### CES BOARD OF DIRECTORS MEETING AGENDA (DRAFT)

**WEDNESDAY, NOVEMBER 15, 2017 (6:30-9:00)**

**GREENFIELD COMMUNITY COLLEGE, ROOM C208**

1 COLLEGE DRIVE, GREENFIELD, MA 01301

*Please Note: Dinner is at 6:00 p.m.*

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<tr>
<td>1. Call to Order and Introductions – Board Chair Dan Hayes</td>
<td>6:30</td>
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<tr>
<td>2. Public Session/New Business</td>
<td>6:35-6:40</td>
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<tr>
<td>3. Approve Minutes of 9/27/17 Board of Directors Meeting <em>(vote required)</em></td>
<td>6:40-6:45</td>
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<tr>
<td>Approve Minutes of the 11/7/17 Finance Committee Meeting <em>(vote required)</em></td>
<td>6:40-6:45</td>
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<tr>
<td>Approve Open Session Minutes of the three Property Committee meetings <em>(vote required)</em></td>
<td>6:40-6:45</td>
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<tr>
<td>Decide upon procedure for approving Executive Session minutes of the three Property Committee meetings <em>(vote required)</em></td>
<td>6:40-6:45</td>
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<td>4. New Initiatives in Technology – Angela Burke</td>
<td>6:45-7:05</td>
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<tr>
<td>5. Annual Report <em>(vote required)</em></td>
<td>7:05-7:20</td>
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<td>Motioned to be considered: To accept the annual report for FY17.</td>
<td>7:05-7:20</td>
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<td>6. Annual Audit <em>(vote required)</em></td>
<td>7:20-7:50</td>
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<td>Motion to be considered: To accept the audited Financial Statements for FY17 as presented by Whittlesey.</td>
<td>7:20-7:50</td>
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<td>7. Cumulative Surplus Votes <em>(vote required)</em></td>
<td>7:50-7:55</td>
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<td>Motion to be considered: To accept the final dollar amount of the cumulative surplus as presented by Whittlesey.</td>
<td>7:50-7:55</td>
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<td>8. Hires and Separations <em>(vote required)</em></td>
<td>7:55-8:00</td>
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<td>Motioned to be considered: To approve the hires and separations as presented.</td>
<td>7:55-8:00</td>
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<td>9. Conflict of Interest Statement</td>
<td>8:00-8:05</td>
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<td>10. Executive Director Report</td>
<td>8:05-8:15</td>
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<tr>
<td>11. Charter Schools and Other Issues – Discussion</td>
<td>8:15-8:35</td>
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<td>12. Property Subcommittee Report – The Chair of the Board anticipates a possible motion to go into Executive Session (M.G.L. Chapter 30A, Section 21 (a)(6), “to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body.” <em>(vote required)</em></td>
<td>8:35-8:55</td>
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<tr>
<td>13. New Business</td>
<td>8:55-9:00</td>
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<tr>
<td>14. Adjournment <em>(vote required)</em></td>
<td>9:00</td>
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BOARD OF DIRECTORS

MEETING MINUTES

September 27, 2017
Collaborative for Educational Services  
Board of Directors Meeting Minutes (DRAFT)  
September 27, 2017  
Franklin Regional Transit Authority

Present from the Board: Don Sluter, Bob Decker, John Cotton, Cassie Damkoehler, Chrissa Young, Stephanie Conrod, Vira Douangmany Cage, Michael Simpson, Maureen Nichols, Amber Smith-Harder, Cynthia Kwiecinski, Ed Sturtevant, Ashley Dion, Hussain Hamdan, Suzanne Crawford, Carl Schlerman, Craig Cohen, Howard Moore, Humera Fasihuddin, Melissa Burke, Johanna Bartlett, Michael Knapp, Dan Hayes

Present from CES: W. Diehl, B. Siegel, T. Senio, K. Levesque, S. Smith, A. Burke, S. Molloy

Call to Order and Introductions
The Board meeting was called to order by the Board Chair, Dan Hayes, at 6:31 PM. A roll call was done.

Bill introduced Terry Senio as the new Deputy Director. Terry was heading up the SEIS contract previous to this position. Terry introduced herself and noted that she is on target for her 90-day plan.

Public Session / New Business
Tom Grover, a History teacher employed by CES for the Department of Youth Services education initiative, addressed the Board concerning DYS and SEIS teacher salaries and salary schedules, as compared to public school peers. Dan Hayes thanked Tom for presenting to the Board.

Approve Minutes of June 28, 2017 Board of Directors Meeting and Minutes of August 25, 2017 Executive Committee Meeting
Dan Hayes noted that you do not have to be present during the meeting the minutes are from in order to vote in favor of approving them.

Don Sluter moved that the Board approves the minutes of June 28, 2017 and the minutes of August 25, 2017 and this was seconded by Melissa Burke. All were in favor, and the minutes were approved.

Election of Officers (votes required)
Dan Hayes read the responsibilities of each Officer position prior to each vote.

Chair
A motion was made by Bob Decker and seconded by Don Sluter to nominate Dan Hayes as Chairperson. All were in favor and Dan Hayes was elected the Chairperson of the CES Board of Directors for one year.

Dan said a few words and also asked for a round of applause for all of the CES staff.

Vice Chair
A motion was made by Bob Decker and seconded by Cassie Damkoehler to nominate Cathy Englehardt as Vice Chair. All were in favor, and Cathy Englehardt was elected the Vice Chair of the CES Board of Directors for one year.

**At-Large Members of Executive Committee**

According to the by-laws, the Executive Committee must consist of the Chairperson and Vice-Chairperson of the Board and three additional members with no more than two of the three additional members being from the same county. The 2016-17 Members of the Executive Committee were: Dan Hayes (Chair), Vira Douangmany Cage (Hampshire County), Hussain Hamdan (Franklin County), Cathy Englehardt (Vice-Chair), and Don Sluter (Franklin County).

Vira Douangmany Cage recommended nominating someone to replace her as her term ends in March. Cassie Damkoehler volunteered, but that would mean having three members from Franklin County. Michael Knapp volunteered in her place in order to have a member from Hampshire County.

A motion was made by Melissa Burke and seconded by Johanna Bartlett to elect Michael Knapp, Hussain Hamdan, and Don Sluter as At-Large Members of the Executive Committee. All were in favor, and the motion passed.

**Appointment of Secretary and Treasurer (vote required)**

**Secretary**

Dan Hayes noted that our Articles of Agreement state that the Board may appoint the Executive Director to be the Secretary/Clerk of the Board. This is what the Board has done in the past.

A motion was made by Michael Knapp and seconded by Hussain Hamdan to appoint William Diehl as Secretary to the Board. All were in favor, and the motion passed.

**Treasurer**

A motion was made by Hussain Hamdan and seconded by Bob Decker to appoint Don Scott as the Treasurer of CES. All were in favor, and the motion passed.

**Appointment of Finance Committee (vote required)**

Our By-Laws state that “there shall be a Finance Subcommittee, consisting of two representatives each of the Board and the (Superintendent) Steering Committees. The Board chairperson shall designate at least two (2) Board members, and the Steering Committees shall designate two (2) members, one from each county. There shall be no more than one (1) member on the Finance Subcommittee from a member school district. The Chair of the Board of Directors shall be an ex-officio member of the Finance Committee.”

A motion was made by Melissa Burke and seconded by Johanna Bartlett that the Board Chairperson designate Hussain Hamdan and Howard Moore to be the Board members on the Finance Committee. All were in favor, and the motion passed.

**Establish Warrant Sub-Committee (3 members of the Board) (vote required)**

Dan Hayes noted for new members that CES has a system of signing warrants electronically.
Signing the warrants is delegated to a sub-committee on a weekly basis, but all members are always able to look at the warrants and weigh in on them.

A motion was made by Don Sluter and seconded by John Cotton to establish Cassie Damkoehler, Dan Hayes and Don Sluter as members of the warrant sub-committee. All were in favor, and the motion passed.

**Hires and Separations for July and August 2017 (information only) and for September 2017 (vote required)**

Bill Diehl noted that August hires and separations were approved by the Executive Committee at an August meeting.

The September 2017 documents separated the DYS and SEIS educators from the rest of the staff in the hires and separations document because these educators are bound by the state contracts and the union contract.

At the end of August and September, we had one new hire at HEC Academy, Adid Roman. The two separations were both mutual and amicable.

Suzanne Crawford asked why the hires in the September document were a larger number than the separations for DYS/SEIS. Bill said this was largely due to the end of the summer programs and beginning of the school year programs, resulting in a change and increase in the teaching staff.

A motion was made by John Cotton and seconded by Melissa Burke to approve the hires and separations. All were in favor, and the motion passed.

The Board next took up two motions for votes:

1. **Vote that the Executive Director of the Collaborative for Educational Services (William A. Diehl) is authorized, empowered and directed on behalf of the Collaborative to sign, seal, execute and deliver any and all contracts, agreements and other documents on behalf of the organization, as allowed by law (vote required)**

2. **Vote that the Deputy Director and Director of Finance and Operations are each authorized, empowered and directed to act in place of the Executive Director to sign, seal, execute and deliver any and all contracts, agreements, and other documents on behalf of the organization, as allowed by law, if and only if the Executive Director is unable to fulfill these duties in a timely manner sufficient to meet specific deadlines (vote required)**

Bill Diehl noted that these authorizations are necessary for smooth and timely operation of CES and has been the practice in previous years.

A motion was made by Hussain Hamdan and seconded by Bob Decker on the above votes. All were in favor, and the motion passed.

**Executive Director Goals for 2017-2018 (vote required)**
Bill Diehl stated that he sets goals annually and uses DESE’s superintendent evaluation process and categories, adapted to a collaborative. The process approved by the Board is for the Executive Director to present his/her goals in September for addition and/or approval from the Board. He/she then presents the results (including evidence and artifacts) in March and by May the Board completes a formal evaluation of him. This final evaluation is also based on a 360 review given by CES Leadership team and an evaluation by the member superintendents.

Bill walked the Board through the Executive Director’s goals for educator evaluation.

**His first area of goals is professional practice.** He finished with his induction so he is going to a number of conferences, seminars, etc. He will also participate in targeted training in one professional development workshop that is aimed at improving one of the areas of development identified last year as an area of growth. HR is working with him on this. Third, he is and will be active in state and national organizations. The measurable aspects of this is the number of conferences/events that he attends; showing he participated in the workshop; and the list of organizations he is a part of and the advocacy he has done.

**His second area of goals is instructional leadership and student learning for our educational services.** Terry Senio will help him with this. He will measure this by presenting the data and changes that have been made to improve outcomes. He will ensure the educator evaluation system is completed and reviewed. Last year was 90% so this year’s goal is 100%. He has already ensured that staff are using SMART goals for their evaluations.

**Goal three involves instructional leadership and student learning is supporting member districts** by trying to expand professional development in the areas of special education, inclusive practices, personalized learning, use of technology, and working with vulnerable youth. In some cases we have already done this. This will be measured in terms of the number of workshops and on-site trainings. Where we can collect impact data, we will.

Part of goal three is supporting targeted internal research and evaluation as a part of the re-organization. We have a full-time FTE staff member focused on internal and member evaluations to support this practice and our own leadership team in backwards planning. Part of the Research and Evaluation Department does internal work and part of it does external work. The department consists of five employees total. We also do evaluations on our grants and contracts.

**Goal four involves district improvement to meet our member district needs,** as laid out in the first strategic goal of the agency’s five-year plan. This will include a continued focus on needs assessment data through annual surveys and informal surveys in order to collect data to respond to. He will be delegating work to the Deputy Director and the Cabinet so he can spend more time face-to-face with Superintendents, Special Ed Directors, Curriculum Directors; Business Managers, and Technology Directors. He will have more meetings with Superintendents and a more robust process for collecting information on district needs. We implemented Salesforce so we can better collect data on needs in order to respond more readily to district needs. He will also continue to take a leadership role in identifying and advocating for district issues and opportunities for district improvement.

Goal five pertains to district improvement and management and operations of the agency. The Cabinet that has been established will allow for greater collaboration and synergy in order to be more efficient, effective, and inclusive. We have completed the implementation of the re-
organization of CES from 15 departments. We are also now close to fully implementing Infinite Visions, which a lot of our member districts use. In addition, we are working on implementing an electronic time and attendance system and have implemented an applicant tracking system in order to make ourselves more effective and efficient. This will allow staff to pay more attention to providing the services. We are continuing to implement our strategic plan to infuse more social justice and equity work. Lastly, the business plans for OTC and CCATT centers are being implemented as part of working with the Board and the staff on finding areas to focus on. We are also now looking for a program to focus on this year in a similar way.

A motion was made by Bob Decker and seconded by Hussain Hamdan to approve the Executive Director’s goals for the year. All were in favor, and the motion passed.

Dan Hayes asked for the Board’s approval to switch the order of the agenda and go ahead with the OTC and CCATT presentations before entering into Executive Session. Hussain Hamdan suggested the Board accomplish all public matters prior to entering Executive Session. The Board agreed.

Report of Business Plans for OT and CCATT Centers
CES’s Director of Special Education Sherry Smith, Director of Business Development and External Relationships Kathy Levesque, and Special Projects Coordinator Sarah Molloy gave a presentation to the Board about the progress since June on the business plans for the OTC and CCATT centers.

Below is a brief overview of their presentation.

- This effort came to be since both centers have struggled financially, but both deliver critically important supports to students in need.
- The group spent time data gathering and analysis of services, revenue, and operations
- They held summit meetings with each center’s specialists and key CES staff members
- They worked on market research plans for both centers and accomplished initial rebranding work
- Each center will be focusing on different priority areas:
  - OTC will focus on operations, billing, and finance improvement and then on new services and branding
  - CCATT will focus on future staff changes, environmental shifts, and evolve while re-designing our service focus
- The current goals are broken up into two sections: Marketing & Service Mix and Staff Time & Operations
- The group then presented details regarding the goals for phase one in the fall and phase two in the spring

Dan thanked the group for presenting and the Board for their assistance with and support of these two centers.

The Board asked the group questions and offered suggestions, which were answered by Sherry Smith and Kathy Levesque. Dan told the Board to email Sarah Molloy with any other ideas and thoughts. Bill noted that we have to be mindful of the business/fiscal impacts of our programs, but that we are fundamentally concerned about improving outcomes for children, youth, and families, especially those placed at risk of failure.
Interest of the Gateway Regional School District in re-joining CES (vote required)
Bill Diehl explained that Gateway used to be a member and then withdrew for fiscal reasons and now they have interest in re-joining. They use our services a lot and pay the non-member rate. The steps are that the Gateway School Committee would apply for membership and agree to all the conditions in the Articles of Agreement. Bill requested that the Board approve opening up the process / discussion with Gateway. The next steps would be for the Gateway School Committee would apply for membership and sign our “Agreement of the Collaborative for Educational Services.” The approved application then requires a two-thirds approval of the Board of Directors. Then, an amendment is prepared and it has to be accepted by two-thirds of the member School Committee, and by the Board of Elementary and Secondary Education,

Bob Decker asked if they owed us any money. They do not.

