assessment for pre-school and kindergarten teachers though grants from EEC and ESE. *These state-wide efforts have brought added capacity to CES to serve our member districts and have kept costs to districts down through economies of scale.*

CES has been the recipient of numerous state and federal grants, including from: the MA Departments of Elementary and Secondary Education (ESE), Early Education and Care (EEC), and Youth Services (DYS); the U.S. Department of Education, U.S. Department of Health & Human Services (Administration for Children & Families), National Science Foundation, National Endowment for the Arts, National

Endowment for the Humanities, Center for Substance Abuse Prevention, and the Library of Congress. At the end of the next section, you will find a listing of key grants and contracts under which CES performed work during FY14.

Among the accomplishments achieved during Fiscal Year 2013-14 were these highlights:

Governance

- Twenty-seven School Committees approved and signed the new CES Articles of Agreement prior to the end of FY14. (All 36 CES member School Committees completed approval of the Articles by September of 2014).
- New By-Laws for CES were developed and then approved at the May 2014 Board meeting.
- During the spring of 2014, CES completed a chart of services that summarized the CES services currently being used by each member district; this chart was used in one-on-one discussions between the new Executive Director and 16 of 19 member superintendents before June 30th; and in presentations to member school committees.
- CES launched internal professional development and institutional work around issues of social justice, equity, race, ethnicity, class, power, and privilege. Six facilitated Professional Learning Community meetings (Social Justice and Equity PLCs) have been held. A planning group is working to take this to the next stage of development.
- Leading work on the development of the CES Strategic Plan, the Board voted on the 4 CES Strategic Goals in June of 2014, and plans were made for a summit including members of the Board and CES leadership later in July of 2014 to further identify priority areas of focus under each Goal.
- CES will be working with the Lower Pioneer Valley Educational Collaborative on region-wide collaboration with and services to member districts, including Hampshire and Berkshire counties. CES is the lead collaborative for this region of the Commonwealth.

Programs and Services

- The Final Report received from DESE for the Coordinated Program Review of special education programs at HEC Academy was a positive report. Programs continue to provide needed services and education for special needs students with a range of cognitive impairments, learning disabilities, and/or emotional disorders who require a high degree of individualized academic and behavioral support, and a high staff-to-student ratio to be successful. During FY14, CES consolidated the TALP IV program into HEC Academy. Also during FY14, the new HEC Academy Student Advisory Group was a positive addition to the school this year, and continues to meet weekly. During FY14, the group worked to present an electronics use guidelines (i.e. phones, iPods, etc.) to administration that was approved.
- The 2014 Joan E. Schuman Scholarship Fund to support special education students in their pursuit of post-secondary education was created and launched in March of 2014. 2 students were selected to receive awards for this first year of the scholarship; one a HEC Academy student, and a second student from Smith Vocational and Agricultural High School in Northampton.

- In FY14, CES was awarded a PERC (Pioneer Valley Educational Readiness Center) grant for work in mathematics. Partnering with Smith College and local districts, we worked together to create a sustainable collaborative structure for cross-district, collaborative implementation of early elementary DDMs and provide related mathematics professional development. The project brought together teams of K-3 educators from 7 districts during the school year and summer. This joined additional CES work on DDMs, including ESE-funded work along with 6 school districts on the 213 (Professional Practice Innovation) Grant, addressing the quality of district-determined measures (DDMs) to support tenth grade struggling learners' ability to write to text and the teaching of tech in middle school, ensuring that all students will have access to the curriculum. The team presented at ESE's Spring Convening, a showcasing of District Determined Measures (DDMs) resources that drew 400 educators.
- CES was chosen to be the Sheltered English Instruction (SEI) Center for the Pioneer Valley and Berkshire regions. SEI Centers in each of the six regions of the state are designed to help school districts and individuals meet RETELL requirements.
- In addition to developing and leading numerous open enrollment professional development efforts and customized professional development and coaching in schools, the Professional Development Department provided project management for trainings and conferences in support of statewide Literacy Partnership/Striving Readers conferences, the arts integration conference, PARCC Fellows, and the Writing Standards in Action Project.
- CES has continued to educate and prepare teachers for licensure, helping to create new pools of special education, math and science teachers in our region through our licensure education program. Enrollment in the initial license program at CES increased nearly 20% over the previous year; and registrations in licensure courses remained high as well.
- In our Early Childhood Department, The System Change for Successful Children (SCSC) completed their set of recommendations. SCSC is a federal grant-funded initiative in Franklin County that is building collaboration, training, and mental health supports to knit together Early Childhood and DCF efforts for foster children. In February 2014, CES launched the Assessment for Responsive Teaching (ART), a statewide training program that will help early childhood educators across the state observe and document children in their daily activities, and adjust their curriculum to maximize the potential of each student. This program is funded through a grant from the MA Department of Early Education and Care.

Leadership Transitions

FY 2013-14 also saw major leadership transitions at CES. At the beginning of FY14, both the Chief Technology Officer and the Chief Financial Officer left CES to take other positions. The technology department found a new leader in the summer of 2013, Angela Burke, Technology Director, who comes to CES from Gateway Regional School District, the South Hadley School district and the private sector. Barbara Siegel, our extremely able grants manager, filled in through September 30th, 2013 as Interim Business Manager, and was later promoted to Assistant Director of Finance. At that time, Frank Mertes, our new Director of Finance, began.

Within CES departments, our long term Director of Early Childhood education retired at the end of December, 2013. Desiree Lalbeharie-Josias, the new Director of the Collaborative for Educational Services (CES) Early Childhood Programs, began her tenure at the end of January 2014. She brings 11 years of leadership experience to the position. Her previous positions at the MSPCC-Springfield Early

Intervention Program and the REACH Early Intervention Program involved training, supervising, and mentoring clinicians who specialized in working with young children and their families. In addition, Kathy Titus, Director of the SEIS Project was hired to lead the program on CES' behalf after Mary Lou Chapman left CES

The agency, Board of Directors, and member districts recognized Dr. Joan Schuman whose dedicated work on behalf of children, families, and youth and whose vision for and leadership of the Collaborative over 20 years. Dr. Schuman retired from the position at the end of February, 2014.

William Diehl, Ed.D. was appointed as the new Executive Director and began on March 1, 2014. Previously the CES Deputy Director, Diehl led development, research and evaluation, and strategic planning at CES. In addition, he oversaw a variety of student and learner support programs, including afterschool, alternative education, career-technical education and community partnership work. Prior to his work at CES, Diehl was Executive Director of Diploma Plus, and also worked at the Commonwealth Corporation, designing and managing school-community partnerships, adolescent literacy projects, and school to work initiatives.

I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2013-2014.