Bob Decker moved to open the conversation / process with Gateway Regional School District about re-joining CES and Don Sluter seconded. All were in favor, and the motion passed.

Interest of Sabis International Charter School in Springfield, and possibly in Holyoke and/or Lawrence in receiving program review, technical assistance, coaching, and/or professional development from CES on a fee-for-service basis (non-members) (vote required)
We typically do work with non-members to a degree, but we don’t want to go too far without Board knowledge and approval. These Charter schools are not in our districts though. Angela Burke explained that they went through CPR for SPED civil rights and had a number of findings that they aren’t equipped to address in order to work in the best interest of their students. They called us and wanted to know if we would go in, since we have assisted districts with CPR reviews and findings. It would be 3-4 days total of staff member time per district reviewing paperwork, doing observations in classrooms, and creating a set of recommendations. This could allow us to offer them professional development as well. Right now it’s in Springfield and they want to quickly go to Lawrence and potentially Holyoke. Angela clarified that we would not be running their program, this is purely consultation and making recommendations for a fee.

The Board discussed the opportunity.

Bob Decker motioned to allow CES to provide the listed services to Sabis International Charter School in Springfield, and possibly in Holyoke and/or Lawrence. Hussain Hamdan seconded. Two opposed and the motion passed.

The Board asked that if there is growth or expansion in this project, they would like to be informed.

This topic generated additional discussion about charter schools and CES. Bill said we would leave time on the next agenda to continue the discussion.

Executive Director’s Report
Bill included his summer report in the electronic copy in addition to his September report. Bill noted a few highlights from the Executive Director’s Report, as follows.

There is a lot of professional development this fall and on Bill distributed the Fall catalogue. He noted that we are starting an institute on personalized learning and equity. We have a couple of major projects in terms of personalized learning. We may get a grant from the Barr foundation
for a high school in Gill-Montague. We are also doing work in social justice and equity. Early Childhood is also doing a lot of different professional development, one of which came from the Board. Cathy Engelhardt had mentioned she attended a grandparent workshop in Boston so we are now launching one. We have an active website in SJE. SPIFFY is doing a lot of presentations. The Title III consortium is ongoing with 18 of our districts belonging, in addition to Berkshire districts. We have a full house for HEC Academy, primarily form member districts. This is largely because Sherry and her team have re-done the model.

Dan asked Cynthia Kwiecinski to report on Easthampton and CES’s assistance there in school climate and culture, especially concerning racial incidents that had occurred. She said they had a rough year since March and had asked CES to come in and do some surveys, research, and prepare a report on the climate and culture. She sat in on a session with CES’s Safire DeJong and it was wonderful. The report that was submitted was really helpful in highlighting issues and problems in the district. There was an Attorney General report and it sounded a lot stronger, but when you put the two together they were all talking about the same thing. She thanked CES because the report was official and was as extensive and thorough and jived with everything else. Bill commends Easthampton in being very proactive. We are also hearing similar issues from other districts as well. Angela added we’ve being doing work in Hadley, Greenfield, Frontier, Northampton, and will be in Amherst so if you are interested you can send an email to Sarah Molloy and she will pass it on to Angela.

Last year, we did two different major projects for DESE. One is SETLI for ETLs who are key to making sure that SPED needs are met. We also did an institute that went so well DESE had us do two more cohorts and there is still a waiting list. Holyoke asked us to do one just for them. The second was LEAP, which impacts kids in poverty, brain learning, SEL, etc. We trained the trainers across the commonwealth and our own people. We have a second arrangement for this as well. Vira Douangmany Cage asked if he is doing the MASE conference as it was nice to see a CES presence at those workshops. This year it’s Nov 1st – 3rd. She thinks western MA doesn’t have a table for school committee members. She doesn’t know if CES can help with that if someone wants to attend. Michael Knapp added that he has to take two days off work and pay for his own lodging. He guesses that many districts have the same philosophy. He urges the rest of the Board to go back to their committees and ask them to give them money to go.

Suzanne Crawford suggested talking to Glenn Koocher from MASC about scholarships.

Bill added that CES will be hosting the MASC training for new school committee members, probably in early December.

Dan will send Ed Sturtevant more information on MASC.

We will also later send the Executive Director report as a separate document to share with School Committees.

**Motion to go into Executive Session (M.G.L. Chapter 30A, Section 21 (a)(6), “to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body.” (vote required)**

Vira Douangmany Cage motioned to go into Executive Session and to then return to Open Session. Michael Knapp seconded the motion. All were in favor, and the motion passed. A roll call was done. Bill Diehl asked if the CES members, Barbara Siegel for financial input, Terry
Senio as the Deputy Director, and Sarah Molloy to take minutes, could be invited to stay in the Executive Session. The Board agreed. A roll call was done.

**Motion to go back into Open Session (vote required)**
Bob Decker motioned to go back into Open Session and John Cotton seconded. All were in favor, and the motion passed.

**Adjournment (vote required)**
A motion to adjourn was made by Hussain Hamdan and seconded by Don Sluter. All were in favor, and the motion passed. The meeting adjourned at 9:40 PM.
FINANCE COMMITTEE

MEETING MINUTES

November 7, 2017
The meeting began at 5:02 p.m.

In attendance were:

- Finance Committee members: Hussain Hamdan, Howard Moore, John Robert, and Dan Hayes, Board Chair, ex officio.
- From CES were Barbara Siegel, Director of Finance and Operations; Rebecca Lincoln, Assistant Director of Finance; and William Diehl, Executive Director
- From Whittlesey & Hadley, P.C. (Auditors) were Steve Erickson and Linda Wosko

1. Steve distributed an audit overview and
   a. reviewed the processes of the audit
   b. discussed the additional processes used for state and federal grants
   c. reviewed overall assets and liabilities
   d. reviewed overall revenues and expenditures
   e. reviewed general fund and special revenue funds
   f. reviewed comparisons with previous years.

2. Conclusions: The audit had no findings and CES is in good financial health.

3. The Committee discussed that the Board of Directors should see the entire audit and not only the audit overview. This will be done.

4. Bill Diehl requested that the auditors add one additional page to the audit overview that will show that revenue exceeded expenditures (not including depreciation) in FY17. This is important for the Board to know.

5. Hussain made a motion to “Recommend that the Board of Directors accept the audit report as presented.” Howard seconded the motion. All were in favor.

6. Adjourn: A motion to adjourn was made by Hussain and seconded simultaneously by other members. The meeting was adjourned at 5:27.

Respectfully submitted,

William Diehl
Acting Secretary
PROPERTY COMMITTEE

MEETING MINUTES

October 19, 2017
November 6, 2017
November 8, 2017
## CES Board of Directors Property Committee Meeting

Thursday, October 19, 2017 (6 PM)
Collaborative for Educational Services
97 Hawley St., Northampton, MA 01060

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<td>3.</td>
<td>Motion to go back into Open Session, if necessary [vote required]</td>
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<td>4.</td>
<td>Adjourn</td>
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**Attendees:** Bill Diehl, Barbara Siegel, Sarah Molloy, Dan Hayes, Don Sluter, Robert Decker

The Chair of the Board, Dan Hayes, called the meeting to order and stated that an open meeting may have a detrimental effect on our negotiating position to consider the purchase or lease of real estate property. He also stated that we will come back into open session at the end. There was a roll call vote to go into Executive Session. All were in favor.

Dan Hayes led a roll call vote to go back into open session. A roll call vote was done and all were in favor.

Robert Decker motioned to adjourn the meeting and Don Sluter seconded. All were in favor and the meeting adjourned at 7:33 PM.
## CES Board of Directors Property Committee Meeting

**Monday, November 6, 2017 (10:30 AM)**  
Collaborative for Educational Services  
97 Hawley St., Northampton, MA 01060

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<td><strong>3.</strong> Motion to go back into Open Session, if necessary <strong>(vote required)</strong></td>
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**Attendees:** Bill Diehl, Barbara Siegel, Sarah Molloy, Dan Hayes, Cathy Englehardt, Don Sluter, Robert Decker, Hussain Hamdan

The Chair of the Board, Dan Hayes, called the meeting to order and stated that an open meeting may have a detrimental effect on our negotiating position to consider the purchase or lease of real estate property. He also stated that we will not come back into open session at the end. Hussain Hamdan seconded going into Executive Session. There was a roll call vote to go into Executive Session. All were in favor. Cathy Englehardt was invited to join the Executive Session. Don Sluter seconded. All were in favor and the motion passed.
# CES Board of Directors Property Committee Meeting

Wednesday, November 8, 2017 (11:15 AM)
Collaborative for Educational Services
97 Hawley St., Northampton, MA 01060

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<td>3. Motion to go back into Open Session, if necessary (vote required)</td>
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<td>4. Adjourn</td>
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**Attendees:** Bill Diehl, Barbara Siegel, Sarah Molloy, Dan Hayes, Cathy Englehardt, Don Sluter, Robert Decker, Hussain Hamdan

Dan Hayes called the meeting to order at 11:19 AM.

The Chair of the Board, Dan Hayes, called the meeting to order and stated that an open meeting may have a detrimental effect on our negotiating position to consider the purchase or lease of real estate property. He also stated that we will not come back into open session at the end. There was a roll call vote to go into Executive Session. All were in favor and the motioned passed.
FY17 ANNUAL REPORT

MEMBERS of the Collaborative for Educational Services
Hampshire County
Amherst-Pelham Regional Schools * Amherst Public Schools * Belchertown Public Schools * Chesterfield-Goshen Public Schools
Easthampton Public Schools * Granby Public Schools * Hadley Public Schools * Hampshire Regional Schools
Hatfield Public Schools * Northampton Public Schools * Pelham Public Schools * South Hadley Public Schools
Southampton Public Schools * Ware Public Schools * Westhampton Public Schools * Williamsburg Public Schools
Smith Vocational & Agricultural School
Franklin County
Conway Public School * Deerfield Public School * Erving Elementary School * Franklin County Technical School
Frontier Regional School District * Gill-Montague Regional * Greenfield Public Schools * Hawlemont Regional
Leverett Public School * Mohawk Trail Regional * New Salem School * Orange Public School
Pioneer Valley Regional * RC Mahar Regional * Rowe Elementary School * Shutesbury Public School
Sunderland Public School * Wendell Public School * Whately Public School * Shutesbury Public School

Everyone is a learner
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Executive Director Summary

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

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

As this report documents, in FY17, CES provided a wide and deep range of educational direct and support services for its 36 member school districts in Hampshire and Franklin Counties as well as for other districts throughout Massachusetts and New England. Central to our mission are these services to member districts; in addition, in FY17, CES also successfully managed state and federal grants and contracts that benefited our member districts as well as state-wide contracts to provide education programs and services for targeted populations. In terms of the number of member districts, grants and contracts, and areas of work, as well as size of budget, CES is the largest Collaborative in Massachusetts. As this report documents, CES had major initiatives, services, and programs in many areas.

Fiscal Year 2017 has been a highly successful year for our programs and services, as evidenced in this report. But it has also been a year of strategic and organizational development to enable the agency to effectively support and expand its quality programs and services and to prepare for significant challenges ahead. Highlights are below.

Strategic and Organizational Development

CES completed the second full year of its Five-Year Strategic Plan, first approved in March 2015 by the CES Board of Directors. The Plan is built on four goals, twelve priority areas, and outcome measures. As this report shows, CES has made notable progress in all areas.

While the Five-Year Plan is still on track and is our major guiding strategic document, in FY17 we recognized three significant challenges that gave us a sense of urgency to focus on new strategic and organizational initiatives for our short and long-term growth and sustainability. First, grant and contract funding for FY17 and beyond was not as clear as it had been in the past. While the re-authorization of the Elementary and Secondary Education Act (into ESSA) was finalized in FY16, the FY17 Presidential election and resulting changes to the education landscape left uncertainty about the future of any and all education funding at the federal level. Second, cutbacks in state funding to the Departments of ESE and EEC have been leading to fewer and smaller grants. Third, and most significantly, most of our member districts have seen shrinking enrollments due to school-age population declines and competition from
charter schools, private schools, and school choice; this has resulted in reductions in staff and educational services as well as in expenditures for professional and direct services from CES.

Anticipating the continuation of these concerning trends, CES focused on six strategic areas in FY17.

- First, during FY17, we undertook major planning of an agency reorganization that was designed to make CES more prepared to meet these challenges by becoming more effective, efficient, collaborative, innovative, inclusive, and sustainable, with a diverse and empowered staff. The reorganization, which we began to implement as of July 1, 2017, includes the formation of a nine-member Cabinet to work regularly with the Executive Director on leadership and management in the agency, and the appointment of a new Deputy Director. In FY17, we also planned for and began implementing a new and more efficient structure of broad functional areas – Birth-22 Direct Services; Professional Services; Finance and Operations; Business Development and External Relations; the Department of Youth Services Education Initiative; and the Special Education in Institutional Settings contract. This, in turn, will lead to the reorganization of our past departments, functions, platforms and staff into these broader areas of work during FY18. Our continued agency focus on work in Social Justice, Equity, and Inclusion is reflected in the continuation of that Platform, while other targeted Platform worked has been absorbed into our new structure.

- Second, and with the approval of the Board of Directors, CES had made a determined commitment, starting in FY15 to replace antiquated legacy information systems across the agency with sophisticated new systems. We made substantial progress towards that goal in FY17. Both fiscal and human resources and substantial time in staff training were invested in these efforts and, by the end of FY17, we achieved three important milestones: a) the initial launch of key parts of our new financial system – Infinite Vision; b) successful implementation of most parts of our new customer relations management system – Salesforce; and c) the implementation of Applicant Tracking for HR’s screening, interviewing, selection, and on-boarding processes. With these three new systems, and other enhancements in procedures, we began to see many benefits in improving our responsiveness to our member districts, schools, educators, and other users of our services and in building our ability to be cohesive and efficient across the agency. These innovations will help CES to be more efficient, cost effective and sustainable in FY18 and into the future.

- Third, we placed a purposeful focus on increasing our direct services in areas such as Special Education and afterschool programs – a strategy that began to pay off in FY17 with increased general fund revenue of 13%.

- Fourth, we continued to develop and implement new business and strategic plans for areas of the agency that needed increased focus. In FY16, that was Mount Tom Academy, resulting in the program meeting all expenses in FY17. In FY17, we focused on planning for the Occupational Therapy Center (OTC) and the Collaborative Center for Assistive Technology and Training (CCATT).

- Fifth, we focused our energies and resources on key areas that are expected to grow in local, state, national, and foundation funding: a) professional development and courses preparing educators to meet the needs of ELL students and students with special needs; b) social-emotional learning and safe and supportive schools; c) Social Justice and
Equity; d) early childhood education programs and services; e) technology services and professional development on integrating technology in the curriculum; f) personalized and competency-based learning; g) research and evaluation services; h) cooperative purchasing, especially as member districts struggle with decreasing enrollments and funding; and i) programs and services targeted at children and youth placed at the greatest risk of failure, including justice-involved and institutionalized youth, and children and youth with significant emotional, social or physical disabilities.

- Sixth, we looked for other expansion opportunities, both in professional services and in geographical reach. As one example, in FY17, we worked with superintendents in the northern Berkshires to establish a new Special Education program, run by CES, and opening in FY18.

Leadership

- CES maintained its strong leadership team, both of senior administrators and of emerging leaders. The only changes in leadership that occurred in FY17 were: the appointment of Angela Burke as Director of Professional Services, replacing Albert Mussad who returned to his former practice at CES, providing high-quality professional development and coaching; and the appointment of Suzanne Judson-Whitehouse as Director of Licensure. Several other leadership changes were planned as part of the reorganization, but did not go into effect until July 2017.

- The Leadership Council, comprised of all senior managers, directors of major initiatives, and the Platform chairpersons, continued to provide key direction on shaping the values, priorities, strategic planning, and overall work of CES. A separate and smaller Operations Team provided leadership in shared services, policy and procedure development, and overall logistics.

- The CES Board of Directors, made up of one School Committee representative from each of our 36 member districts held six meetings, each well-attended, with members clearly vested in the success of CES. Notably, every meeting had a quorum-plus. The Board is also increasingly a place for cross-district collaboration on issues common across our small and rural districts. The Board had an active Executive Committee, Finance Committee; and Evaluation (of the Executive Director) Committee. At each meeting, the Executive Director shared a report of CES highlights since the last meeting; the Board representatives share these reports with their respective School Committees.

- The two Advisory Boards, comprised of superintendents from Hampshire and Franklin Counties, met monthly both to provide input to CES’s services and to network among themselves about major issues and challenges they are facing and solutions being employed. The meetings were well attended and much appreciated by the Superintendents.

- CES’s Social Justice and Equity (SJE) Platform continued to implement a 3-Year Strategic Plan for integrating SJE principles and practices in the agency. SJE also developed workshops, Professional Learning Communities, and significant consultative support for our member districts and others.

- CES continued to work on region-wide collaboration with and services to member districts as well as non-collaborative members in Hampden and Berkshire counties. In addition, CES served as the lead Collaborative for Pioneer Valley and Berkshires and worked closely with the Department of Elementary and Secondary Education and our 25 sister collaboratives.

Services and Programs for Member Districts and Beyond
CES programs flourished in FY17. Our 36 member school districts continued their active involvement with CES, and all of our work thrived. **Highlights of our continuing and deepening services and programs include the following.**

**Direct Services**

In FY17, CES provided a range of **direct services to children, youth, and families**. This report provides details about these services, levels of participation, and comparison costs of CES programs in **Special Education**, **alternative education, afterschool, internships, career-technical education, and early childhood programs**. Combined, these programs touched over 3,262 **individuals** in our member districts, as well as other school districts. In addition to our Special Ed programs -- HEC Academy and CBWE – we served 750 students in afterschool programs, 850 in our Perkins Consortium and Connecting Activities programs (for occupational training), and 1,588 children and families through our Early Childhood department.

We also provided direct education programs and professional and curriculum development support to the Department of Youth Services education programs and at Special Education in Institutional Settings sites; these served over 1,500 children and youth in over 70 settings.

**Educator Professional Development and Support**

In FY17, over **5,500 educators** participated in CES professional development (PD). CES conducted open enrollment or district-based PD workshops, institutes, coaching, and other educator supports in all grade levels. These included PD and coaching in literacy; ESL and ELL education, including SEI Endorsement; culturally responsive education; social justice, equity and inclusion; leadership; curriculum alignment, planning, mapping and development; literacy, numeracy, science, and social studies education; special education; assistive technology; technology/curriculum integration; project-based, inquiry and hands-on learning; differentiated instruction; authentic assessment; and professional learning communities and other collaborative staff development strategies.

CES also continued its highly successful **Licensure** program, with 664 course registrations, 29 course offerings, and 62 program completers who were endorsed for their initial license.

**Other Services**

CES provided many more services to member districts and beyond in FY17. These included:

- The Strategic Initiative for Families and Youth (SPIFFY), a coalition of sixty community partners working together to improve outcomes for youth;
- Community Health Solutions, consulting services that work with school and community groups on assessment and evaluation, evidence-based prevention strategies, and community engagement and organizing;
- The regional Title III Consortium that supported 15 member districts and many educators in meeting the educational needs of English Language Learners;
- Services, mainly to member districts in areas including itinerant speech and language services, Assistive Technology, Occupational Therapy, and other special education services;
- Alternative education offerings including Mount Tom Academy; Connecting Activities for Hampshire County; and a Perkins Consortium to provide career and technical education programs in four
Hampshire County Districts;
- Cooperative purchasing programs for food, school and art supplies, legal services, and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%.

**Large-scale Projects**

CES continued to manage three large-scale statewide projects in FY17.
- CES provided all of the staffing, staff development, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services.
- CES also continued conducting similar work under a contract with the Massachusetts Departments of Elementary and Secondary Education’s (ESE’s) for Special Education in Institutional Settings (SEIS) across the Commonwealth. SEIS provided special education services to youth involved in the Departments of Youth Services, Mental Health, and Public Health, as well as County Houses of Correction.
- CES continued to manage multiple trainings across the state in assessment for pre-school and kindergarten teachers through grants from EEC and ESE.

*These statewide efforts have brought added capacity to CES to serve our member districts and have kept costs to districts down through economies of scale.*

**Grants and Contracts**

In FY17, CES received and managed 56 new or continuation local, state, federal, private, and foundation grants and contracts. This was a reduction from the 60 in FY16, and both years were a decrease from 75 in FY15. This trend reflects the continuing reduction in available grants from both state and federal sources, as mentioned earlier. In this regard, CES recognized special fund revenue of $29,284,443. Grants came from many sources, including from: the MA Departments of Elementary and Secondary Education (ESE), Early Education and Care (EEC), and Youth Services (DYS); and the U.S. Department of Education, National Endowment for the Humanities and Library of Congress. At the end of the next section of this report, you will find a listing of key grants and contracts under which CES performed work during FY17.

I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2016-2017.

Respectfully Submitted,

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Mission and Purpose

MISSION

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

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

We value:

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

GOALS AND OBJECTIVES

Our goals and objectives\(^1\) are to:

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

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\(^1\) 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 2016-2017, Dan Hayes from the Shutesbury School Committee served as the Chairperson of the Board, and Cathy Englehardt from the Hatfield School Committee served as the Vice-Chairperson.

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

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

FY17 BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>District</th>
<th>Board Member</th>
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<tbody>
<tr>
<td>Conway</td>
<td>Ashley Dion</td>
<td>Amherst</td>
<td>Vira Dougmany-Cage</td>
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<td>Deerfield</td>
<td>Jan Flaska</td>
<td>Amherst-Pelham Regional</td>
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<td>Erving Elementary</td>
<td>Katelyn Mailloux</td>
<td>Belchertown</td>
<td>Michael Knapp</td>
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<td>Franklin County Technical Schools</td>
<td>Don Sluter</td>
<td>Chesterfield-Goshen</td>
<td>Janice Gibeau</td>
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<td>Lyn Roberts</td>
<td>Easthampton</td>
<td>Cynthia Kwiecinski</td>
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<td>Granby</td>
<td>Michael Simpson</td>
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<td>Cameron Ward</td>
<td>Hadley</td>
<td>Humera Fasihuddin</td>
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<td>Hussain Hamdan</td>
<td>Hampshire Regional</td>
<td>Carl Schlerman</td>
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<td>Leverett</td>
<td>Craig Cohen</td>
<td>Hatfield</td>
<td>Cathy Englehardt (Vice Chair)</td>
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<td>Mohawk Trail Regional School District</td>
<td>Suzanne Crawford</td>
<td>Northampton</td>
<td>Howard Moore</td>
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<td>Melissa Burke</td>
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<td>Stephanie Conrod</td>
<td>Smith Vocational</td>
<td>John Cotton</td>
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<td>David Young</td>
<td>South Hadley</td>
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<td>Daniel Hayes (Chair)</td>
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<td>Brigid O’Riordan</td>
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**FY17 STEERING COMMITTEE**

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<td>Conway Public Schools</td>
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<td>Lynn Carey, Superintendent</td>
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<td>Karol Coffin, Superintendent</td>
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<td>Franklin County Technical School</td>
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<td>Richard Martin, Superintendent</td>
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<td>Michael Sullivan, Superintendent</td>
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<td>Tari Thomas, Superintendent</td>
<td>Nicholas Young, Superintendent</td>
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<td>Kevin Farr, Superintendent</td>
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<td>Jonathan Lev, Superintendent</td>
<td>Marlene DiLeo, Superintendent</td>
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 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/Related Services (Therapeutic)
  - Assistive Technology (CCATT)
  - Occupational Therapy Center
  - Special Education Alternative Learning
- Mount Tom Academy
- Perkins Programs (Career counseling)
- Connecting Activities
- After School Programs

SPECIAL EDUCATION PROGRAMS AND SERVICES

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

FY17 Program Highlights

- During the FY17 school year, between various enrollments and terminations, we served a total of 61 different students:
  - 56 students at the Academy and 5 students at CBWE
  - Please note that the number of total students served over the course of the year is not the same as our average program enrollment (as shown in the tables below), which is calculated based on the actual numbers of students enrolled from month to month.
• Special Olympics
  o School Day Games were held in Granby on October 20, 2016 and again in South Hadley on March 2, 2017.
• Monte’s March for Hunger
  o Students marched with Monte BelMonte in his annual March for Hunger once again, and raised just over $1,000 to donate to the cause.
• Clinical Internship Program
  o Jonathan Brody, Clinical Director, has developed partnerships with area colleges for a clinical internship program at HEC Academy.
  o (1) interns from Smith, (1) intern from Springfield College, and (1) intern from Lock Haven University were assigned to the Academy for the duration of the 2016-2017 school year. The interns provided outstanding clinical support to our clinicians, teaching staff, and most importantly, our students. Clinical internships are a required part of graduate field work for graduate students who are preparing for licensure and careers as social workers.
• Vocational Work Opportunities
  o During the 2016 fall semester, the Smith College Dining services had work study positions available that allowed (4) Academy students to work in the dining commons and earn minimum wage ($10/hr).
  o This work opportunity was not available again in the spring, as the position reverted back to Smith College students who needed work study positions.
• Individuals
  o Christina Beebe earned her Master’s Degree; she is a special education teacher at HEC Academy who has been with CES for a number of years
  o Mackenzie Paolini, our Adapted PE Teacher, left to have a baby in early April; she opted to stay home to raise her baby, and decided not to return to her position. We have encountered significant difficulties in filling her position.
  o After a lengthy search, we secured an outstanding Physical Therapist who began working with CES in March, 2017.
  o Nancy Desrosiers retired from CES in June of 2017; she has been a paraprofessional with our agency for well over 20 years, and we are sincerely thankful for her service and dedication.
• Graduation
  o (1) student (Northampton) completed his high school requirements mid-year, and graduated in January of 2017
  o (7) students graduated from HEC Academy in June 2017
    ■ (1) East Longmeadow
    ■ (2) Gill-Montague
    ■ (1) Narragansett
    ■ (2) Northampton
    ■ (1) Springfield
  o (1) student (East Longmeadow) aged out of the CBWE Program the day before his 22nd birthday in June of 2017; this student had been with CES for 17 years, since the age of five!
• Joan Schuman Scholarship Recipient
Avery Riddle, one of our graduates from the Gill-Montague district, wrote a very moving and poignant scholarship essay, and was awarded the Joan Schuman Scholarship. Avery plans to pursue post-secondary study in the fields of art and psychology.

**ITINERANT/RELATED SERVICES (THERAPEUTIC)**

(36) Different Districts (represented by 181 different referrals) were served via Itinerant Services, CCATT and OTC contracts. This includes public schools, private schools, and charter schools. In addition to school contracts, OTC provided services to 52 private-pay clients.

- (19) Member Districts: Amherst, Belchertown, Easthampton, Erving, Frontier, Gateway, Gill-Montague, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Northampton, Orange, Pioneer Valley, Smith Vocational, South Hadley, Ware, Worthington
  - (13) Hampshire County
  - (6) Franklin County

<table>
<thead>
<tr>
<th>From July 1, 2016 - June 30, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>These numbers represent requests for individual services, group services, and/or evaluations; they do not represent the total number of students served, nor do they represent OTC private clients. (Members are marked by an asterisk)</td>
</tr>
<tr>
<td>OT</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Amherst *</td>
</tr>
<tr>
<td>BART Charter</td>
</tr>
<tr>
<td>Baystate Academy Charter, Springfield</td>
</tr>
<tr>
<td>Belchertown *</td>
</tr>
<tr>
<td>Berkshire Hills</td>
</tr>
<tr>
<td>Berkshire Hills Music</td>
</tr>
</tbody>
</table>

18 | FY17 Annual Report – DRAFT  
Collaborative for Educational Services, 97 Hawley Street, Northampton, MA
<table>
<thead>
<tr>
<th>School</th>
<th>Count 1</th>
<th>Count 2</th>
<th>Count 3</th>
<th>Count 4</th>
<th>Count 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Berkshire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easthampton*</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>E. Longmeadow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Erving*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Frontier *</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Gateway*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Gill-Montague*</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Granby*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Greenfield*</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Hadley*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Hampshire Regional*</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Hatfield*</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Holyoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Longmeadow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Northampton*</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Orange*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Palmer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Pathfinder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PVCICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PVPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### Populations Served by Itinerant Clinical Services:

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

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

181 District referrals and 51 private pay clients were served during FY17.

### Cost Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT</td>
<td>Vision</td>
<td>APE SLP PT</td>
</tr>
<tr>
<td>CCATT</td>
<td>OTC</td>
<td>Grand Total</td>
</tr>
<tr>
<td>TOTALS</td>
<td>181</td>
<td>29 49 7 7 20 40 29</td>
</tr>
<tr>
<td>Service</td>
<td>CES Hourly Rate</td>
<td>Private Sector Hourly Rate(Average*)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>CCATT Center / Assistive Technology</td>
<td>$99</td>
<td>$115-200</td>
</tr>
</tbody>
</table>

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

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

Services Provided
The CCATT Center is located at 228 Pleasant Street, Northampton, MA. CCATT specialists provided assistive technology evaluations and direct / consultative services to students in member and non-member districts.

Populations Served by CCATT Services:
(29) 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.