Respectfully Submitted,

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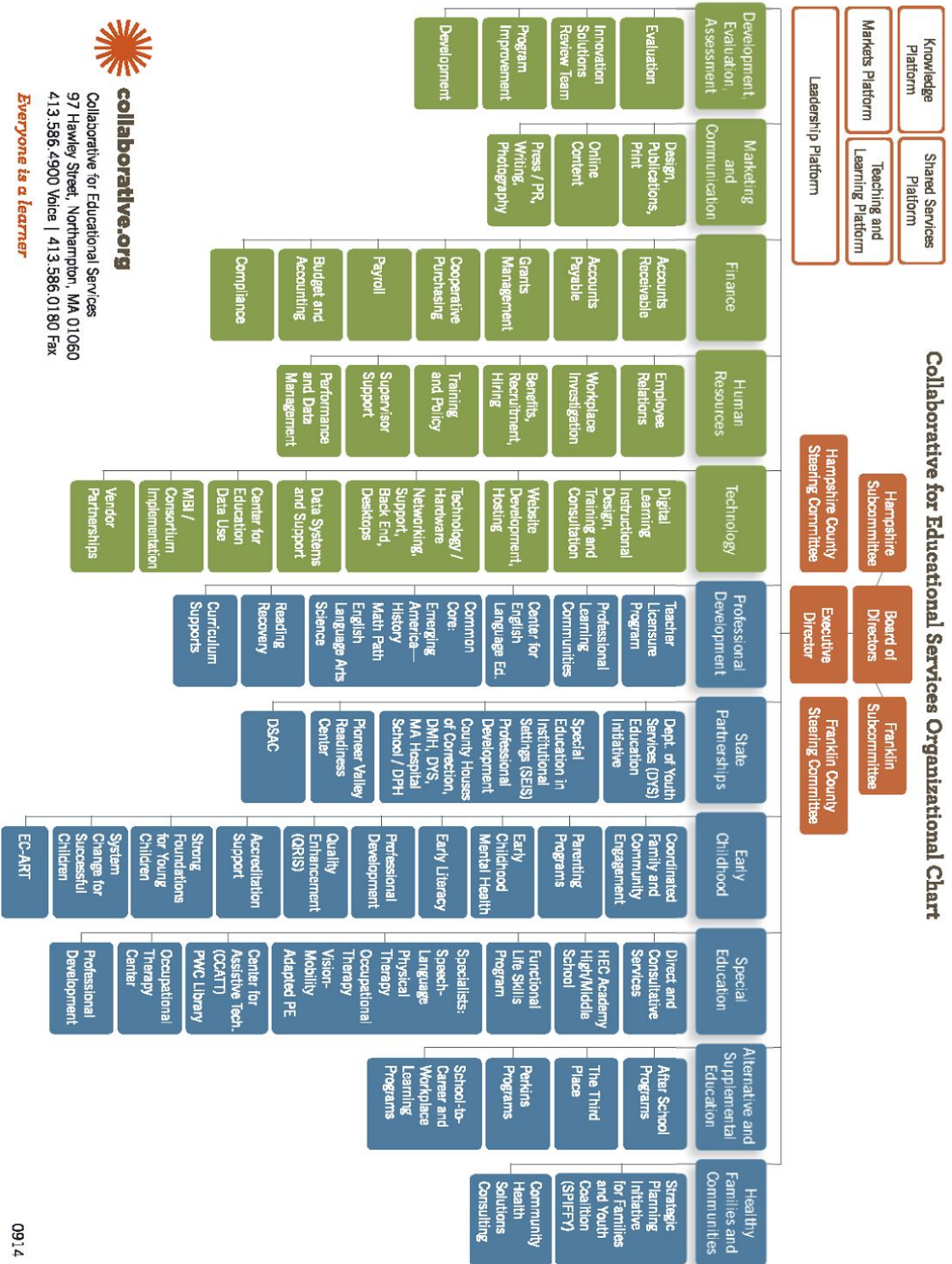
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Contact Information

Collaborative for Educational Services Organizational Chart



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Mission and Purpose

Mission

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

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

We value:

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

Goals and Objectives

Our goals and objectives¹ 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 comprised of an elected school committee representative from each member school district. In 2013-2014, Lisa Minnick from the Northampton School Committee served as the Chairperson of the Board, and Daniel Hayes from the Shutesbury School Committee served as the Vice-Chairperson.

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

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

FY14 Board of Directors

Franklin County		Hampshire County	
District	Board Member	District	Board Member
Conway	Elaine Campbell	Amherst	Lawrence O'Brien
Deerfield	Kenneth Cuddeback	Amherst-Pelham Regional	TBD
Erving Elementary	MackKensey Bailey	Belchertown	Myndi Bogdanovich
Franklin County Technical Schools	TBD	Chesterfield-Goshen	TBD
Frontier Regional School District	Robert Decker III	Easthampton	Wendy Bloomenthal
Gill-Montague Regional School District	Sandy Brown	Granby	Emre Evren
Greenfield Public Schools	Margaret Betts	Hadley	Robie Grant
Hawlemont Regional School District	TBD	Hampshire Regional	Trish Colson-Montgomery
Leverett	Sarah Dolven	Hatfield	Cathy Englehardt
Mohawk Trail Regional School District	TBD	Northampton	Lisa Minnick (Chair)
New Salem, Wendell	Michael Yohan	Pelham	Trevor Baptiste
Pioneer Valley Regional School District	Michael Sharry	Smith Vocational	John Cotton
R C Mahar Regional School District	Peter Cross	South Hadley	TBD

Rowe Elementary	TBD	Southampton	Melissa Kelly
Shutesbury	Daniel Hayes	Ware	Danielle Souza
Sunderland	Douglas Fulton	Westhampton	Brigid O'Riordan
Whateley	Nathanael Fortune	Williamsburg	Jeff Gelbard

FY14 Steering Committee

Franklin County	Hampshire County
Conway Public Schools Martha Barrett, Superintendent	Amherst-Pelham Regional Schools Maria Geryk, Superintendent
Deerfield Public Schools Martha Barrett, Superintendent	Amherst Public Schools Maria Geryk, Superintendent
Erving Elementary Schools Robert Mahler, Superintendent	Belchertown Public Schools Judith Houle, Superintendent
Franklin County Technical School James Laverty, Superintendent	Chesterfield-Goshen Public Schools Craig Jurgensen, Superintendent
Frontier Regional School District Martha Barrett, Superintendent	Easthampton Public Schools Nancy Follansbee, Superintendent
Gill-Montague Regional School District Michael Sullivan, Superintendent	Granby Public Schools Isabelina Rodriguez, Superintendent
Greenfield Public Schools Dr. Susan Hollins, Superintendent	Hadley Public Schools Donna Moyer, Superintendent
Hawlemont Regional School District Michael Buoniconti, Superintendent	Hampshire Regional Schools Craig Jurgensen, Superintendent
Leverett Public Schools Robert Mahler, Superintendent	Hatfield Public Schools John Robert, Superintendent
Mohawk Trail Regional School District Michael Buoniconti, Superintendent	Northampton Public Schools Regina Nash, Interim Superintendent
New Salem Schools Robert Mahler, Superintendent	Pelham Public Schools Maria Geryk, Superintendent
Orange Public Schools Tari Thomas, Superintendent	South Hadley Public Schools Nicholas Young, Superintendent
Pioneer Valley Regional Schools Dayle Doiron, Superintendent	Southampton Public Schools Craig Jurgensen, Superintendent
RC Mahar Regional School District Tari Thomas, Superintendent	Smith Vocational & Agricultural School Jeffrey Peterson, Superintendent
Rowe Elementary Schools Michael Buoniconti, Superintendent	Ware Public Schools Mary-Elizabeth Beach, Superintendent
Shutesbury Public Schools Robert Mahler, Superintendent	Westhampton Public Schools Craig Jurgensen, Superintendent
Sunderland Public Schools Martha Barrett, Superintendent	Williamsburg Public Schools Craig Jurgensen, Superintendent
Wendell Public Schools Robert Mahler, Superintendent	
Whately Public Schools Martha Barrett, Superintendent	

Programs and Services

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

This section includes:

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

GOAL I: Cost-effective quality services and programs for low incidence populations, particularly those most at risk of school failure

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

SPECIAL EDUCATION PROGRAMS AND SERVICES

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

FY14 Program Highlights

- The Final Report received from DESE for the Coordinated Program Review was a positive report.
- CES consolidated TALP IV into HEC Academy during FY2014.
- Key staffing changes at HEC Academy included the addition of Jonathan Brody, LICSW as full-time Clinical Coordinator; and a new Adapted Physical Education Teacher, Mackenzie Vita who started on 1/6/14.

- HEC Academy students participated in a number of community service activities during the 2013/14 school year; including raising \$1000 for Monte's March on Hunger on Nov. 6th, 2013; and raising funds for Safe Passage by wrapping gifts at the Holyoke Barnes & Noble at Christmas time.
- The October 2013 Special Olympics hosted by Granby, and the Winter Special Olympics held in February, 2014 in South Hadley, were organized by Mike Topor from CES. Spring Special Olympics, held on Thursday, May 15th 2014; were organized by Pedro Gomes from CES, and held at Northampton High School.
- The HEC Academy Student Advisory Group was a positive addition to the school this year, and continues to meet weekly. The group worked to present an electronics use guidelines (i.e. phones, iPods, etc.) to administration that was approved.
- Professor John Bracey Jr., Chair of the W.E.B. Du Bois Department of Afro-American Studies at the University of Massachusetts/Amherst, encouraged the seven seniors graduating in June 2014 from HEC Academy to follow their dreams without the fear of failure.
- The 2014 Joan E. Schuman Scholarship Fund was created and launched in March of 2014. We received 10 applications for and 2 students were selected to receive awards for this first year of the scholarship. Kianna Pinkney-Brown is a HEC Academy student, and Marquie Ann Gardner is a student from Smith Vocational and Agricultural High School.
- Five HEC Academy students were able to increase their independence and pursue their dreams this year, thanks to Ben DeMarino Scholarship awards, administered by the Collaborative for Educational Services (CES). DeMarino scholarships provide students at the Academy with opportunities to explore their interests by financing community college courses, or gain skills that can help them to be more self-sufficient. This year's recipients used the awards to fund driver's education courses, music theory, psychology, and other community college courses.

ITINERANT SERVICES

Services Provided:

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

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

Populations Served by Itinerant Services:

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

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

- Vision and Mobility Services: In Amherst, Frontier, Palmer, South Hadley, Ware

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

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

Total of districts served

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

Cost Effectiveness

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

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

Services Provided

The CCATT Center is located at 228 Pleasant Street, Northampton, MA. CCATT specialists provided assistive technology evaluations and direct / consultative services to students in member and non-member districts. Additionally, training for teachers was provided during FY14 via a DESE Summer Institute. For more detail on training and PD, see Goal 2, Professional Development.

Populations Served by CCATT Services:

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

19 CCATT Evaluations were provided. This number reflects those requested independent of ongoing service contracts. Of these, 6 evaluations were for member districts including Belchertown, Easthampton, Franklin Tech, Frontier, Hampshire Regional, and Northampton. 13 were provided to non-member districts.

Total of districts served

- 8 Members: Belchertown, Easthampton, Franklin Technical, Frontier Regional, Hampshire Regional, Northampton, Orange Public Schools, South Hadley
- 13 Non-members: Adams-Cheshire, BART Charter School, Berkshire Hills, Central Berkshire, East Longmeadow, Four Rivers Charter School, Gateway Regional, Holyoke, Housatonic, Ludlow, Merrimack, Pittsfield, Southern Berkshire

Cost-Effectiveness

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

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

OCCUPATIONAL THERAPY CENTER (OTC)

Services Provided

The Collaborative Occupational Therapy Center, also located at 228 Pleasant Street, Northampton, MA, provides individual and small group treatment services on motor development, handwriting, and sensory processing issues. OTC specialists provide services to member and non-member districts, private clients/families, childcare centers, and other agencies. During FY14, OTC provided a combination of evaluation, direct and consultative services to a range of clients.

Populations Served:

- **Direct/Consultative Services** were provided for 12 school districts; including 3 member districts (Frontier, Northampton, and South Hadley). Non-Members included the Center School (Greenfield), Common School, East Longmeadow, Hampshire College Center for Children, Hartsbrook School, Inspire for Autism, Ludlow, PVPA, West Springfield
- **25 total evaluations** were provided, including evaluations for 2 member districts (Frontier-1; South Hadley-3). Evaluations were also provided to 4 non-member districts: East Longmeadow, Inspire for Autism, PVPA, West Springfield; and 15 Private clients.
- **We served a total** of 46 private clients
- **Ongoing therapy services** were received by 22 students in 12 school districts throughout the year (7 member districts).

Cost-Effectiveness

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

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

SPECIAL EDUCATION ALTERNATIVE LEARNING

Services Provided

During FY14, the Collaborative offered special education programs for children and youth ages 12-21 in both public and private settings. Programs were available for students with autism, cognitive impairments, learning disabilities, and emotional / behavioral disorders.

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

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

Determination of Tuitions

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

- Feedback from member special education directors is considered and tuitions revised as appropriate
- Final adjustments and revisions are made prior to presentation to the Board for review and final approval

HEC Academy (High School and Middle School Programs)

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

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

Specific remediation and technology is provided to address learning disabilities. Additional consultative support from a Learning Disability Specialist is offered as part of the program and is available to address

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

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

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

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

Community-Based Work Experience (CBWE)

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

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

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

Prevocational Program

Designed for students aged 12-15 with moderate intellectual impairment, the Prevocational Program located at John F. Kennedy Middle School in Northampton, MA provides instruction in functional academics, communication, socialization, and life skills as preparation for future vocational training. Volunteer vocational activities, both school- and community-based, give students the opportunity to develop initial skills. Community Service Learning projects allow students to develop positive relationships with peers in other classes, as well as to contribute to the community. Educational opportunities address each student's learning abilities. Each student participates in small group and individualized instruction throughout the day across all curriculum areas. Related services are incorporated based on individual student needs. A weekly clinical consultant is provided for the program throughout the school year.

GOAL: For students to transition to high school vocational program or regular high school program.

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

Populations Served and Outcomes:

Alternative Program Enrollment:

- Average Enrollment for the FY14 year across all three programs (HEC Academy, CBWE, and Prevocational) including summer was at 45 students total.
- Within these, 58% were from member school districts, and 42% were from non-member districts.
- 37.8% of the total enrollment came from Hampshire County districts, and 19.9% came from Franklin County districts.
- Within the 45 students, HEC Academy had an average of 36 students enrolled, CBWE had 3 students, and Prevocational had 6 students.

HEC Academy Graduation

- 8 students graduated from HEC Academy High School
- *(Students who graduate from HEC Academy pass the MCAS, meet the graduation requirements of their home high school, and receive a high school diploma from their sending district.*
- All 8 students were from Member Districts: Easthampton (1); Frontier Regional (1); Granby (1); Hampshire Regional (1); Mohawk Regional (1); Northampton (2); South Hadley (1)

Student Achievement / MCAS Results

November 2013 Grade 10 *Retest:*

- ELA: 2 of 2 students were proficient
- Math: 2 of 6 students were proficient

February 2014 Biology Test:

- 2 of 6 students were proficient

March 2014 *Retests:*

- ELA: No students tested
- Math: 3 of 6 students were proficient

Spring 2014 Grade 10 MCAS Tests:

- ELA: 5 of 6 students were proficient
- Math: 2 of 6 students were proficient

Biology: 8 of 12 students were proficient

Special Education Alternative Programs Cost Effectiveness

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

Program	CES Tuition/day rate	Private Sector Tuition/day rate (Average*)

Full day, school year (180 days)	\$223	\$235
Extended Year (Summer - 25 days)	\$160	\$249

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

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

For Summer Full Day: Northeast Center (Tricounty); and Valley West Day School

In comparison with a similar school offering, CES' Special Education Programs represent a savings over the available alternative programs of more than 5% for member districts for HEC Academy, and savings over alternative options of 36% for Summer Programs.

Program	CES Tuition/day rate (Members)	Private Sector Tuition/day rate (Average*)
CBWE	\$133	\$334
Prevocational	\$151	\$334

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

In comparison with other programs, CES' CBWE Program represents a savings of over 40% for member school districts over comparable options.

MOUNT TOM ACADEMY

The Mount Tom Academy program is located at Holyoke Community College in Holyoke, MA. The program is an alternative high school for students at risk of dropping out of school, and students who have dropped out of school and wish to return. Mount Tom Academy was the first alternative high school in Massachusetts to have a setting in a state community college. The program was started through a grant from DESE in FY 2001, and has been located at HCC for the past 13 years.

Services Provided

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

The program utilizes self-directed learning methods that engage reluctant learners in their own educational process. The goal of the program is to provide a learning environment that addresses and removes students' objections to study and learning, engages them in self-directed learning, and promotes achievement among students who would otherwise be likely to drop out. Course work is matched to the sending high school curriculum

Populations Served and Outcomes:

- In 2013-2014, Mount Tom Academy served 16 students from school districts throughout the Pioneer Valley.
- Of the 8 sending districts, 5 were Collaborative member districts. Enrollment is accepted on a rolling basis throughout the school year.

Outcomes

- 15 students passed their MCAS and college entrance exams.
- 11 students completed high school studies and graduated last year.
- 3 students participated in work-study opportunities.

Cost Effectiveness

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

Program - Per Student Tuition

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

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

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

ACADEMIC SUPPORT PROGRAMS

- The Reunion Center, Easthampton
- The Third Place, Turners Falls

Services Provided

These programs provide academic support for teens and other students in member communities, through services such as free test preparation sessions, credit-recovery classes, and internships. Programs also help students set up work internships and teach resume writing, job interviewing, and essential life skills.

Populations Served

Students enrolled:

- Reunion Center: 18
- Turners Falls: 12

Cost Effectiveness

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

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

CES has organized and managed a consortium of local school districts to access Perkins funding to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers. In 2013-2014, the participating districts were South Hadley, Amherst, Gateway, and Easthampton.

Services Provided

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

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

Populations Served

- Approximately 500 students from these schools received occupational training and academic support in coursework offerings such as Graphic Design, Computer Applications, Culinary Arts, Child Care, Allied Health, Welding and Metal Fabrication, Commercial Art, and Carpentry and Woodworking.
- Four Collaborative member districts participated in FY14—South Hadley, Amherst, Gateway, and Easthampton
- In FY 2013-2014, our Perkins districts received over \$77,000 in support and materials for their programs.