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

Cost-Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Hourly Rate(Average*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCATT Center / Assistive Technology</td>
<td>$99</td>
<td>$115-200</td>
</tr>
</tbody>
</table>

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

OCCUPATIONAL THERAPY CENTER (OTC)

Services Provided
The Collaborative Occupational Therapy Center, also located at 228 Pleasant Street, Northampton, MA, provides individual and small group treatment services on motor development, handwriting, and sensory processing issues. OTC specialists provide services to member and non-member districts, private clients/families, childcare centers, and other agencies. During FY17, OTC provided a combination of evaluation, direct and consultative services to a range of clients.
Populations Served:

- **(18) Direct/Consultative Services** were carried out. This reflects the number of service contracts provided by CES. It does not include the total numbers of students served as some service contracts are arranged for individual students, groups of students, ½ day, or full day services.
- **(19) Total evaluations** were provided.
- **OTC served a total** of 52 private clients

Cost-Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Hourly Rate(Average*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapy Center / Sensory Integration</td>
<td>$99</td>
<td>$145-$185</td>
</tr>
</tbody>
</table>

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

SPECIAL EDUCATION ALTERNATIVE LEARNING

Services Provided

During FY17, the Collaborative offered special education programs for children and youth ages 14-21 in both public and private settings. Programs were available for students with autism, cognitive impairments, learning disabilities, and emotional / behavioral disorders.

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

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

**Determination of Tuitions**

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

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

**HEC Academy (High School Program)**

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

CES alternative learning programs enroll students ages 14-21 who present with learning disabilities, and/or social, emotional, or behavioral challenges. Students in grades 9-12 are enrolled in one of the Academy’s three high school homerooms. While of average to above average intellect, CES alternative learning students have struggled within traditional educational settings to achieve the success of which they are capable, and have demonstrated the need for more intensive levels of academic, social, and emotional support than public schools can typically provide.

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

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

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

**Community-Based Work Experience (CBWE)**

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

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

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

**Populations Served and Outcomes:**

**Special Education Program Enrollment:**
- Average Enrollment for the FY17 year for HEC Academy including summer was (39) students.
  - 60% of average Academy enrollment was represented by member districts:
    - 40% represented by Hampshire County
    - 20% represented by Franklin County
  - 40% of average Academy enrollment was represented by non-member districts
    - 32% represented by Hampden County
    - 7% represented by other counties (e.g. Essex, Bristol, and Worcester)
- Average Enrollment for the FY17 year for CBWE including summer was (4) students.
  - 100% of CBWE enrollment was represented by non-member districts (Hampden County).

**HEC Academy and CBWE Graduation 2017**
- A total of (8) students graduated from HEC Academy High School in 2017. 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.
- (1) student (Northampton) completed high school requirements earlier in the year, and graduated in January, 2017
- (7) students graduated on Friday, June 2nd, 2017 at Sage Hall, Smith College
  - (7) students graduated in June
    - (1) East Longmeadow
    - (2) Gill-Montague
    - (1) Narragansett
    - (2) Northampton
    - (1) Springfield
- (1) student (East Longmeadow) aged out of the CBWE program one day prior to his 22nd birthday, in June 2017. This student had been with CES for 17 years, since the age of 5!

**Student Achievement / MCAS Results**
## 2016 - 2017 MCAS RESULTS

<table>
<thead>
<tr>
<th>TEST</th>
<th>SESSION</th>
<th>NUMBER OF STUDENTS TESTING</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
<th>FAILED</th>
<th>PERCENT PASSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH RETEST</td>
<td>November 2016</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>March 2017</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>GRADE 10 MATH</td>
<td>Spring 2017</td>
<td>13</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>62%</td>
</tr>
<tr>
<td>GRADE 10 ELA</td>
<td>Spring 2017</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>February 2017</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>June 2017</td>
<td>13</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>77%</td>
</tr>
</tbody>
</table>

### Special Education Alternative Programs Cost Effectiveness

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

### APPROVED AREA PRIVATE SCHOOL RATES

<table>
<thead>
<tr>
<th>Name of Private School</th>
<th>#days</th>
<th>tuition</th>
<th>day/rate</th>
<th>Effective summer tuition</th>
<th>summer day rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.E. Adolescent Research</td>
<td>220</td>
<td>$61,930</td>
<td>$282</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>Name of Private School</td>
<td>#days</td>
<td>tuition</td>
<td>day/rate</td>
<td>Effective Date</td>
<td>summer tuition</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Cutchins - New Directions (Northampton)</td>
<td>218</td>
<td>$53,498</td>
<td>$245</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>May Institute</td>
<td>242</td>
<td>$84,079</td>
<td>$347</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>RFK Experiment with Travel</td>
<td>216</td>
<td>$55,081</td>
<td>$255</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>Northeast Center (Tri-County)</td>
<td>180</td>
<td>$41,801</td>
<td>$232</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>Springfield Home (Children’s Study Home)</td>
<td>216</td>
<td>$47,311</td>
<td>$219</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>Valley West Day School</td>
<td>180</td>
<td>$38,724</td>
<td>$215</td>
<td>10/7/2015</td>
<td></td>
</tr>
<tr>
<td>CES HEC Academy School Year</td>
<td>180</td>
<td>$41,836</td>
<td>$238</td>
<td>10/7/2015</td>
<td>$4747</td>
</tr>
</tbody>
</table>


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

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

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

**MOUNT TOM ACADEMY**

The Mount Tom Academy program is located at Holyoke Community College in Holyoke, MA. The program is an alternative learning program for high school students at risk of dropping out of school, and students who have dropped out of school and wish to return. Mount Tom Academy was the first alternative learning program in Massachusetts to have a setting in a state community college. The program was started through a grant from DESE in FY 2001, and has been located at HCC for the past 15 years.
Services Provided

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

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

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

Populations Served and Outcomes

● In 2016-2017, Mount Tom Academy served 14 students from school districts throughout the Pioneer Valley.
● Of the 9 sending districts, 4 were Collaborative member districts. Enrollment is accepted on a rolling basis throughout the school year.

Outcomes

● 100% of the students passed their MCAS
● 100% of the students placed out of at least one developmental college course
● 12 students completed high school studies and graduated.
● 2 gained part-time employment through the career readiness support offered at Mount Tom
● 1 student developed marketable skills in an internship
● 2 students continued with the program for the 2017-2018 school year
● 5 students participated in work-study opportunities.
● 2 students successfully completed a dual enrollment semester at HCC, one student continued full-time in the fall of 2017
● 1 student gained acceptance into the Culinary Arts program at HCC

Cost Effectiveness

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

Program - Per Student Tuition
Mount Tom Academy: $9,000/year Member, $9,900/year Non-member
Private Sector Tuition*: $8,559/year
● Starting in the 2017-2018 school year, tuition will be $10,800 for member districts and $11,880 for non-members.

*Comparable private programs: CSP (Community Support Program) - $36,330; Twain (Specialized Academic Program) - $38,325; BHA - $13,072
PERKINS CONSORTIUM (from CARL B. PERKINS VOCATIONAL TECHNICAL - SECONDARY ALLOCATION GRANT)

CES has organized and managed a consortium of local school districts to access Perkins funding to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers. In 2016-2017, the participating districts were South Hadley, Amherst, Easthampton, and Gateway.

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 seek to improve performance in Mathematics, Language Arts and high school completion and graduation. Perkins CVTE programs receive assistance to set goals; measure competencies in occupational skills; upgrade programs; develop new programs; develop entrepreneurship opportunities; understand high skill/high demand/high wage opportunities in Western Massachusetts; develop local support and advisory boards; and develop internship, mentorship, and work study opportunities for students.

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

Populations Served

- Approximately 500 students from these schools received occupational training and academic support in coursework offerings such as Graphic Design, Computer Applications, Culinary Arts, Welding and Metal Fabrication, Commercial Art, and Carpentry and Woodworking.
- Two member Hampshire County districts participated in FY15—South Hadley and Amherst; Gateway is a non-member.
- In FY 2016-2017, our Perkins districts received over $63,000 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 districts access the resources that might not otherwise be used.

CONNECTING ACTIVITIES

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

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

**Populations Served and Outcomes**

The program serves the school districts of Hampshire County. Partnership towns/districts include: Smith Vocational High School, Northampton High School, Easthampton High School, Hampshire Regional High School, HEC Academy, South Hadley High School, the Chinese Immersion Charter School, and Amherst High School. (The Regional Employment Board serves districts in Franklin County.) In 2016-2017, the program placed over 350 students with more than 165 employers throughout the county.

- More than 150 students participated in job shadowing, field study, job fairs, community shows, and employer site visits. The internship placements ranged from simple after school placements tracked with a Work-based Learning Plan, to more complex work-and-learning experiences where the tasks and skills emphasized in the placement are also developed, in parallel, in a classroom setting. Students range from those who are A+ and college-bound, to those who are developmentally challenged.

- In FY ’17, the Hampshire County program continued to develop the STEM Employer Action Group. The intent of the group is to bring together business leaders and representatives from area higher educational institutions to work to intentionally engage high school students and provide opportunities for exposure to STEM pathways in education and careers. In FY ’17, the Hampshire County Connecting Activities Coordinator successfully reached out to the University of Massachusetts, GlowLime Games, Valley Gamers, and the Massachusetts Life Sciences Center. Collaboration with these groups resulted in students from South Hadley High, Amherst, and the Chinese Immersion Charter School having access to a tech “hack-a-thon” at Hampshire College, two afterschool workshop series at Amherst High in Unity game design and quadcopter photogrammetry, and for three students from the Chinese Immersion School, paid summer internships (approximately $3,000 each) in UMass science departments.

**Outcomes**

CES does not collect comprehensive assessments of skill development, or longitudinal data for Connecting Activities. However, studies clearly indicate that supported internship placements have an important effects for all students and especially for the at-risk population. 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 of school.

**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 123 Hawley Street, Northampton, MA.

Services Provided

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

CCLC programs are located in the following member districts: Amherst Regional Middle School, Easthampton (Maple Elementary School, Neil A. Pepin Elementary School, and Easthampton High School), Greenfield (Greenfield High School), and Gill-Montague (Sheffield Elementary).

CES also operates CCLC programs in the non-member districts of Palmer (Palmer Middle School), and West Springfield (Memorial Elementary School, Philip G. Coburn Elementary School, and West Springfield High School).

CES also has fee-for-service after school programs in Southampton (William E. Norris Elementary) and in Granby (West Street Elementary).

Needs assessment:

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

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

Populations Served and Outcomes

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

- Ten CES 21st CCLC programs served approximately 750 students during the 2016-2017 school and summer programs.
- Approximately 60% of students were from economically disadvantaged homes and 25% were students with special needs.

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

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

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

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

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

Since our network implemented PBL activities at all of its programs starting in FY15, the average attendance hours for FY17 was **160 hours**. This exceeded the minimum of 80 hours as mandated by Massachusetts and is especially encouraging considering half of the CES after school network services middle and high school aged youth who are harder to reach than elementary aged youth. The CES network average attendance hours have far surpassed that benchmark for a number of years.

**Cost-Effectiveness**

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

Other after school opportunities offered in our region include the Girls Club: Approximately $500 a month for two children from the same family to attend.
Thus a family with two elementary aged children to attend after school from September through May would cost approximately $4,000.

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

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

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

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

The department works with districts to customize implementation of

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

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, reading and math interventionists, content teachers, and early childhood providers. Teachers, administrators, and
career changers accessed our hybrid online programs during FY17 to achieve Initial Licensure and renewal of Professional Licensure.

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

NEEDS ASSESSMENT FOR PROGRAM DEVELOPMENT

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

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

FY17 PROFESSIONAL DEVELOPMENT PROGRAM AND STAFF HIGHLIGHTS

- In our third full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 13 in-district courses and 3 open-enrollment courses enrolling 23 to 30 educators in the teacher full course, per course.
- CES continued to grow its Social Justice in Education Initiative and offered open enrollment professional development workshops to local educators and districts, including Introduction to Social Justice in Education, and Implicit Bias. On October 15th, 2016, CES welcomed 220 educators to the first Transforming Education in Social Justice Conference, held at Holyoke Community College.
- The Massachusetts Department of Elementary and Secondary Education (ESE) and the Collaborative for Educational Services (CES) provided the first offering of the Leading
Educational Access Project (LEAP) training-of-trainers program. The LEAP Training-of-Trainers (ToT) Program included members from 12 educational collaboratives participated in this first-cohort training. This statewide cadre of trainers is available to support all districts, regardless of a district's regional affiliation. Trainers are equipped to bring qualified training and consultative services to schools and districts and can bring access to resources and best practices to support district efforts.

- The Professional Development Department continued its work under the Title III grant for English Language Learners involving over 15 districts and the Focus on K2 grant for Holyoke Kindergarten classrooms.
- Richard Cairn serves on the state panel reviewing curriculum frameworks for History and Social Science.
- Albert Mussad completed ESE’s training-of-trainers program in Planning for Success (PfS), a proven planning model piloted by districts in MA and based on the Massachusetts Planning and Implementation Framework, between Feb.-May 2017, by co-facilitating several PfS work sessions in the Marshfield Public Schools under the guidance of ESE”s lead facilitator.
- CES Licensure was chosen to implement the Massachusetts Licensure Academy, coursework lead to Initial Moderate Disabilities for teachers working in special education on a waiver or seeking an additional license, offered at no cost
- CES Licensure has been selected by ESE to participate in pilot that will embed mixed-reality simulations in educator preparation coursework so that candidates have more opportunities to practice high-value skills in a low-risk environment and receive immediate and targeted feedback, part of the Gates Foundation-funded EPIC program.

CES Professional Development offered a range of services during FY17.

During the 2016-2017 school year, professional development was provided to over 3,251 distinct K-12 educators, and over 1,568 early educators. Many educators took more than one course or workshop during the year; and so, courses or workshops were delivered to a total of 5,500 participants during the year. Below are highlights by service area describing the services provided and populations served in this past year.

EDUCATOR LICENSURE

Services Provided

Approved and accredited by the Massachusetts Department of Elementary and Secondary Education and serving students all across the Commonwealth with hybrid online programs, the Collaborative for Educational Services Licensure Programs are a post-baccalaureate route to a license as a teacher or principal, supervisor, director across Massachusetts. This year, 62 candidates completed licensure programs and were endorsed for the Initial license by the Massachusetts Department of Education; 7 endorsees are from member districts. 29 licensure courses were offered in FY2017 in a total of 64 sections serving 417 distinct participants; and there were 664 total course registrations during the year.
All courses are delivered in hybrid format, in which coursework is completed online and at face-to-face classes held in Northampton and Marlborough. The 2016-2017 year saw the end of our TESEL grant with Leominster, Fitchburg and Lowell, with the majority of participants having made their way through their coursework. Our first Administrative Leadership cohort completed their first year of the program.