Cost Effectiveness

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

CONNECTING ACTIVITIES

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

Services Provided

The program provides resources to schools, including linkages to local employers, program funding, and materials support, especially support for the Career Cruising online software program. Career Cruising is considered to be an optimal tool for developing a range of career skills and goals with high school students.

Populations Served and Outcomes

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

- In 2013-2014, the program placed over 350 students with more than 150 employers throughout the county.
- An additional 125 students participated in Construction Career Day and other types of job shadowing, field study and job fairs. The internship placements ranged from simple after school placements tracked with a Work-based Learning Plan, to more complex work-and-learning experiences where the tasks and skills emphasized in the placement are also developed, in parallel, in a classroom setting. Smith Vocational is an example of where such placements occur. Students range from those who are A+ and college-bound, to those who are developmentally challenged.

Outcomes

CES does not collect comprehensive assessments of skill development, or longitudinal data for Connecting Activities. However, studies have clearly indicated that supported internship placements have a very important effect on the at-risk population, such as the students CES's Connecting Activities target and serve. Supported internship placements give these students a feeling of engagement and a sense of efficacy and success (even if they do not excel in the academic realm). Supported internships demonstrably help prevent students from dropping out.

Cost-Effectiveness

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

AFTER SCHOOL PROGRAMS

21st Century Community Learning Centers (CCLC)

The Collaborative school year and summer programs provide students with a balance of academic and social-emotional skill development through a variety of student-centered enrichment activities, which promote academic achievement and healthy adult-to-youth and peer-to-peer relationships. These out-of-school programs are largely grant-funded, and represent an extremely cost-effective resource for our member area schools as a result. The main office for CES After School program management is at 97 Hawley Street, Northampton, MA

Services Provided

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

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

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

Needs assessment:

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

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

Populations Served and Outcomes

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

- Twelve CES 21st CCLC programs served 806 students during the 2013-2014 school years.
- Approximately 60% of students were from low-income homes and 18% were students with special needs.

Outcomes

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

- Maple Elementary and Neil A. Pepin Elementary both recently achieved the Promising Practices level of funding.
- White Brook Middle School and Philip G. Coburn Elementary (West Springfield) both recently achieved the Exemplary site level.
- Gateway Regional Middle School and Converse Middle School (Palmer) have achieved the highest level of Demonstration level.
- CES staff from these aforementioned sites actively mentors non-21st CCLC programs towards more academically focused and age appropriate programming.

- CES' own after school central office is also considered Exemplary and has been tasked with mentoring both 21st Century programs in Holyoke and Montague.

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

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

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

Since our network implemented PBL activities at all of its programs starting in FY05, the average attendance hours for FY14 was **164 hours**. This exceeded the minimum of 80 hours as mandated by Massachusetts and is especially encouraging considering half of the CES after school network services middle and high school aged youth who are harder to reach than elementary aged youth. The CES network average attendance hours have far surpassed that benchmark for a number of years.

Cost-Effectiveness

The CES after school programs are funded through 21st CCLC grants awarded by DESE. For the majority of students, therefore, the majority of CES after school programs are offered at no cost to the participant or sending school. A comparative after school opportunity does not exist at the level of quality achieved by these programs

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

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

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

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

PROFESSIONAL DEVELOPMENT, CURRICULUM, AND EDUCATOR LICENSURE

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

The department works with districts to customize implementation of the

- Educator Evaluation System,
- Tiered support systems,
- Common Core State Standards, and
- Improving outcomes for struggling learners.

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers accessed our face-to-face and online programs during FY14 to achieve Initial Licensure and renewal of Professional Licensure.

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

Overall Process: Needs Assessment for Program Development

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

- Review of member districts' District Improvement Plans, student achievement and attendance data and demographics, Accountability Levels, and licensure/staffing needs
- Review of current literature on evidence-based practices for professional development, curriculum, instruction, and assessment, and improving student outcomes for special populations
- Meetings with member school district administrators regarding educator professional development, curriculum, and licensure needs
- Review of written/electronic evaluation data from course and workshop completers
- Communication with DESE staff regarding Department priorities and mandates impacting school districts, and licensure regulations
- Communication with our higher education licensure partner Fitchburg State University regarding content of courses and program articulation, and collaboration on federal and state grants funding educator licensure in high-need areas
- Meetings with education service agency staff from other Massachusetts Collaboratives and from other states regarding effective and efficient practices
- Collaborative planning and development of proposals to state and federal agencies, and private foundations, to support staff development programs
- Facilitation of professional learning communities
- Survey response and feedback provided by over 500 teachers, specialists and administrators through the April 2014 Collaborative Satisfaction and Needs Assessment Survey

Sampling of FY14 Professional Development Program and Staff Highlights

- Suzanne Judson-Whitehouse and Jill Robinson managed the professional development events in a year-long series of Literacy Partnership trainings for Level 3 and 4 districts, designed to provide a supportive environment for them to plan their implementation, collaborate with their grade level peers and examine student work and growth using protocols
- Ken Pransky, Curriculum Specialist and Instructor for CES, published as co-author of a new book, *Memory at Work in the Classroom: Strategies to Help Underachieving Students*.
- Laurel Dickey from CES made two presentations at the Northeast Literacy Conference, Providence, RI, attended by teachers from throughout the Northeast: *Teaching For Accelerated Learning in Reading and Writing Activities of the Daily Reading Recovery*, and *That Would Make an Interesting Story! Teaching For Independence in Composing and Writing*.
- Ken Pransky from CES was invited to lead two workshops at the fall conference of Lucy Calkins' Reader/Writers Workshop Network, Teachers College, Columbia University: *Accelerating Vocabulary Learning, K-2*, and *Boosting Vocabulary Learning, 3-8*. A number of teachers from CES member school districts participated in these conferences and were in Ken's audiences of over 300 teachers.
- CES was awarded a PERC (Pioneer Valley Educational Readiness Center) grant for work in mathematics. Partnering with Smith College and local districts, we worked together to create a sustainable collaborative structure for cross-district, collaborative implementation of early elementary DDMs and provide related mathematics professional development. The project brought together teams of K-3 educators from 7 districts during the school year and summer. In addition, graduate students in Elementary Education from Smith College were invited to participate in the Summer Institute which addressed Operations and Algebraic Thinking.

- Belchertown, Gill Montague, Hadley, Northampton, South Hadley, and Berkshire Hills continued ESE-funded work on the 213 (Professional Practice Innovation) Grant, addressing the quality of district-determined measures (DDMs) to support tenth grade struggling learners' ability to write to text and the teaching of tech in middle school, ensuring that all students will have access to the curriculum. The team presented at ESE's Spring Convening, a showcasing of District Determined Measures (DDMs) resources that drew 400 educators. Additional work around DDMs will be done with Franklin County Tech, Mahar Regional, and Hadley.
- CES was chosen to be the Sheltered English Instruction (SEI) Center for the Pioneer Valley and Berkshire regions. SEI Centers in each of the six regions of the state are designed to help school districts and individuals meet RETELL requirements. Centers are permitted to provide RETELL coursework to districts that would like to train more staff that were included in each district's allocation, individuals who seek the SEI Endorsement for professional advancement, and educators who were unable to complete the RETELL course successfully when the course was offered in their own districts.

CES Professional Development offered a range of services during FY14.

During the 2013-2014 school years, the Professional Development Department worked with over 3,309 educators. Below are highlights by service area describing the services provided and populations served this past year.

Educator licensure

Services Provided

CES hosted 14 Initial Licensure programs for teachers and 6 Initial Licensure programs for administrators. 27 licensure courses were offered this year, in a total of 54 sections. Courses were delivered in both face-to-face and delivered in hybrid online format, with face-to-face sessions held in Northampton, Holyoke, and Marlborough.

Populations Served

- 987 students registered for courses during the 2013-2014 licensure year
- 109 students were admitted to CES' Initial Licensure programs, an increase of nearly 20% over the prior year. An additional 1 candidate was admitted to gain an additional license, 8 fewer than enrolled in the prior year. 11 of the new enrollees currently work in member districts.
- Endorsements for 87 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of these candidates, 15 were working in member districts when endorsed. The remainder included educators who were working in non-member districts, in the DYS system, or for the Massachusetts Department of Elementary and Secondary Education when endorsed.

School- and District-Based Coaching, Training, and Consultation

Services Provided

These services include school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; and curriculum mapping and planning, curriculum

revision to reflect Common Core state standards. The Collaborative is in its fourth year as a DESE pre-qualified vendor for a range of consulting and professional development services, including:

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

Populations Served

Collaborative staff worked on

- 31 site-based professional development consulting efforts, including 7 long term initiatives designed to build district capacity to address student achievement challenges
- Over half of our site-based work was in member districts.
- CES staff also worked on problems of practice in reading, writing, and mathematics instruction.
- In one member district, we conducted a curriculum mapping audit that will inform data-driven curriculum revision in the 2014-2015 school year.
- In two other member districts, CES staff provided embedded staff development to teachers seeking to improve student outcomes in reading and writing: demonstration lessons, coaching, and leading trainings that produced observable changes in student work and teacher expectations.

Educator Evaluation System

Services Provided

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

Populations Served

- Services including the direct training of district leadership and faculty as well as a train-the-trainer model were provided to 243 educators in 20 school districts.
- 69 of these participants in Educator Evaluation training were from member districts;
- 2 member districts chose CES as their Educator Evaluation training and accessed subsidies available from the Massachusetts Department of Elementary and Secondary Education for the required training.
- One member district and two non member districts extended their Educator Evaluation work with CES to include Advanced Administrator training.

Center for English Language Education (CELE)

Services Provided

CELE provides services, training and expertise around WIDA, Sheltered English Immersion, family and community engagement, policy development, and program improvement. CES is approved by MA DESE to provide professional development in English Language Education, including Category trainings, RETELL courses, and WIDA training.

Populations Served

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

- The CES ELL PLC served 15 participants, primarily from Member Districts
- CES trainers provided RETELL training to 627 people across 12 districts
- WIDA open enrollment training was provided to 22 participants

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

Emerging America colloquia and graduate credit courses

Services Provided

Emerging America is focused primarily on creating and providing Teaching American History (TAH) and Library of Congress Teaching with Primary Sources (TPS) programs. The Emerging America history education program at CES began in 2006 with a U.S. Department of Education Teaching American History grant. Since then, the program has provided high quality professional development to hundreds of teachers in the region, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history education. All Emerging America programs are free.

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

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

Library of Congress Teaching with Primary Sources workshops

- Federal grants supported the provision of Teaching with Primary Sources programs for teachers in the Newton Public Schools and at the Perkins School, Watertown. Additional programs provided through this grant included eight workshops offered in the Holyoke Public Schools as well as two days for Worcester Public Schools.
- Teachers learned about creating high quality learning environments, a program offered here in western Massachusetts during each year's members' Summer Academy. Programs were also

provided for teachers in Holyoke, a district-embedded program for middle school social studies teachers and librarians using the Library of Congress online resources to support common core and using primary sources in middle school social studies (World Studies).

- Teaching with Primary Sources workshops included the American Revolution, Disability History, LGBTQ History, and Muslim Communities in America.
- A workshop on the Spanish Civil War brought CES in partnership with the Abraham Lincoln Brigade Archives. CES also presented TPS workshops in partnership with the Westfield Public Schools and Westfield State University, Northeast Regional Conference for the Social Studies, Social Studies Supervisors, Boston Public Schools, and other districts.

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

Populations Served

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

- CES trained 25 teachers statewide in a **Training-of-Trainers** for the TPS program at CES.
- **Creating High Quality Learning Environments for Diverse Learners** engaged 33 teachers in Worcester and Boston
- 12 DYS teachers completed an **online course on the Civil Rights Movement**.
- **History and Literacy** in Holyoke immersed middle school teachers and school librarians in best practices for combining content and literacy education.
- More than 200 teachers participated in **Library of Congress Teaching with Primary Sources workshops**.

Teaching American History (TAH)

- In the final **TAH Summer Program** in 2013, 80 teachers completed colloquia in American History, learning with scholars and veteran teacher-leaders about Slave Resistance, Indian Removal and Resistance, the Women's Movement, and U.S. involvement in Cuba.
- The **2013-2014 CES-UMass Amherst History Institute** engaged 24 teachers with UMass scholars on the Vietnam War, environmental history, and the impact of the Middle East and Central Asia on the U.S.

Reading Recovery Teacher training

Services Provided

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

Populations Served

- In FY14, our site provided training, coaching, consultation, and data analysis to reading interventionists in 24 elementary schools in 15 school districts (7 were member districts), representing 35 teachers serving 267 first grade students.
- Of the students served, 47% are on free or reduced lunch, 33% are non-white, 16% were designated with a previously diagnosed learning disability, and 18% spoke a language other than English in their homes. Additionally, 42% were from small town/rural communities and 58% were from suburban/large town communities.

Institute for Arts Integration

Services Provided

The first session of an Arts Integration Institute funded by a National Endowment for the Humanities grant to the Enchanted Circle Theater took place in early November, 2013. Developed and taught by Enchanted Circle Theater (ECT) and CES curriculum specialist Sanford Roth, the Institute served K-8 teachers from Holyoke, Northampton and Springfield.

Populations Served

The Institute for Arts Integration led 22 teachers through a year-long exploration of theater, history, and literacy; through a partnership with Enchanted Circle Theater.

Regional Professional Development Days and Open Enrollment Seminars

Services Provided

These included Legal Issues seminars and Summer Academy workshops, among other offerings for FY14.

Populations Served

- **The Summer Academy in 2013** offered over 25 workshops and courses. Summer Academy content was shaped by a planning committee representing member districts. The focus this year was on Common Core State Standards, tiered systems of support, and improving teacher skills in working with English Language Learners. 343 educators participated in the workshops, including 170 from 16 member districts.
- **Attorney Regina Williams Tate presented** the Annual Legal Issues Seminar in the fall of 2013 to 177 administrators, 68 of whom work in 25 member districts. Attorney Tate also presented three half-day seminars, at the request of member district administrators. These included an update on implementation of Section 504, presented to 49 educators, 25 from member school districts; Legal Issues for School Nurses, presented to 47 school nurses and administrators, 23 from member districts; and Implications of Chapter 222, presented to 31 educators, all from member districts
- **In addition, CES ran 19 open enrollment workshops** in content areas including math, ELA, strategies to help struggling learners, using technology in the classroom, academic language, and strategies for ELLs. These open enrollment workshops were attended by a total of 240 educators during the 2013-14 school year.

Professional Learning Communities (PLCs)

Services Provided

CES supported 12 Professional Learning Communities (PLCs) for networks of educational staff in our member districts; these included PLCs for Math Teachers, Science Teachers, Social Studies Teachers and district staff, teachers working with struggling learners, Curriculum Directors, English Language Learning, Literacy and Literacy Interventionists, Principals, Arts Integrationists, Technology Directors and Special Education staff using Assistive Technology.

Populations Served

Over 125 professionals attended these groups on a recurring basis.

Project Management and Facilitation Contract Services Provided to Massachusetts Department of Elementary and Secondary Education (ESE)

Services Provided

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

Professional development also facilitated the Model Curriculum Unit Expert Review Panels, bringing together national, state, and regional experts to review model units in core content areas for ESE.

Professional development department facilitators worked with the ESE's Adult and Community Learning Services program in developing policies and procedures for improving teacher effectiveness throughout the Commonwealth.

Cost-Effectiveness

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

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

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

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

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

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

EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

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

Services Provided

The CES Early Childhood Department provides training, consultation and support to early childhood centers and family child care providers and technical assistance around the Quality Rating Improvement System (QRIS) and National Association for the Education of Young Children (NAEYC) Accreditation, and provides referrals to professional development opportunities for early educators. Within this work, the Early Childhood Department provides a significant number of trainings for early educators and providers within the region.

Populations Served

- Approximately 425 early childhood professionals in Hampshire, Franklin and Hampden Counties participated in 32 CES sponsored professional development opportunities on several topics including: Protecting Our Children: The Educator's Role; Why "Stop that now!" Doesn't Work; Creating Cultural Connections; Children Come with Parents; Beyond Circle Time: Language and Literacy Throughout the day; Music, Movement & Rhyme; Nurturing the Preschool Author; and Building Connections with Dual Language Learners and their families.
- The Assessment for Responsive Teaching held 43 MKEA trainings with 1022 participants and 20 EEC trainings with 355 participants.
- Systems Change for Successful Children (SCSC) provided 348 consultations regarding a specific child; 289 classroom-level consultations and 119 consultations to DCF staff.
- SCSC held 20 professional development opportunities (trainings and networking) that was attended by 305 participants
- Strong Foundations for Young Children (SFYC) in Easthampton and Ware has provided consultations to support 19 children, 61 parents/caregivers (32 educators)
- Early Childhood mental health consultation was provided to 105 early educators at 25 different program and collateral parent work to 36 families.
- CEU classes taught by CES staff served 273 participants from family child care, center-based programs and public schools in Hampshire, Franklin, Hampden, and Worcester Counties.
- Coaching and mentoring was provided through the Educator and Provider Support grant to approximately 115 early childhood educators in Hampshire and Franklin, and Worcester Counties.