Populations Served

- 664 course registrations occurred during the 2016-2017 licensure year.
- 44 member district educators and 25 CES educators completed licensure courses.
- 72 candidates were admitted to CES’ Initial Licensure programs, 15 of whom currently work in member districts or for CES.
- Endorsements for 62 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of these candidates, 7 were working in member districts when endorsed and 6 were working for CES. The remainder included educators who were working in non-member districts or for ESE-approved special education schools.

SCHOOL AND DISTRICT BASED COACHING, TRAINING AND CONSULTATION

Services Provided

These services include school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; and curriculum mapping and planning, curriculum revision to reflect Common Core state standards. The Collaborative is in its seventh 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

CES staff worked on

- Over 150 site-based professional development consulting efforts, continuing with 2 long term initiatives designed to build district capacity to provide instruction for English language learners differentiated instruction for all students and Special Education educators, and a Training of Trainers for teaching to students living with poverty.
- 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.

ENGLISH LANGUAGE LEARNERS – SEI ENDORSEMENT CENTER

Services Provided

CES provides services, training and expertise around WIDA, Sheltered English Immersion, family and community engagement, policy development, and program improvement. CES is approved by MA DESE to provide professional development in English Language Education, including RETELL courses and WIDA training. CES has been an approved provider of SEI courses since July 2014.

Populations Served

CES continued to serve member districts and non-member districts with the SEI Full Teacher Endorsement course and the SEI Administrators course. Over 450 earned their endorsement through the CES program. Also, CES continues to work on and offer comprehensive new approaches to teaching second language learners and students with limited first language proficiency. Finally, the CES ELL PLC served 12 participants in the following Districts (Monson, Springfield, Agawam, Gill-Montague, Frontier Regional, Hadley, Easthampton, Williamsburg, and Colrain).

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

EMERGING AMERICA WORKSHOPS AND GRADUATE CREDIT COURSES

Services Provided

Emerging America creates and provides professional development for teachers across content areas through the Library of Congress Teaching with Primary Sources (TPS) program. In 2014-2015, Emerging America also received a National Endowment for the Humanities “Landmarks of Education” grant to offer “Forge of Innovation: The Springfield Armory & the Genesis of American Industry”, a place-based history program on the major impact of the Pioneer Valley on the Industrial Revolution. Emerging America began at CES in 2006 with a U.S. Department of Education Teaching American History grant. Since then, the program has provided high quality professional development to many hundreds of teachers in the region, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history education. Emerging America also provides direct service consulting to teachers in the SEIS program and in local school districts.

Library of Congress Teaching with Primary Sources (TPS) Program and CES
CES joined the Library of Congress Teaching with Primary Sources Consortium in 2010, providing professional development throughout Massachusetts. The Collaborative is the only Consortium member in New England. In 2015, Emerging America launched the Accessing Inquiry project to support the teaching of social studies and humanities content to English Learners and to Students with Disabilities. Emerging America has delivered several sections of Accessing Inquiry graduate courses throughout Massachusetts and is extending its expertise nationally via presentations, courses, and training-of-trainers. Teachers learn to access the vast online resources of the Library of Congress, and to engage students in inquiry-based learning and literacy skills, including analysis of primary sources. The weekly History eNews resource email reaches well over 1,000 teachers.

**Library of Congress Teaching with Primary Sources workshops**

Federal grants supported the provision of Teaching with Primary Sources programs in which teachers learned about creating high quality learning environments featuring the use of primary sources.

- Teaching with Primary Sources workshops topics have included the U.S. Constitution, Civil Rights, Disability History, the American Revolution, and Immigration/Migration.
- CES continued partnerships with the Abraham Lincoln Brigade Archives to offer a workshop on the Spanish Civil War. CES also presented TPS workshops in partnership with the University of Massachusetts-Amherst Department of History, Social Studies Supervisors, Cambridge Public Schools, Plymouth Public Schools, and other districts.

The CES Project Director continues to serve as an active member of the Library of Congress Teaching with Primary Sources Consortium.

**Populations Served**

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

- CES trained 5 new teachers statewide in a Training-of-Trainees for the TPS program. They will present workshops in their districts over the coming year.
- Accessing Inquiry for Students with Disabilities through Primary Sources engaged 96 teachers.
- Accessing Inquiry for English Learners through Primary Sources engaged 17 teachers.
- CES worked with 56 pre-service teachers to develop strategies for using primary sources at Westfield State University and Endicott College.
- Almost 200 teachers participated in other content-based Library of Congress Teaching with Primary Sources workshops.
- Emerging America presented to 170 educators at conferences including Boston, Hyannis, Lenox, Seattle, and Savannah.

**READING RECOVERY TEACHER TRAINING**

**Services Provided**
CES is a regional Reading Recovery Teacher Training site serving western Massachusetts districts in four counties, districts in Rhode Island, and one school in Connecticut.

In FY17, our site provided training, coaching, consultation, and data analysis to reading interventionists in 30 elementary schools in 18 school districts (8 of which are member districts); representing 41 teachers serving 305 first grade students. Massachusetts school districts served by the CES Reading Recovery Training Site include Agawam, Easthampton, Frontier Regional, Hilltown Cooperative Charter, Ludlow, Pioneer Regional, South Hadley, Southwick, West Springfield, and Westhampton. Districts in Rhode Island include Barrington, Exeter-W. Greenwich, Jamestown, Paul Cuffee Charter, Scituate, and Tiverton. In addition to these school districts, the East Windsor School District in Connecticut participates at the CES site.

Populations Served

305 first grade students at risk for learning to read were served by teachers working with the CES Training Site, preparing them to return to their classrooms reading at the average level for their class. Of the students served, 50% are on free or reduced lunch, 24% are non-white, 16% were designated with a previously diagnosed learning disability, and 19% spoke a language other than English in their homes. Additionally, 32% were from small town/rural communities and 64% were from suburban/large town communities.

REGIONAL PROFESSIONAL DEVELOPMENT DAYS AND OPEN ENROLLMENT SEMINARS

The 2016 Summer Academy offered over 20 workshops and courses. Summer Academy content was shaped by a planning committee representing member districts. The focus this year was on meeting the needs of students who struggle; math; learning and the brain; technology; science; and project-based learning. 110 educators participated in the workshops, including 49 from 19 member districts.

- Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2016 to 119 administrators, 38 of whom work in member districts.
- In addition, CES ran 36 open enrollment workshops in content areas including math, ELA, strategies to help struggling learners, using technology in the classroom, academic language, leadership and strategies for ELLs. These open enrollment workshops were attended by a total of 859 educators during the 2016-17 school year.

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

Services Provided

CES supported 8 Professional Learning Communities (PLCs) for networks of educational staff in our member districts; these included PLCs for Social Studies Teachers and district staff, Librarian/Media Specialists, Curriculum Directors, ELL Educators, Principals, and Technology Directors.
Populations Served

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

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

Services Provided

During the 2016-2017 year, the Professional Development Department provided project management for DESE contracts as follows: Leading Educational Access Project (LEAP), Special Education Team Leader Institute (SETLI), and Focus on K2 in the Holyoke Public Schools.

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.

<table>
<thead>
<tr>
<th>Program</th>
<th>CES</th>
<th>Private Sector Fees (Avg*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Course; primarily Licensure</td>
<td>$775</td>
<td>$1,657</td>
</tr>
<tr>
<td>Professional Development Workshop, 1-Day</td>
<td>$100/ members, $110 non-members</td>
<td>$195/ members, $260 non-members</td>
</tr>
<tr>
<td>Consultant Costs</td>
<td>Per day: $1,500 Non-members, $1,275 Members</td>
<td>$2,425/day</td>
</tr>
</tbody>
</table>

*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.

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.

**SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT**

**Services Provided**

In July 2016, the Professional Development Department added two full-time positions for Curriculum and Instruction Specialists in Special Education. Since that date, a third position (0.3 FTE) has been added due to the volume of requests for services related to professional development in special education. Services provided by the 3 staff working in special education include:

- Professional Development for SEIS and DYS Programs
- Licensure Classes for the Massachusetts Focus Academy (Universal Design and Learning Disabilities courses)
- Inclusion Coordination and Consultation
- Coaching and Co-teaching
- Professional Development (Open Enrollment) for Teachers and Paraprofessionals
- Professional Development (District-requested) in requested topics including
  - Positive Behavior Supports and Interventions
  - Strategies to Support Inclusion
  - Section 504 of the Rehabilitation Act
  - Gradual Release of Responsibility (Fading Supports for Students with Disabilities)
  - Writing IEPs (including Writing Measurable Goals and Understanding Evaluations & Assessment)
  - Understanding Autism Spectrum Disorders
  - Differentiating Instruction
  - Transition Assessment and Service Delivery (3 session series)
  - Professional Ethics and Practice in Special Education
  - Critical Literacy
  - Unit & Lesson Plan Design
  - Executive Functioning
  - Person Centered Planning
  - Paraprofessional Trainings
  - Co-Teaching
  - Inclusion in Pre-Schools
- Individual Transition Assessments
- Special Education Team Leader Training (SETLI & HETLI)
- Mentoring and Coaching Special Education Leaders
- Special Education Program Evaluations
- Special Education components of Low-Income Educational Access Project (LEAP)
- Strategic Planning and Facilitation for Special Education related topics
- Facilitating Professional Learning Communities and Teacher Work Groups in Special Education
- Grandparent Support groups
• Inclusive Practice Evaluators

Populations Served

CES is serving educators and paraprofessional in the following district through contracts with 3 Curriculum and Instruction Specialists in Special Education:

• Acton-Boxboro
• Assabet Valley Regional Technical Vocational
• Athol-Royalston
• Ayer-Shirley Regional
• Barnstable
• Berkshire Hills Regional School District
• Billerica
• Boston
• Bourne
• Bristol-Plymouth Technical Vocational
• Brockton
• Chicopee
• Clinton
• Dennis-Yarmouth
• Easthampton
• Gardner
• Gill-Montague
• Grafton
• Greenfield
• Erving
• Fall River
• Franklin
• Frontier Regional
• Hampshire Regional
• Hatfield
• HEC Academy
• Hilltown Cooperative Charter School
• Holyoke
• Lawrence
• Leominster
• Longmeadow
• Lowell
• Ludlow
• Lunenburg
• Lynn
• Mahar Regional
• Massachusetts Virtual Academy
• Martha’s Vineyard
• Medford
EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

The CES Early Childhood Department provides training, consultation and support to early childhood centers, family child care providers, and early educators in public school settings, within the region and across the Commonwealth.

Services Provided

The CES Early Childhood Department provides training, consultation and support to early childhood centers, family child care providers and public school preschools through first grade. We also provide referrals to professional development opportunities and resources for early educators. Within this work, the Early Childhood Department provides a significant number of trainings for early educators and providers within the region.

- Melrose
- Milton
- Natick
- Needham
- New Bedford
- North Adams
- Northbridge
- Northampton
- Norton
- Palmer
- Revere
- River Valley Charter School
- Sharon
- Shrewsbury
- Smith Agricultural Vocational
- Southbridge
- Stoneham
- Tantasqua Regional
- Triton Regional
- Topsfield
- Union 38
- Waltham
- Walpole
- Ware
- Webster
- Westfield
- West Springfield
- Westwood
- Worcester
- Worthington
Early Childhood Professional Development calendar trainings held included the following topics and number of participants:

1. Building Success: Supporting Children with ASD in an Inclusive Setting - 27 participants
2. Identifying and Supporting Children with Special Needs in Your Program - 25 participants
3. Strategies for Addressing Delayed Communication Development in Young Children - 50 participants
4. Sensory Processing: Creating a Sensory Sensitive Classroom, Curriculum and Experience for Young Children - 68 participants
5. Enhancing Infant Curriculum - 27 participants
6. Early Childhood: An Important Time to Introduce Social Justice and Diversity to Young Children - .5 CEU course, 13 participants
7. Public Preschool Teachers PLC - 5 participants

Total of 7 topics total (included PLC) with 215 early educator participants

**FY17 additional EC PD Work**

1. Introductory Course on the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning for HRSD with Sarah
2. Understanding and Addressing Young Children’s Behavior for YMCA of Springfield with Shelah
3. The Importance of Movement: Exercise and Sensory Motor Development for Preschool Children for Gorse with Tom Murphy
4. Consultation Services as a follow up to the workshop for Gorse with Tom Murphy
5. Integrating Play in Early Childhood Education with for Mohawk Trail with Sally
6. Understanding Young Children’s Social-Emotional Needs and Addressing Difficult Behaviors for Gan Keshet with Emily K
7. Online SEL/APL with Sarah
8. Williams College - Infants and Toddlers: Areas of Development and Beyond with Sarah Lusardi
9. Trauma and the Trauma Informed Care Lens: Supporting Young Children who Have Experienced Trauma

**Assessment for Responsive (ART) Teaching**

Assessment for Responsive Teaching (ART) is a statewide training program funded through a grant from the MA Department of Early Education and Care (EEC). ART provides seven courses in developmental screening and formative assessment which help early childhood educators enhance their skills in observing and documenting children’s growth and progress, as well as to adjust their curriculum accordingly to maximize the potential of each student. ART also provides training and technical support in the online assessment tool Teaching Strategies GOLD.

1. Teaching Strategies GOLD
2. Using Observation Skills for Planning and Assessment
3. Assessing Diverse Learners
4. Engaging Families in the Assessment Process
5. Understanding and Implementing Developmental Screening
6. Utilizing Data for Administrative Decision-Making
7. Utilizing Data for Planning Individualized Learning for Educators

The following are the statistics for trainings and technical assistance provided by ART in FY16, statewide and for member districts:

**Statewide data:**
- # of Trainings 43
- # of Participants 961
- # of Programs 445

Member districts:
- 8 Participants

**Cost Effectiveness**
Early Childhood Trainings are supported through grant funding or are made available to providers at a cost of $30 per single workshop. There is some cost variation depending on the length and professional credentialing participants earn.

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

**TECHNOLOGY IN EDUCATION PROFESSIONAL DEVELOPMENT**

**Services Provided**
Development, production and delivery of the 2017 Technology in Education Conference which was attended by over 200 educators.

Workshops offered to both member and non-member districts included:

- Google Apps for Education sessions (Introductory, Level 2, Sites for Teachers, Drive and Classroom),
- Online Teaching & Learning sessions
- Makerspace
- Digital Citizenship
- Social Justice introduction sessions

Instructional Design: Coaching & Course Development
Populations Served

The annual January TiE (2017) Conference was attended by over 200 educators.

Attendees of our technology-related sessions ranged included classroom teachers, superintendents, principals, head of school, curriculum directors, technology directors, special education specialists, and more.

Cost Effectiveness

CES Technology professional development offerings provide training to teachers, administrators, data specialists, and technology specialists that is not otherwise available in the region; and would likely not be offered/provided to our member districts through other means.
GOAL 3: OTHER PROGRAMS AND SERVICES THAT WILL FROM TIME TO TIME MEET THE ASSESSED NEEDS OF SCHOOL DISTRICTS, MEMBER COMMUNITIES, STATE AGENCIES, AND OTHERS

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

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

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

FY17 PROGRAM HIGHLIGHTS

- In FY 17 Assessment for Responsive Teaching (ART) provided nine trainings for Spanish-speakers and two trainings for Portuguese-speakers. Five separate Professional Learning Communities focused on developing observation skills were offered for the first time in each of the five EEC regions. The program has been successful in providing many formative assessment professional development opportunities, as listed under goal #2.
- Raising of America screening in Northampton on March 20th
- Through CFCE programming we added activities and events for Spanish -speaking families with young children in Amherst - serving Amherst and our surrounding CFCE communities - list:
  - Community Resource Fair
  - Social Emotional: Understanding You Children and Their Behavior
  - Reading Alive! With Enchanted Circle Theater
  - A Cultural Celebration of Healthy Nutrition
- We provided the first SJE for early educators workshop
- We were successful in adding the new FCC PCHP project through a subcontract with Child Care of the Berkshires. This project addresses early literacy and quality improvement for family child care programs
- “Learning from Nature” a CFCE community-wide STEM, early literacy and hands-on experiential play event was held at the Hitchcock Center for the Environment in June. 98 children attended with 74 families
Services Provided

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

Department of Early Education and Care’s Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY17 included:

Financial support to Family Centers serving the following towns (and their surrounding towns and communities): Amherst, Belchertown, Easthampton, Monson, Palmer, South Hadley, and Ware. These Family Centers provide playgroups for parents/guardians and children from birth to Kindergarten and support to parents in their parenting role. Weekly playgroup were held in Amherst, Belchertown, Chesterfield, Easthampton, Goshen, Granby, Hatfield, Palmer-Three Rivers, Pelham, South Hadley, Southampton, Ware, Warren, Westhampton, and Williamsburg.

Parent workshops were offered on topics such as

1. First Steps to Reading
2. Parent Conversations: Discussions About the Parenting Journey
3. Parenting Young Children (Chinese)
4. Parenting Young Children (Spanish)
5. Positive Solutions for Families with Young Children
6. Brain Building
7. Dads Rock!!
8. Early Math Skills
9. Early Reading Skills
10. Grandparents, let's Talk!
11. Hand Gym
12. Hola Amigos y Amigas/Hello Friends
13. Young Scientists

Parent-Child Home Program, an early literacy home visiting program for families with children who are at risk for poor literacy development. A home visitor provides two half-hour visits weekly to demonstrate the use of a toy or book in developing literacy skills.

Referrals to services for families are provided as needed. (30 families were served, representing 33 children) Referrals for parents in need of comprehensive services (300 families provided referrals, representing 393 children)

13 "Welcome Baby" visits with baby bags were provided.
Support to children transitioning from program to program and into kindergarten families received transition support: (99 families were served, representing 125 children.) (489 families received kindergarten transition information.)

**Brain Building in Progress activities** during the Week of the Young Child were conducted. This is a combination of National Association for the Education of Young Children (NAEYC) Week of the Young Child, and the Early Education and Care (EEC) Brain Building in Progress Week. It is one week of activities for young children highlighting the importance of critical development during and the importance of early childhood.

- Belchertown held special activities each day (all rainbow themed)
- Chesterfield followed NAEYC’s suggested activities (music Monday, Tasty Tuesday, Work Together Wednesday, Artsy Thursday, Family Friday). Had a storywalk Friday that week at the community center.
- Easthampton had free developmental screenings by REACH and Criterion on Friday at the Family Center, and stories read by Lynne Guyette at different times during the 3 hours period
- Goshen also followed NAEYC’s suggested activities
- Granby had a puppet show the Friday before WOTYC
- Palmer/Monson invited Community Visitors into the center, like librarians and people from the schools.
- South Hadley - Tuesday St. Patrick’s Church, Magic show with Ed Pop, Music with Carolyn Mazel Wednesday at South Hadley Family Center
- Southhampton also followed NAEYC’s suggested activities
- Ware Story Walk (One Duck Stuck) in downtown business windows. Children's art work in downtown businesses. Both to be hung from April 17th through April 28th (so covering April vacation and Week of the Young Child). Tuesday, Week of the Young Child - Early Childhood in Ware (Raising of America screening) Event hosted by SFYC
- Spanish Programming - Saturday April 29th, Reading Alive! with Enchanted Circle Theater at Grace Episcopal Church, 11-1pm
- Westhampton - Wednesday, Pioneer Valley Ballet Program at Westhampton Library 10:00 a.m. (Movement, story & craft), also followed NAEYC’s suggested activities
- Williamsburg also followed NAEYC’s suggested activities

**Early literacy activities** included the following:

- 40 Story Walks™
- Hitchcock Center - early reading science activities
- Two First Steps to Reading workshops that were scheduled.
- Early Reading Skills was offered in most playgroups and centers
- 20 Music and Movement programs

Early literacy and parent support activities were held at low-income housing in Amherst and Ware. These activities included story-time, parent discussion, and providing information on local resources as needed.
**Kindergarten Transition Resources:** In addition to the Making the Transition to Kindergarten™ information-rich booklet, this year we also created and provided a summer calendar filled with activities that families can do together to prepare themselves and their kindergartner for kindergarten.

**Spanish programming**

Held 4 special events

- Resource fair
- Enchanted circle reading Alive
- Healthy Nutrition
- Social Emotional - Understanding Your Children and Their Behavior

Hola Amigos y Amigas at least once in every playgroup/center. Sometimes twice.

Playgroups twice a month in Southpoint

Playgroups once a month in North Village

**Chinese programming** - A total of 8 events were held. 116 families attended (maybe about 20-30 different families. 116 is a number that has duplicates in it), representing 84 children (maybe 18-25 different children. 84 is a number that has duplicates in it). Parent discussion topics included the following:

- Emotional Intelligence Training Through Playing
- Thanksgiving Before Thanksgiving
- Five emotional IQs
- How to Raise a Compassionate Child
- How to Raise a Responsible Child
- How to Raise a Confident Child
- What to Do When a Child Makes a Mistake
- Teaching Kids How to Apologize
- How to Reduce and Resolve Conflicts Between Buddies

**Populations Served**

The CES Early Childhood Department provided important services in FY17 to communities throughout and beyond Franklin and Hampshire Counties.

- The Parent-Child Home Program served families in Amherst, Belchertown, Bondsville, Easthampton, Monson, Palmer, South Hadley, Three Rivers, Ware, and Warren. The program served 33 children, ages 18 months to 4 years.
- There are 6 family centers and 11 playgroup sites serving approximately 930 children/month
- Parenting workshops were attended in FY17 by a total of more than 545 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
- 44 children served
- 50 parents received collateral and support services
- 24 different programs
- 48 educators
- 5 classroom referrals - with 10 educators

STRONG FOUNDATIONS FOR YOUNG CHILDREN

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

Populations Served, Easthampton and Ware
- 36 children served
- 19 parents
- 24 families
- 15 members of these families had disabilities
- 8 families were low income
- 6 early education programs
- 12 educators

EARLY CHILDHOOD ASSESSMENT FOR RESPONSIVE TEACHING (EC-ART)

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

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

Services Provided
During FY17 the EC department provided multiple fee for service sessions on 9 different topics for a total of 350 (this is for 16 topics) early educators. These topics addressed the various aspects of understanding young children’s development, working with parents, and curriculum improvements.

See Section 2 on Staff Development and other training for details on populations served.

Cost-Effectiveness: Comparison Data
Comparison Data The majority of Early Childhood Programs are grant funded, and/or 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.

FAMILY CHILD CARE – PARENT CHILD HOME PROGRAM (FCC-PCHP) Project
Training: 2 Coordinators and 3 Early Learning Specialists were trained in PCHP FCC model in winter, 2017 - 40 hours total

Services provided
At twice weekly visits to 5 Family Child Care Programs over 8 weeks, the PCHP FCC program provided 4 high quality books and 4 high quality toys, modeling their use and mentoring the FCC educators to provide stimulating early literacy activities and experiences. The program provided each of the 4 books to every family enrolled in the 5 programs. Of the 27 families, 7 attended an end-of-program family literacy celebration at Look Park in June. 31 children were provided early literacy supports through the program.

Program evaluations demonstrated measurable improvements in the FCC educators’ capacity to enhance early literacy skills in the children they served.

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

Support Services
- Help desk
- Business office support
- Database support
- Data use and data analysis
FY17 PROGRAM HIGHLIGHTS

- Designed and developed a new Drupal multisite for Belchertown Public Schools that is more efficient, mobile friendly, easier to manage, and accessible. Completion set for the summer of FY18.
- Enhances made to the online registration process used to sign up for CES hosted events and courses. These enhancements included faster registration options for single registrants, streamlined checkout for free orders, and stronger integration with Salesforce.
- Continued to host 5 client websites amongst many internal sites.
- Designed and developed WordPress website for Massachusetts Rural Schools Coalition
- Holyoke Public Schools: Google Migration and on-site training

COLLABORATIVE INFRASTRUCTURE UPDATE FY17

The focus on replacing, rolling out, and training personnel for our three new major information systems continued and increased in FY17. Customer Relationship Management - Salesforce, Financial Management System – Infinite Visions, and HR Recruiting and Onboarding System – Applitrak.

The Salesforce Events and Contact Management modules were fully implemented as of fall of 2016, and our events managers were working 100% to document in Salesforce. Early in spring 2017, work began to customize the system modules for documenting all CES contracts (internal and external), and customizing fields and features to support our Licensure program enrollment and student management data. Training began with pilot groups of users for both functions later in FY2017, targeting completion of the contracts and licensure modules over the summer of 2017 and implementation with users in the fall of 2017.

Significant work on designing the customization and workflows to support the implementation of Infinite Visions Financial package was completed in the spring of 2017, and the transition of our financial data to Infinite Visions was officially effective on July 1, 2017.

CES finalized the design of the information system structure and workflows for implementing Applitrak as our HR recruitment system during the spring of 2017, and that system went online near the end of FY17.

COOPERATIVE PURCHASING

COOPERATIVE PURCHASING ARRANGEMENTS

By joining together in FY17 for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over $25,000. All bids are conducted online, saving districts on staffing and time that would be spent on conducting their own bidding process. The estimated cost savings achieved through this process is 5-10%.

Populations Served:

29 school districts, including 14 member districts, participated in the CES Cooperative Purchasing program in FY17. This was almost double the number of school districts participating over FY16.
## Bid Category Expenditures Members Non-members

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### COMMUNICATIONS

- In FY17, the CES Newsroom at blog.collaborative.org published 110 articles on national, state, and local news on education issues as well as news about developments in CES programs to our member educators, schools and districts. The CES Newsroom generated 3,199 page views from 1,751 users over the course of the year.

- As in previous years, CES provided design and print services to the Massachusetts Organization of Educational Collaboratives (MOEC) for their annual report.

- The CES Communications Department successfully launched the “Proud of Western Mass Public Schools” Facebook page, which continue to be managed on behalf of western Mass schools and districts, posting and sharing news and activities of our member and local non-member schools.

- During FY17, the CES main website generated 3,910 online registrations for CES events. Over the course of FY17, over 95,731 visitors (+8.5% v. FY16) made 150,865 visits (+1.5% v. FY16) to the CES website; an average of over 12,572 visits per month.
The CES Communications Department maintained and updated our email outreach capabilities in FY2017, bringing our email contacts 20,569 active contacts in June of 2017. Over the past FY, we have created and sent 305 separate email campaigns on behalf of our own and partner programs. During the 2016-2017 school year, the Communications Department developed and launched a new biweekly e-newsletter to share updates related to CES student programs and technical assistance services, as well as providing current news updates about initiatives, funding opportunities, and presentations from ESE, EEC, the Massachusetts Dept. of Public Health, our fellow community agencies across the state, and others. The newsletter has been well-received, and over 550 members of our community have subscribed to this free service.

HEALTHY FAMILIES AND COMMUNITIES

COMMUNITY HEALTH SOLUTIONS

Services Provided
Community Health Solutions, a sister program to SPIFFY, offers consulting services for schools, coalitions, hospitals, municipalities and community-based organizations. The program’s offices are located at 123 Hawley Street in Northampton, MA. Community Health Solutions consultants work collaboratively with clients to identify needs and develop an action plan to reach organizational goals in the areas of substance abuse prevention, youth development, obesity prevention, food/fitness and school climate. Staff also assist with strategic planning and evaluation.

Our consultants have expertise in the following areas:

- Assessment and Evaluation
- Youth Prevention Needs Assessment Survey (PNAS)
- Qualitative data collection methods (focus groups, key informant interviews, surveys, audits, etc.)
- Program evaluation
- Strategic Prevention Framework
- Prevention/Health curriculum
- Social norms marketing
- Community Engagement and Organizing
- Coalition development
- Strategic planning
- Development/sustainability

Populations Served
Clients include: Western Massachusetts Hospital Coalition, Cooley Dickinson Hospital, Baystate Medical Center, Mercy Medical Center, South Hadley Public Schools, Easthampton Public Schools, Gandara Center (Springfield), Northampton Public Schools, City of Ware, Quaboag Hills Community Coalition, Hampden Wilbraham Regional School District, City of Northampton.

Healthy Hampshire Highlights

Supporting the roll-out of the Healthy Incentives Program
Healthy Hampshire works to bridge gaps in healthy food access for people who need it in many communities in Hampshire County. In 2017 we have supported the rollout of one such food access initiative, known as the Healthy Incentive Program, or HIP. HIP offers a tremendous financial benefit to people who receive SNAP, formerly known as food stamps, by providing an automatic reimbursement to their SNAP account every time they buy fruits and vegetables at Hip eligible farmers’ markets, farm stands, mobile markets and farm share programs. Since HIP was rolled out in April, and Healthy Hampshire has been working diligently with community partners to disseminate information about HIP to customers, farmers and social service agencies in Hampshire County.

One of the strongest examples of the success of HIP is the Northampton Tuesday Market. This market is fortunate to have knowledgeable staff who began the hard work of educating clients about HIP before any of their vendors were ready to process the benefit. Because the market staff had spent so much time promoting HIP in the weeks leading up to it, regular SNAP customers were familiar with the benefit and new faces that had never been seen at the market before began to appear, excited to earn their HIP dollars. Some vendors initially needed extra support because they had never had so many customers come to their stands, and often ran out of produce earlier than they anticipated. Since HIP has been available at all Tuesday Market produce vendors, the market has nearly doubled their SNAP sales compared to last year. At the state level, there has been a quadrupling of total SNAP redemption sales compared to 2016 at HIP-eligible locations.