Cost Effectiveness

Early Childhood Trainings are supported through grant funding and made available to providers at an average cost of \$30 per single workshop. There are a few Preschool Enrichment Team comparable trainings offered from time to time at an average cost of \$35 per workshop.

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

TECHNOLOGY IN EDUCATION PROFESSIONAL DEVELOPMENT

Services Provided

- Presentations at the MASSCue Annual Conference
- Development, production and delivery of the 2014 Technology in Education Conference
- Workshops sponsored by the CES Center for Education Data Use (CEDU), which has been a source for Education Data Warehouse training since 2010. CES is one of only five DESE-approved providers, and the only approved provider west of Worcester, for the EDW training curriculum. CEDU provided professional development in: Data Analysis for DDMs, Analyzing ELL Data, Data Team Facilitation, and Data Driven Decision-Making for Administrators.
- CES staff members Paul Bocko and David Olsson continued work with on data-informed curriculum mapping and implementation with the Hadley Public Schools.
- Staff members Damon Douglas and David Olsson facilitated work underway in the South Hadley Public Schools, using data to inform intervention selection and instructional decisions.
- Workshops offered to both member and non-member districts included: Google Apps for Education sessions (Introductory, Level 2, Sites for Elementary Teachers, Drive for Administrators), Online Teaching & Learning sessions (Bootcamp and Introductory), and Free Tech Tools for Teachers.

Populations served:

- Provided teacher training at the 2012 Mass CUE Fall Conference
- Produced and provided the 2014 Annual Technology in Education Conference to attendees, presenters, and vendors totaling over 300.

Cost Effectiveness

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

CCATT CENTER ASSISTIVE TECHNOLOGY PROFESSIONAL DEVELOPMENT

Services Provided

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

Populations served

- During FY14, the CCATT center provided training to 56 specialists and educators in four separate Augmentative and Assistive Communication Workshops.
- In collaboration with DESE, the CCATT team also developed and provided the ***Assistive Technology & Accessible Instructional Materials Institute***—a summer institute for twenty educators (ten teams of two individuals) from a wide variety of districts. 9 school districts from across the Commonwealth attended the training; they were selected based on criteria set by DESE.

Cost Effectiveness

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

Goal 3: Other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies, and others

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

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

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

FY14 Program Highlights

- CES hosted in April 2014 a successful and affirming visit to our area and to CES by Commissioner Weber of the MA Dept. of Early Education and Care. Much of our discussion revolved about the particular needs of our region and other rural areas. (EEC) Commissioner Tom Weber visited the Palmer Monson Family Network Family Center, and later listened to the concerns of over 50 early learning professionals at a Meet and Greet at the CES Northampton office.
- The System Change for Successful Children (SCSC), a federal grant-funded initiative in Franklin County that is building collaboration, training, and mental health supports to knit together Early Childhood and DCF efforts for foster children; completed their set of recommendations. The completed SCSC recommendations are being disseminated and were shared with Amy Kershoff, Assistant DCF Commissioner for Policy innovation, and her team at the DCF office in Boston.
- Our PERC grant- "Building Partnerships to Support Young Children and their Families" has begun work for Easthampton and Gill-Montague school districts; collaborating with local school personnel to prepare and lead these trainings for early educators.
- In February 2014, CES launched the Assessment for Responsive Teaching (ART), a statewide training program that will help early childhood educators across the state observe and document children in their daily activities, and adjust their curriculum to maximize the potential of each student. This program is funded through a grant from the MA Department of Early Education and Care. The program aims to provide training to over 1300 kindergarten teachers in over 90 Massachusetts public school districts over the next year as well as at least 500 educators, directors, and family child care providers in 150 early childhood programs and family child care centers.

Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services

Services Provided

The Early Childhood Department administers and coordinates a grant that provides parenting education and support in Amherst, Pelham, Belchertown, Easthampton, Hatfield, Monson, Palmer, South Hadley, Ware, Warren, West Brookfield, Gateway, and Northampton.

Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY14 included:

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

Populations Served

The CES Early Childhood Department provided important services in FY14 to communities throughout and beyond Franklin and Hampshire Counties.

- The Parent-Child Home Program served 29 families in Palmer, Warren, Ware, South Hadley, Belchertown, Easthampton. The program served 30 children ages 18 months to three years.
- There are nine family centers serving approximately 2,920 children.
- Parenting workshops were attended in FY14 by a total of more than 300 participants, at no cost.

Early childhood mental health consultation services

Services Provided

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

Populations Served

Thirty six families were served in 25 programs.

Strong Foundations for Young Children in Easthampton and Ware

Services Provided

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

Populations Served

This program provided mental health consultation, parent aides, and community collaboration to 19 families and 8 programs.

Assessment for Responsive Teaching

Services Provided

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

Building Partnerships to Support Young Children and their Parents

Services Provided

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

Systems Change for Successful Children

Services Provided

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

Early Childhood Training and Consulting

Services Provided

CES is an EEC-approved vendor for training and consulting services for a variety of early education and care providers statewide. Childcare centers, family day care centers, and public preschool and kindergarten providers can contract with the Collaborative in a range of areas, such as promoting school readiness, partnering with parents, cultural awareness, ADD/ADHD, ASD, and child abuse and neglect.

Cost-Effectiveness: Comparison Data

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

TECHNOLOGY SERVICES

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

FY14 Program Highlights

- The TIE Conference was held on January 14, 2014. It was an extremely successful event, attended by over 300 educators. Plans are already underway for TIE 2015.
- Five members of the Tech team attended a "Google BootCamp." They successfully passed the test to become Google Certified Educators on April 28th. This was the first step toward the goal for CES to become a certified training organization. There are currently no certified training organizations in MA.
- CES just completed in June the "new and improved" Hatfield Public schools website. CES provided the web development services for the redesign and creation of the new website.
- Casey Daigle-Matos and Kwame Webster completed a DDM project in June of 2014 with technology teachers from Northampton, South Hadley, Hadley and Berkshire Hills School Districts. The teachers developed a DDM to measure information literacy skills.

Technology Cooperative Purchases and Vendor Discounts

Services Provided

We have formed partnerships with many technology companies and have negotiated a range of price reductions for our member districts on their products. Through June 30, 2014, partner vendors included:

- Microsoft Volume Purchasing Agreement - member and non-member districts combine their purchasing power to receive additional discounts on Microsoft software licenses.
- Global Compliance Network for online compliance training
- A 50% discount on the Unlimited Tutorials package (unlimited access to all tutorials, as well as any tutorials released on future dates)

- GovConnection providing technology supplies (hardware/software) at prices below state contract for member districts
- One Call Now providing home message service and emergency communication services. Member districts receive discounted pricing, depending on participation.
- Atomic Learning, which provides online technology training and professional development tools for educators. Member districts receive discounted pricing, depending on participation.
- Certica /Testwiz, which provides testing-related software and data visualization tools for education. Member districts receive discounted pricing, depending on participation.
- Silverback Learning, an educator-founded technology company and developer of Mileposts, a results-driven SAS (student achievement solution) installed in schools K-12 nationwide. Member districts receive discounted pricing, depending on participation.

Populations Served

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

The Technology in Education Professional Learning Community (PLC)

Services Provided

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

The TiE PLC presented the second annual Technology in Education Conference (TiE2014) over 300 educators attended. Additionally, the TiE PLC established the following products:

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

Populations Served

A total of 60 people attended a total of 7 TiE monthly meetings. (Those attending multiple meetings were counted for each time attended.) Participants are almost exclusively from member districts.

Online Teaching & Learning

Services Provided

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

Populations Served

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

- Member: 2
- Non-Member: 3

Cost Effectiveness

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

Technology Consulting

Services Provided

CES Tech provided districts with consultative services including: Technology Plan audit, Google Apps for Education implementation planning, iPad management, technology professional development plan review & implementation, coaching for integration of instructional technology, 1:1 device roll-out planning, developed and converted static materials to dynamic, collaborative, electronic documents (ex. curriculum maps, teacher evaluation forms) for 1 member District and a comprehensive 5 month weekly technology integration project with a non-member school district.