HIP is also bringing accessibility to spaces that have not always felt welcoming to everyone in the community. Local farmers’ markets are often praised for being a place for communities to come together, but we have heard from many low-income clients and communities of color that the markets do not always feel like a welcoming space for them. Slowly but surely, HIP is playing a part in changing this for the better. One Latino woman our HIP outreach consultant spoke with told her that she never went anywhere in Northampton beside the post office and the housing authority building. After telling her about HIP, and that she qualified to earn $60 by purchasing local produce from markets near her, she beamed and asked for very detailed written directions to the markets so she could visit them the following week with her kids. With every market, farm stand, and CSA, HIP is bringing meaningful change to food access and social justice in communities across Western Massachusetts.

**Whirlwind Food Planning Process Results in Many Exciting Next Steps**

In June 2017 Healthy Hampshire wrapped up a series of meetings with a Food Access Advisory Committee that we had been convening since February. The process of bringing this committee together has been one of the most positive and energizing activities we have engaged in over the last year. The committee was made up of professionals who work on issues of food access in Hampshire County and residents (primarily from Northampton) who experience food insecurity in their own lives. It was inspiring to watch these two groups come together and discover the similarities and differences in their perspectives as they worked toward developing an action plan to overcome the barriers to food access for families in Hampshire County.

We already have plans to work on the top three strategies prioritized by the committee from the Action Plan:

1) Supporting local implementation of the state’s Healthy Incentives Program
2) Facilitating plans for a mobile fruit/vegetable market throughout Hampshire County
3) Establishing a regional food policy council.

Testimonials from participants:
“The biggest thing that brought us together: each one of us understood so well how much food insecurity there is right here in Northampton, where there are so many resources and [so much] money. I don’t think a lot of people in Northampton understand how much food insecurity there is here. Our shared understanding of how critical the issue is here, and how important, brought a lot of passion from all of us, ending in concrete results.”

“Hampshire County is so spread out and challenging with geographic dissonance. I saw new possibilities for partnerships. Organizations experience competition for the same resources – we need forums like this to work together. Confirmed to me that residents want to self-organize. It’s where the change happens.”

Healthy Hilltowns: Engaging municipalities to design for health
Community design can have a significant impact on children and families’ health and well-being. Healthy Hampshire works with municipalities to design for health through changes to policies and regulations that largely determine how our communities look. Healthy Hampshire conducts assessments of town centers to determine how to create a safe environment for walking and biking. In the past year we have brought together municipal representatives, social service agencies and residents to identify areas of need in Goshen and Huntington. The Worthington Trails Committee has plotted out routes that includes low-traveled roads and easy loops that people of all levels and types of ability can traverse, which was made into a beautiful map by the CES graphic designer. Williamsburg, with assistance from Healthy Hampshire, hosted a demonstration day to show temporary improvements to the man-made environment that would facilitate walking, biking and enhancing vibrant public space. Through these projects and more, Healthy Hampshire has been making strides in changing the culture of health for children and families throughout Hampshire County.

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

Services Provided
Youth Prevention Needs Assessment (PNA): Data are always at the forefront of coalition conversations, and strategies address identified community needs. SPIFFY has administered a Youth Prevention Needs Assessment Survey (PNA) for 8th, 10th and 12th graders in Hampshire County schools since 2002. The PNA was designed to assess adolescent substance use, school climate, antisocial behavior and the risk and protective factors that predict adolescent problem behaviors. These data are utilized by SPIFFY partners and by local school districts to assess current conditions, prioritize areas of greatest need, and develop effective strategies aimed at those issues.
Full Coalition Meeting: Over 100 partners attended the SPIFFY Coalition meeting in October, where the 2017 PNAS data and trends were released. The meeting was co-sponsored by Hampshire HOPE.

SPIFFY partnered with the Northwestern District Attorney’s office and Hampshire HOPE to screen the film RESILIENCE at Amherst Cinema in May. The screening was followed by a panel of experts in the field of Trauma Informed Practices. Over 200 people attended and expressed enthusiasm for continuing to discuss how our communities can address early trauma and the resulting negative health outcomes, including addiction. Since that screening SPIFFY and HOPE have been convening a group looking to create a Trauma-Informed Hampshire County.

SPIFFY was awarded funding from the MA Attorney General's Office to support implementation of Life Skills in our schools. In addition to hosting Life Skills curriculum trainings, we also started a Professional Learning Community (PLC) series for school staff. The PLC's are monthly throughout the school year and offer networking and information on implementing LifeSkills and other school-based prevention strategies. We have trained teachers in six of our partner municipalities, and anticipate implementing Life Skills in those middle schools this coming school year.

SPIFFY continues to be a resource to local municipalities to provide research and evidence-based practice models to communities. We provided Amherst police with research from other communities on the cost analysis of legal marijuana for community enforcement. We also continue to update the community about marijuana policy actions being taken across the state.

SPIFFY co-sponsored, with Community ACTION Youth Programs, 2 Youth Leadership Initiative Summits with 22 individual youth and 11 different youth groups from the region. Youth learned about risk and protective factors, talked extensively about what it means to be a leader, had youth presenters share their stories, and youth were able to make connections with other youth from across the three counties and do some asset mapping. We also did an evidence-based Above the Influence activity focusing on what things youth are 'above the influence' of, and how they get support to keep them from using substances or other risky behavior. All of these efforts are working toward the goal of connecting youth both to each other and the coalition's working to support them. We want to elevate the voices of young people and create a network they can use to mobilize and speak out at public hearings and at coalition meetings in their area.

Population Served
SPIFFY works with schools and community organizations to foster healthy youth development in all communities in Hampshire County. Community partners include public schools, nonprofit organizations, higher education, faith communities, parent groups, businesses, and local and state government, including law enforcement.
GOAL 4: TAKE A LEADERSHIP ROLE IN BUILDING AND MAINTAINING THE SUPPORT OF LOCAL, STATE AND FEDERAL LEGISLATIVE BODIES; STATE AND FEDERAL AGENCIES; NATIONAL ORGANIZATIONS; INSTITUTIONS OF HIGHER EDUCATION; AND NON-PROFIT AGENCIES AND FOUNDATIONS; FOR THE WORK OF EDUCATIONAL COLLABORATIVES IN MASSACHUSETTS

LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

Local Leadership Activities - FY17

- CES belonged to the Northampton Chamber of Commerce and the Executive Director was part of the Chamber’s strategic planning initiative.
- CES was active with the Franklin-Hampshire Regional Employment Board, and had staff serve as members of the Youth Council.
- CES belonged to the Council of Social Agencies (COSA) and was active with the Hampshire County United Way.
- CES convened monthly meetings of Hampshire County and Franklin County Superintendent Advisory Committees and CES staff convened the monthly meetings for the Connecticut Valley Superintendent Roundtable.
- The Executive Director was a member of the Northampton Refugee Resettlement Education Working Group.
- The Executive Director was on the Advisory Board for the Center for Youth Engagement, University of Massachusetts-Amherst.
- In FY17, the Executive Director met with and gave presentations to 28 of the 36 member districts of CES.
- In FY 2017, the Executive Director of CES, often with other CES staff members, had personal meetings with the state Senators and Representatives serving any of our member districts. The meetings were designed to brief each legislator about the work of collaboratives overall and of CES specifically. Meetings covered work pertinent to their legislative districts, as well as to discuss issues of particular concern to CES and member districts (e.g. regional transportation; Chapter 70; the impact of demographics, choice, and charter schools on small and rural districts; early childhood mental health; early literacy efforts and Reading Recovery; and others).
- The Executive Director and Director of Special Education, working with several districts in the northern Berkshires, co-wrote a successful State of Massachusetts “Efficiency and Regionalization Grant.” This grant, which ends in December 2017, is supporting laying the groundwork for a new Educational Collaborative and establishing a cross-district special education program for a specific group of high-need high school students.
- The Executive Director served on the Berkshires Shared Services’ Collaborative / Shared Services Working Group.

- The Executive Director and Director of Licensure were members of the Diversifying Teacher Workforce Coalition; this is a project on Diversifying the Educator Workforce in the Pioneer Valley, in collaboration with Five Colleges; Lower Pioneer Valley Educational Collaborative; Greenfield, Northampton and Hadley Schools; Holyoke and Springfield Schools; Holyoke and Greenfield Community Colleges; Teach for America; and other colleges with teacher preparation programs).

- CES organized and conducted a very successful region-wide conference on Social Justice and Equity at Holyoke Community College in FY17. CES staff, regional educators, and students participated. At the conference, the Executive Director organized and participated on a panel presentation on “Diversifying the Educator Workforce.” Panelists included Annie McKenzie, Superintendent of Hadley; John Provost, Superintendent of Northampton; Sam Intrator, professor and chair of the Education and Child Study Program at Smith College; Kwame Webster, Regional Director for Teach for America; and Rachel Bowen, Human Resources, Amherst Public Schools and member of ESE’s Diversity Task Force.

- CES continued work on region-wide collaboration with and services to member districts, as well as outreach to the Berkshire districts; CES is the lead collaborative for this region.

- CES provided data and educational opportunities around topics of concern to member districts, such as issues of rural schools and the impacts of changing demographics, school choice, and charter schools on area districts.

- The Executive Director gave presentations at three public forums concerning the disproportionate impact of charter schools on small and rural districts. Presentations were at the University of Massachusetts, sponsored by local media; at Smith College, sponsored by their Department of Education; and for the Amherst League of Women Voters.

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

State-Level Leadership Activities:

- The Executive Director was active with the Massachusetts Organization of Educational Collaboratives (MOEC) – as a member, as part of the Executive Committee, and as the Western MA Liaison to MOEC and the Department of Elementary and Secondary Education. In these roles, the Executive Director was able to promote the development of all collaboratives as well as help expand and deepen partnerships and initiatives with ESE. He also co-wrote the successful proposal to ESE for all of the collaboratives to develop a cadre of Inclusive PracticeAmbassadors across the state to share inclusive practice guides and materials with at least 1,000 principals (see below).

- The Executive Director served as an Appointed Member, representing MOEC, on the statewide Safe and Supportive Schools Commission (established by the 2014 Safe and Supportive Schools
Act and convened by DESE). In FY17, he was convener of the workgroup “Revising the SaSS Framework Through an Equity Lens” and he assisted the Commission in rewriting the Framework for Safe and Supportive Schools.

- The Executive Director was a member of the Massachusetts Association of School Superintendents and attended the Spring, Fall, and Summer Leadership Convenings. In addition, the Executive Director completed the third and final year of the New Superintendent Induction Program, sponsored by MASS. He also participated in a consultancy group with new superintendents in western MA.

- The Executive Director co-presented at the MASS/MASC Joint Conference in November of 2016 on *Your Educational Collaborative: A Partner in Addressing Barriers to Learning in Your Region, in Your Schools, and in Our Programs*.

- CES was a founding member and was active in the *Massachusetts Rural Schools Coalition*.

- The Executive Director and Director of Early Childhood were co-planners and facilitators (with MA ESE, EEC, and MA Advocates for Children) of the statewide conference, *Safe and Supportive Learning Environments: Bringing together Social/Emotional Learning, Trauma Sensitivity, and Positive Behavioral Approaches*.

- The Executive Director and Director of Early Childhood were invited participants in the Infant and Early Childhood Mental Health Summit, convened by DMH, DPH, EEC on June 6, 2017.

- CES’ Director of Finance, Barbara Siegel, was an active participant in MASBO,

- In FY17, ESE contracted with collaboratives across Massachusetts to develop a cadre of Inclusive Practices Ambassadors. CES Ambassador, Sharon Jones, along with three other regional Ambassadors, met with principals and other administrators in multiple districts to introduce them to the wealth of resources developed by ESE to support the inclusion of all types of learners in classrooms and schools.

- CES’ Richard Cairn, Director of Emerging America, continued on ESE’s Civic Learning and Engagement Task Force.

**National-Level Leadership Activities**

- CES was an active member of the national Association of Educational Service Agencies (AESA) and CES staff attended and presented at the FY17 Annual Conference.

- Bill Diehl and Safie DeJong were participants in AESA’s Social Justice, Equity, and Inclusion Special Interest Group.

- CES also maintained active membership in ASCD (formerly the Association for Supervision and Curriculum Development), and the International Association for K-12 Online Learning (iNACOL).
• Angela Burke, Director of Technology, was President of National Association of Media and Technology Coordinator.

• Bill Diehl was an invited participant in the U.S. Department of Education’s Personalized Learning Summit during the summer of 2016. The Summit, “Keeping it Personal – Sustaining our Commitment to Personalized Learning” brought together leaders and practitioners in personalized learning to network, share best practices, discuss barriers and opportunities, and discuss the important role that truly personalized learning plays in advancing equity of opportunities and outcomes for all students.

• Rich Cairn, Director of Emerging America served as a member of the Library of Congress Teaching with Primary Sources (TPC) Advisory Board. He also received a grant in FY17 to train other Education Service Agencies in using primary sources in Teaching American History to EL students and students with Special Needs.

STATEWIDE CONTRACTS

DYS EDUCATION INITIATIVE
DYS EDUCATION INITIATIVE Department of Youth Services: This initiative, spearheaded by Director of Education, Woody Clift, Ph.D., served and educated approximately 1500 youth between July 1, 2016, and June 30, 2017, young people in residence at 53 programs across the state and while in the community. During this period, 141 youth obtained their High School Diploma (76) or its equivalent by passing the HiSET exam (65). In addition to supporting youth success in high school, we’ve advanced our efforts to increase access to post-secondary and vocational opportunities for our youth resulting in 52 youth participating in post-secondary classes online or at colleges in the community, 83 students earning their CPR/First Aid certificates. Other industry recognized certificates that students were able to access included ServSafe, OSHA, Personal Training, and Network Cabling/Fiber Optics.

SPECIAL EDUCATION IN INSTITUTIONAL SETTINGS (SEIS)
School Year 2017 was the third year of a three year contract with the Department of Elementary and Secondary Education (DESE) to provide special education services to students in institutional settings run by Department of Youth Services (DYS) Department of Mental Health (DMH) County Houses of Corrections (CHC) and Department of Public Health (DPH). Ninety-five SEIS teachers served students in 78 different sites across the state. Accomplishments noted for SY 2017 are the continued content support for teachers in DMH and DPH settings through Afternoon Work Groups, the implementation of a lesson planning Google Drive Architecture in DYS and DMH, the effective implementation of co-planning in selected DYS detention settings, and the development of the DMH family handbook that will be implemented in SY 2018. SEIS had a successful implementation of the three year contract and the annual contract has been renewed by the Department of Elementary and Secondary Education for SY 2018.
Federal, State, Private Grants and Contracts

Grants and contracts made up about 80% of the CES total budget in FY17. In many cases, work developed through grants and contracts enabled CES to bring resources and offerings to our region and our member districts that may not otherwise have been possible for our member educators to easily access. The lists below do not include contracts for work in school districts.