Populations Served

Number of districts making use of our technology consulting services:

- Member: 7
- Non-Member: 8

Cost Effectiveness

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

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

Website Development & Hosting

Services Provided

CES provided web development, support, and hosting services at a cost that is considerably lower than market pricing to member districts.

Populations Served

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

- 4 member districts
- 3 non-member organizations

Cost Effectiveness

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

For web development services, we offer member districts a 25% discount off of comparable for-profit development companies

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

COOPERATIVE PURCHASING/OTHER

Cooperative Purchasing Arrangements

By joining together in FY14 for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over \$25,000. All bids are conducted online, saving districts on staffing and time that would be spent on conducting their own bidding process. The estimated cost savings achieved through this process is 5-10%.

Bid Category Expenditures Members Non-members

School & Art Supplies	\$ 295,365
Bread	\$ 293,472
Milk	\$ 860,488
Ice Cream	\$ 16,260

Paper Goods & Cleaning Supplies	\$ 204,018
Food	\$ 1,755,213
Legal Services (retainer)	\$14,000
TOTAL	\$3,438,817

Communications

- In FY14, CES announced the activation of our CES Facebook Page, at <https://www.facebook.com/collaborative.org>
- FY14 was the first full year for the CES newly designed website, launched on July 1 2013. The site offered online registration for CES events for the first time. During FY14, the website generated 1,883 online registrations for CES events, workshops and courses. Over the course of FY14, over 65,000 visitors made almost 113,000 visits to the new CES website; an average of about 9.500 visits per month.

HEALTHY FAMILIES AND COMMUNITY

Community Health Solutions

Services Provided

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

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

Our consultants have expertise in the following areas:

Assessment and Evaluation

- Youth Prevention Needs Assessment Survey (PNAS)
- Surveys of parents, teachers, community residents
- Qualitative data collection methods (focus groups and key informant interviews)
- Photovoice
- Walkability and Bikeability audits
- Strategic Prevention Framework

Evidence-Based Prevention Strategies

- Using the risk and protective framework

- Educational curriculum
- Social norms marketing

Community Engagement and Organizing

- Coalition Development
- Youth Development
- Development/Sustainability
- Grant Writing

Populations Served

Clients include: Educational Development Corporation, Cooley Dickinson Hospital, Community ACTION!, South Hadley Public Schools, Easthampton Public Schools, Gandara Center (Springfield), Northampton Public Schools, Hampshire Council of Governments, City of Northampton.

Strategic Partnership for Families and Youth (SPIFFY)

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

Services Provided

SPIFFY's initiatives are developed through a collaborative process that follows the Strategic Prevention Framework, a national model of community building. SPIFFY has initiated several strategies aimed at creating a culture within communities that discourages underage drinking and other risky behaviors, and promotes positive opportunities for youth development. These initiatives include decreasing youth access to alcohol and other drugs through "environmental strategies" such as compliance checks of retail stores selling alcohol.

- **Youth Prevention Needs Assessment (PNA):** Data are always at the forefront of coalition conversations, and strategies address identified community needs. SPIFFY has administered a Youth Prevention Needs Assessment Survey (PNA) in Hampshire County schools since 2002. The PNA was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. These data are utilized by SPIFFY and by local school districts to assess current conditions and prioritize areas of greatest need.
- **SPIFFY also collects data for social norms campaigns,** including surveys of parents of teens in Northampton and Easthampton, and surveys of students at Amherst Regional Middle and High School. These surveys were developed by SPIFFY staff, with assistance from local school staff and evaluation experts.
- **Social Norms Campaigns:** SPIFFY partnered with the Amherst and Easthampton public schools to conduct social norms campaigns that targeted parents and teens.
- **Healthy Hampshire:** SPIFFY is partnering with the City of Northampton to staff Healthy Hampshire, a Mass in Motion program funded by the Department of Public Health. Healthy

Hampshire is an initiative designed to increase access to healthy foods and physical activity in the towns of Amherst, Northampton, Williamsburg and Belchertown. Examples of FY14 projects included: assisting school districts with development of district wellness policies, adherence to national nutrition guidelines, increasing the amount of locally grown products served in the cafeteria, and helping negotiate food service contracts; and increasing the number of local schools participating in the Safe Routes to Schools program.

Population Served and Program Outcomes

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

- **Bach Harrison PNAS Data Collection**

All Hampshire county public schools participated in the PNAS youth survey with 8th, 10th, and 12th graders. This included Smith Vocational and Agricultural School and the Pioneer Valley Performing Arts charter school. Students were surveyed in the spring of 2013, and the results were presented to the larger community during our full coalition meeting in November, 2013. SPIFFY staff and evaluators have been meeting with school administrators and staff to analyze individual school district data and develop strategies to increase protective factors and decrease risk factors for local youth.

- o Data showed that 30-day use of alcohol and binge drinking dropped for all grades between 2007 and 2013.
- o Data also showed that 30-day use of marijuana leveled off for 8th and 12th grades since 2007, and that use of certain drugs, such as amphetamines, increased since 2007. 30-day marijuana use for 10th and 12th graders is significantly higher than the national norm.

As a result, SPIFFY is working with partner coalitions and prevention networks to identify effective strategies for reducing marijuana use by teens.

- **Social Norms Campaigns**

At Amherst Regional Middle School and High School, the campaign targeted students around school climate, the achievement gap, and drinking/drug use.

- **Easthampton Healthy Youth Coalition**

The Easthampton Healthy Youth Coalition, with help from SPIFFY staff, applied for and secured a SAHMSA Drug Free Communities grant worth \$125,000/year for five years. The Easthampton Prevention Task Force is now an independently funded coalition. Community Health Solutions staff are providing consulting to the coalition

- **South Hadley Prevention Coalition**

CES staff assisted the South Hadley Public Schools in writing and securing a SAHMSA Drug Free Communities grant worth \$125,000/year for five years. Community Health Solutions staff are providing consulting to the coalition.

GOAL 4: Take a leadership role in building and maintaining the support of local, state and federal legislative bodies, state and federal agencies, national organizations, institutions of higher education, and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts.

STATEWIDE CONTRACTS

DYS Education Initiative

Department of Youth Services: This program served and educated approximately 1536 young people between July 1, 2013 and June 30, 2014 young people in 53 programs. During this period 69 youth obtained their High School Diploma and 73 earned the equivalent of a High School Diploma (GED and/or HiSet).

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

Some FY14 Program Highlights

- CES began the first two of five Artist Residencies in DYS treatment programs funded by the NEA artworks grant, which is providing engaging learning activities to over 120 students in visual, media, and performance arts.
- CES DYS Teachers received national recognition: The Center for Educational Excellence in Alternative Settings (CEEAS) is a national non-profit dedicated to maximizing teaching and learning in alternative school settings in communities and locked-settings across the country. CEEAS Lighting the Fire Awards honoring the work of CES DYS teachers including Anthony DeSignore (Highest Honors), and Natalie Ojunga-Andrew (Honorable Mention).

Special Education in Institutional Settings

From July, 2013 – June 2014, this program served and educated 997 young people in the care of the Department of Youth Services (DYS), Department of Mental Health (DMH), Department of Public Health (DPH), and the County Houses of Correction (CHC); with a total staff of 147.4. FY14 saw the last year of a five year contract. However, rather than issuing a new RFP, the contract was extended for one additional year with CES as the vendor. The main offices for program coordination are located at 97 Hawley Street in Northampton, MA.

STATEWIDE PROJECTS AND INITIATIVES

- CES organized two statewide events for the Massachusetts Department of Elementary and Secondary Education: (1) the statewide launch for Literacy Partnership grant districts (including Easthampton and Ware), at which new model curriculum units for preK-4 were introduced for pilot

use, and (2) a two-day institute for 50 arts and content/classroom teachers, working in teams on arts integration to teach to Common Core State Standards.

- In November 2013, 70 teachers began a three graduate credit, free online course in Implementing Collaborative Teaching. The course was offered through the Massachusetts Department of Elementary and Secondary Education and taught by Collaborative staff.
- The Collaborative began work with Northampton, Belchertown, Gill-Montague, Hadley, South Hadley and Berkshire Hills on DDMs in writing to text at Grade 10, and technology, a DESE-funded project.
- Instruction and curriculum specialist Ken Pransky worked with a federally-funded grant program at Fitchburg State University on implementing a school-wide approach to improving outcomes for English Language Learners.
- CES provided assistance to DSAC districts in Berkshire, Pioneer, and Central regions with expansion of PLCs (Professional Learning Communities) and conducting focus groups on school climate.
- Damon Douglas continued work with ESE's Adult and Community Learning Services program, facilitating the development of an educator evaluation system to be used in Adult Basic Education settings
- CES staff members Damon Douglas and Albert Mussad coordinated an ESE-funded curriculum leadership institute for administrators and teacher leaders meeting in Northampton (June 23-34) and Marlboro (June 26-27) in 2014.
- Damon Douglas led the final expert review panels for state model curriculum units for the year, working with national experts in mathematics to review and improve draft model units to be posted on the ESE website.
- CES staff member Albert Mussad served on a statewide committee working to develop a model curriculum framework for ELLs for the state department of education.

WORK WITH STATE AND NATIONAL ASSOCIATIONS

CES maintained active membership in national organizations: the Association of Education Service Agencies (AESA), ASCD (formerly the Association for Supervision and Curriculum Development), and the International Association for K-12 Online Learning (iNACOL)

- CES was active in the Massachusetts Organization of Educational Collaboratives (MOEC) and the Massachusetts Association of School Superintendents.
- Dr. Diehl, who was Deputy Executive Director and then Executive Director during 2012-2014, participated in the AESA Executives in Residence (ended Dec., 2013). He was also one of the first collaborative directors to participate in the New Superintendent Induction Program sponsored by DESE and MASS (started in July, 2014).
- The CES Executive Director served as the Western MA representative to the MOEC Executive Council.
- CES began working with the Lower Pioneer Valley Educational Collaborative on region-wide collaboration with and services to member districts, as well as outreach to the Berkshire districts; CES is the lead collaborative for this region.

- In July 2013, the Executive Director attended the MASS summer leadership conference where Damon Douglas co-presented a workshop on teacher evaluation, the theme of this year's conference. Following MASS, three senior managers attended the AESA CEO Conference/
- In September, 2013, Dr. Diehl joined with three other Massachusetts collaborative Executive Directors at the AESA Legislative Conference in Washington, DC.

In December 2013, six senior managers attended the AESA annual conference. CES representatives made a presentation of the results of our work at Dean Vocational School at the conference.

Federal, State and Private Grants and Contracts

Grants and contracts made up about 75% of the CES total budget in FY14. In many cases, work developed through grants and contracts enabled CES to bring resources and offerings to our region and our member districts that may not otherwise have been possible for our member educators to easily access.

Grants and Contracts: Department of Elementary and Secondary Education, and Department of Early Education and Care

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

- Special Education in Institutional Settings – statewide
- Special Education and Tiered System of Support, approved PD and course provider
- Special Education Program Improvement
- Special Education – Career-Vocational
- Striving Readers I and II
- Summer Assistive Technology Institute
- Supplementary Support (HEC Academy)
- Supplementary Support (DYS)
- Title III Consortium formation (for English Language Acquisition and Academic Achievement Programs for Limited English Proficient Students) - 12 member districts
- Work and Learning (Academic Year)– Reunion Center (Easthampton) and Third Place (Turners Falls)
- Work and Learning (Summer)– Reunion Center (Easthampton) and Third Place (Turners Falls)

Grants and Contracts: Other State Agencies

- Department of Youth Services – provide education state-wide to detained/incarcerated youth (through Commonwealth Corporation)
 - o Direct service
 - o Title 1
 - o Perkins – Horticulture and Culinary
- Massachusetts Clean Energy Center - PD in educating about clean energy
- Massachusetts Cultural Council – STARS residency for DYS education
- Higher Education – Regional Engagement Activities + Core to College

Grants and Contracts: Federal

- ArtWorks – arts integration in DYS programs
- Drug Free Communities – districts in Hampshire County
- Early Education Partnerships to Expand Protective Factors for Children with Child Welfare Involvement – Franklin County
- Emerging America-Teaching American History
- Food and Fitness
- Library of Congress, Teaching with Primary Sources
- National Professional Development Program grant (with Fitchburg State University) -prepare pre-service and in-service teachers to teach English Language learners
- Social Norms (SPIFFY)

Foundations, Individuals, Other

- Behavioral Health Network for Early Childhood support
- Children’s Trust Fund – approved vendor for Family Support and Child Abuse Prevention Training
- Cooley Dickinson Hospital – Youth Substance Abuse Prevention Survey
- Gibney Family Foundation – Becoming Helen Keller web educational project
- Hampshire Council of Governments – Community Transformation Action Planning
- Hasbro Summer Learning program (4 sites)

- Readiness Center – Westfield State University – EEC and Secretary of Ed.
- United Way of Hampshire County – early childhood initiatives in Ware and Easthampton (Strong Foundations)

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

Pre-Approved Vendor

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

- **Conditions for School Effectiveness (10APAJ1):** CES is a DESE-approved vendor for the provision of education improvement services supporting the eleven Conditions for School Effectiveness, defined by DESE as being "necessary for schools to educate their students well." These conditions are aligned with Massachusetts' Race to the Top efforts. Districts or schools may contract with CES for professional development, coaching, and technical assistance in eight elements.

- **Curriculum, Instruction, and Assessment: Technical Assistance and Professional Development (13CCING1):** CES is a DESE-approved vendor for the provision of technical assistance and professional development, also in support of the Conditions for School Effectiveness.

- **DSAC Professional Development Courses (13RSSDP2):** CES is prequalified to offer five DSAC professional development in literacy, math, and data use

- **Educator Evaluation Training (multiple, e.g. 12EPLKC1, 13EPLSW1):** CES is approved by DESE to provide training in implementing the Massachusetts Educator Evaluation Model System. CES offers direct training of district leadership and faculty or a train-the-trainer model to district teams.

- **English Language Learners Professional Development – ELL; RETELL; WIDA (several contracts, e.g. 12ELADN3, 13ELADN4, 13RSSDP1, 13ELAES1, 13ELAES2):** CES is approved by MA ESE to provide professional development in ELL, including training in both WIDA and RETELL, the new assessment and teaching / learning initiatives from ESE.

- CES is also approved to provide several **SEI Endorsement Courses (RFR14ELAES1)**

- **Special Education Consultant Services (11SEPBM1):** CES is approved by DESE to provide services about special education to school and district staff, ESE staff, and community organizations working with schools and districts. Services include: professional development courses and institutes; consultation on initiatives; program reviews; evaluation of programs and leadership; mentoring programs for staff, and other areas related to special education.
- CES is also approved to provide courses, professional development, technical assistance, and other support for **Special Education and Tiered System of Support (14OTSLT2)**
- **Early Childhood Training and Consulting (2009 EEC Training 002):** CES is an EEC-approved vendor for training and consulting services for a variety of early education and care providers statewide. Child care centers, family day care centers, and public preschool and kindergarten providers can contract with the Collaborative.

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

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

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

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

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

As described in some detail in the previous section, CES has made substantial and demonstrable progress in achieving the goals and objectives. The previous section also describes how we are measuring progress toward meeting both the purpose(s) and objectives of the collaborative.

In the 2nd annual customer satisfaction and needs survey fielded in May/June of 2014, approval levels for our key services remain high, consistent with last year’s findings. The number of teachers, principals, specialists, and district leadership responding increased compared to 2013, to 505 total responses. In the majority of cases, 70% or more of our responders indicated they were likely to recommend our services; and those likely to use our services in the coming year remained consistently high, up to 85% of responses, depending on the service.

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

The first goal of the new Executive Director (ED), when he assumed that position on March 1, was to deepen collaboration with and services to member districts. To that end, by the end of June, 2014:

- CES completed a chart of services that summarized the services currently being used by each member district; this chart was used by the ED in discussions with superintendents and presentations to school committees.

- The ED held meetings with member superintendents (along with key staff or Board members in several cases); by June 30, he had met with 16 of the 19 superintendents to discuss the roles and programs of CES and ways that CES could increase collaboration with, and better serve our member districts.
- Ideas generated in these Superintendent meetings were compiled and shared with the Board and staff and were used as key information in beginning a strategic planning process.
- The ED attended 15 School Committee meetings (including 2 Regional meetings that included several Committees) to introduce himself, provide an overview of CES, share the district's chart of services, and answer questions about the Articles of Agreement.
- The ED also met with key state partners at DESE, EEC, CommCorp and DYS and with our regional partners (the Readiness Centers and DSACs) as well as with directors of other collaboratives; the meetings were intended to further develop relationships and to assure the partners of our stability, effectiveness, and continued commitment to the work

Contact Information

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