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

- Adult and Community Learning Services – Educator Evaluation System
- Afterschool Programs (21st Century Community Learning Centers)
- Afterschool Programs – Enhanced programs for Students with Disabilities
- Alternative Education
- Assessment for Responsive Teaching - EEC
- Connecting Activities (School to Career) for all of Hampshire County
- Coordinated Family and Community Engagement (CFCE) – including 13 member and 4 non-member districts
- DSAC - Regional Coordination and Support for Delivery of Professional Development & Targeted Assistance Activities – Pioneer Valley and Berkshires+ 
- DSAC - Literacy Support – Berkshires+
- Early Childhood Assessment Training – EEC – statewide
- Early Intervention Literacy
- ELL – Administrators SEI Endorsement Course – regional and statewide
- ELL – Teacher SEI Endorsement Course - regional and statewide
- Evaluation of the Safe Schools Program for LGBTQ Students – Training and Technical Assistance
- Focus on K2 – Early Literacy
- GED Test Centers
- Leading Educational Access Project
- Limited English Proficiency Support
- Literacy and Humanities Instructional Support
- Low Income Education Access Project (LEAP)
- Massachusetts Focus Academy
- Massachusetts Licensure Academy
- Parent Child Home Program – EEC
- Perkins Consortium – 4 Hampshire County districts for Career Technical Ed
- Occupational Vocational Education for Alternative Education
- Social Emotional Learning – State EEC
- Special Education in Institutional Settings – statewide
- Special Education Program Improvement
- Special Education – Career-Vocational
- Special Education Team Leader Institute
- 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) - 18 member districts

GRANTS AND CONTRACTS: OTHER STATE AGENCIES

• Massachusetts Attorney General – Youth Opioid Prevention
• Governor’s Baker’s Office – Efficiency and Regionalization with North Adams Public Schools/Northern Berkshires Districts
• Department of Youth Services – provide education state-wide to detained/incarcerated youth (through Commonwealth Corporation)
  o Direct service
  o Title I
  o Perkins – Horticulture and Culinary
• Bureau of Substance Abuse Services - Department of Health

GRANTS AND CONTRACTS: FEDERAL

• Library of Congress -Teaching with Primary Sources
• National Endowment for the Arts – Art Works for DYS
• US DOE TESEL
• USDA – RUS – Distance Learning

FOUNDATIONS, INDIVIDUALS, OTHER

• Bay State Health Systems – Hospital Coalition
• Behavioral Health Network for Early Childhood Mental Health support
• Child Care of the Berkshires - Parent Child Home Program
• Community Foundation of Western Massachusetts – Social Justice Education
• Cooley Dickinson Hospital – Prevention Needs Assessment Survey
• Cooley Dickinson Hospital – Mammogram Project
• Gorse Child Care - Exercise and Sensory Motor Development for Preschool Children
• Local Cultural Council – Amherst for family literacy through theater
• Manchester Early Learning Center – Evaluation of Afterschool
• Manchester Public Schools – Evaluation of Evaluation of Central Office Re-design
• Manchester Public Schools – Evaluation of Evaluation of Community Engagement Strategies
• Smith College – Evaluation of STEM Imaginative Education (Through My Window)
• Stars Residency - Massachusetts Cultural Council
• Mass in Motion - City of Northampton
• Northampton Coalition - City of Northampton
• United Way of Pioneer Valley- after school
• YMCA of Springfield – Young Children’s Behavior
• Williams College - Infants and Toddlers: Areas of Development and Beyond with Sarah Lusardi

• Individual donors for:
  o Joan E. Schuman Scholarship Fund
Andrea Raphael Scholarship Fund
- Ben D. Marino Scholarship Fund
- Bogin Playscape Project;
- Patty-Walsh Cassidy Assistive Technology Lending Library
- Strong Foundations for Young Children (Susan Clopton, John Levine, and others)

PRE-APPROVED VENDOR

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

- **Pre-qualified List of Vendors Supporting Sustainable District and School Improvement** – (16MARSSKJ1) This Departmental Master Agreement approves vendors with a demonstrated capacity to successfully support district and school improvement. This replaces the list of pre-qualified vendors approved under Master Service Agreement #13ATAKJ1 (Pre-qualified List for Consultant Services) and the list of vendors identified as Priority Partners for Turnaround under 10APAJP1.
- **Pre-qualified List of Educational Consultants Supporting Curriculum and Instruction** – (17MACCING1) Approved vendor under the Center for Curriculum and Instruction to provide a wide variety of services in curriculum and instruction and assessment services. This replaces the Master Service Agreement under #13CCING1.
- **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.

- **Statewide Capacity Building (Department of Public Health):** CES is on the list of DPH-approved providers for Statewide Capacity Building.

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

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

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

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

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

**As described in some detail in the previous sections, CES has made substantial and demonstrable progress in achieving the goals and objectives. Just based on the numbers of educators (over 5,500), and children and families (3,262) impacted by CES programs and services, and the statewide impact of our work with youth and children in the DYS and SEIS settings, our collaborative has met and exceeded our objectives for FY17.**

In the 5th annual customer satisfaction and needs survey fielded in March 2017, approval levels for our key services remain high, consistent with last year’s findings; with well over 60% of services participants indicated they would actively recommend the services from CES. Special Ed PD and SJE are both new service areas, already exhibiting high level of satisfaction and willingness to recommend at close to 70%. There were 527 completed responses from teachers, principals, specialists, early childhood providers, and district leadership, the highest level of response so far since we began fielding the survey. In addition
to developing and providing the range of services and programs described earlier, CES continues to make substantial progress in **determining the needs of member districts and exploring new programs and services to meet those needs in the future.** We have also made significant progress in supporting improved documentation and sharing of expressed stakeholder needs, utilizing customized structures developed by us for that purpose in our new customer relations information system, Salesforce. In preparation and planning for the FY18 year, CES leadership and staff reviewed over 423 individual comments on customer goals and needs for specific assistance and information – this analysis provided important input for planning across all departments during the spring of 2017. Comments continued last year’s trend of educator concerns around mentally and emotionally challenged students and children with trauma. CES continued work in FY2017 to establish a consistent, agency-wide common events feedback form to improve evaluation data related to CES events and PD.

**Contact Information**

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

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MEMBERS of the Collaborative for Educational Services
Hampshire County

Amherst-Pelham Regional Schools   *   Amherst Public Schools   *   Belchertown Public Schools   *   Chesterfield-Goshen Public Schools
Easthampton Public Schools   *   Granby Public Schools   *   Hadley Public Schools   *   Hampshire Regional Schools
Hatfield Public Schools   *   Northampton Public Schools   *   Pelham Public Schools   *   South Hadley Public Schools
Southampton Public Schools   *   Ware Public Schools   *   Westhampton Public Schools   *   Williamsburg Public Schools
Smith Vocational & Agricultural School
Franklin County

Conway Public School   *   Deerfield Public School   *   Erving Elementary School   *   Franklin County Technical School
Frontier Regional School District   *   Gill-Montague Regional   *   Greenfield Public Schools   *   Hawlemont Regional
Leverett Public School   *   Mohawk Trail Regional   *   New Salem School   *   Orange Public School
Pioneer Valley Regional   *   RC Mahar Regional   *   Rowe Elementary School   *   Shutesbury Public School
Sunderland Public School   *   Wendell Public School   *   Whately Public School

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FY17 ANNUAL AUDIT

Everyone is a learner
COLLABORATIVE FOR EDUCATIONAL SERVICES

Financial Statements
And
Supplementary Information

June 30, 2017 and 2016
To: Board of Directors, Collaborative for Educational Services
From: William Diehl, Ed.D., Executive Director
Re: Management Discussion and Analysis (MD&A) Report for FY17
Date: November 1, 2017

Introduction

The following discussion and analysis of the CES financial performance provides an overview of CES’s financial activities for the fiscal year ended June 30, 2017. Please read this in conjunction with CES’s financial statements, which follow.

CES complies with financial reporting requirements issued by the Governmental Accounting Standards Board (GASB). Management’s discussion and analysis are part of these requirements. All amounts, unless otherwise indicated, are expressed in whole dollars.

About the Collaborative for Educational Services

Since its inception in 1974, CES has worked closely with schools, school districts, educators, students, families, and a range of community partners to enhance educational opportunities for children, youth, and adults with a focus on those at risk of failure. CES has worked primarily with 36 member school districts in Franklin and Hampshire Counties, but also with other districts and major statewide programs. We continued in 2017 to identify emerging needs, develop resources, share effective practices, provide exemplary programs, train educators, and manage educational initiatives, all aimed at improving education for all learners.

Organizational Structure and Leadership

The CES Board of Directors is made up of one School Committee representative from each of our 36 member districts. The Board held six meetings in FY17, each well-attended and with a quorum, with members clearly invested in the success of CES. Among other responsibilities, the Board oversees and evaluates the Executive Director who, in turn, manages the operations of the agency. In FY17, CES had an internal Leadership Council that provided key direction on the values, priorities, strategic planning, and overall work of CES. A separate internal Operations Team provided leadership in shared services, policy and procedure development, and overall logistics. CES also had six inter-departmental teams called Platforms to promote collaboration and innovation in specific areas of our work. (Shared Services; Social Justice and Equity; Teaching and Learning, Markets; Knowledge Management; and the Design Team)

Starting on July 1, 2017, we began the implementation of an agency re-organization that had been planned throughout FY17. This re-organization was designed to make CES more prepared to meet the challenges ahead of us by becoming more effective, efficient, collaborative, innovative, inclusive, and sustainable, with a diverse and empowered staff. The
re-structuring includes the formation of a nine-member Cabinet to work regularly with the Executive Director on leadership and management in the agency, and the appointment of a new Deputy Director. We are also implementing a new and more efficient structure of broad functional areas — Birth-22 Direct Services; Professional Services; Finance and Operations; Business Development and External Relations; the Department of Youth Services Education Initiative; and the Special Education in Institutional Settings contract; and will begin the re-organization of our past departments, functions, and staff into these broader areas of work during FY18. Our continued agency focus on work in Social Justice, Equity, and Inclusion is reflected in the continuation of that Platform, while other targeted Platform worked has been absorbed into our new structure.

CES also has two leadership Advisory Boards, comprised of superintendents from Hampshire and Franklin Counties. These Advisory Boards met monthly to provide input on CES’s services and to network about major issues and challenges they face and discuss solutions.

Financial Highlights

Assets and Liabilities: The total assets of CES at the close of FY17 were $8,113,681 while the total liabilities were $5,093,754. Total net assets at the close of FY17 were $3,328,588 with $59,441 of that temporarily restricted.

Overall Revenue and Expenditures: Total revenues for FY17 were $38,481,107 (not including pension revenue and offsetting expenses). This was a slight decrease — 0.71% — in revenue from $38,755,123 in FY16. It still represented an increase from other years (e.g. from $38,026,671 in FY15).

CES had expenditures of $38,355,852, resulting in lower expenditures than revenues. This was a decrease — 1.51% — in expenditures from FY16. As a result, CES had $125,255 excess revenue over expenses, an impressive increase of $252,062 from the deficit in 2016 of ($126,807).

General Fund: Of the revenue, $9,196,664 was in the general fund (a $549,654, or @6%, increase from $8,647,010 in FY16). Total general fund expenditures in FY17 were $9,035,779, leaving revenues exceeding expenses by $160,885. This was a marked improvement from FY16 when expenses exceeded revenues by ($114,866) and reflects a return on investment of building CES staff capacity in targeted Special Education and professional development services. Special Education had a surplus of $55,911, and our Administration costs were notably lower than projected. While Professional Development had a deficit of $158,821, it was an important improvement from FY16 and indicates CES is going in the right direction in PD.

Special Revenue Fund: Of the revenue, $29,284,443 was in the special revenue fund and reflects primarily federal and state grants and contracts. Total special revenue fund expenditures were $29,320,073, leaving expenses exceeding revenues by ($35,630). This difference reflects expenses incurred by programs using allowable funds that were held over from previous years.
Highlights of Activities and Impacts for FY2017

FY17 has been a year of deepened and expanded practice at the Collaborative for Educational Services (CES). Data was collected on all programs and services for a December, 2017 report to the Department of Elementary and Secondary Education.

CES provided a range of direct services to children, youth, and families. These included CES programs in Special Education, alternative education, afterschool, internships, career-technical education, and early childhood programs. Combined, these programs touched over 3,262 individuals in our member districts, as well as other school districts. In addition to our Special Ed programs – HEC Academy and CBWE – we served 750 students in afterschool programs, 850 in our Perkins Consortium and Connecting Activities programs (for occupational training), and 1,588 children and families through our Early Childhood department.

Over 5,500 educators participated in CES professional development (PD). CES conducted open enrollment or district-based PD workshops, institutes, coaching, and other educator supports in all grade levels. These included PD and coaching in literacy; ESL and ELL education, including SEI Endorsement; culturally responsive education; social justice, equity and inclusion; leadership; curriculum alignment, planning, mapping and development; literacy, numeracy, science, and social studies education; special education; assistive technology; technology/curriculum integration; project-based, inquiry and hands-on learning; differentiated instruction; authentic assessment; and professional learning communities and other collaborative staff development strategies. CES also continued its highly successful Licensure program, with 684 course registrations, 29 course offerings, and 62 program completers who were endorsed for their initial license.

CES provided many more services to member districts and beyond in FY17. These included: a) the Strategic Initiative for Families and Youth (SPIFFY), a coalition of sixty community partners working together to improve outcomes for youth; b) Community Health Solutions, consulting services that work with school and community groups on assessment and evaluation, evidence-based prevention strategies, and community engagement and organizing; c) the regional Title III Consortium that supported 15 member districts and many educators in meeting the educational needs of English Language Learners; d) services, mainly to member districts in areas including itinerant speech and language services, Assistive Technology, Occupational Therapy, and other special education services; e) alternative education offerings including Mount Tom Academy, Academic Support Programs, and a Perkins Consortium to provide career and technical education programs in four Hampshire County Districts; f) cooperative purchasing programs for food, school and art supplies, legal services, and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%; and much more.

CES also continued to manage three large-scale statewide projects in FY17. CES provided all of the staffing, staff development, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services. CES also continued conducting similar work under a contract with the Massachusetts Departments of Elementary and Secondary Education's (ESE's) for Special Education in Institutional Settings (SEIS) across the Commonwealth. SEIS provided special education services to youth involved in the Departments of Youth Services, Mental Health, and Public Health, as well as County Houses of Correction. CES also continued to manage multiple trainings across the
state in assessment for pre-school and kindergarten teachers though grants from EEC and 
ESE. These statewide efforts have brought added capacity to CES to serve our member 
districts and have kept costs to districts down through economies of scale.

Grants and Contracts

In FY17, CES received and managed 56 new or continuing local, state, federal, private, and 
foundation grants and contracts. This was a reduction from the 60 in FY16, and both years 
were a decrease from 75 in FY15. This trend reflects the continuing reduction in available 
grants from both state and federal sources. In this regard, CES recognized special fund 
revenue of $29,284,443, a decrease of $823,670 from the FY16 special fund revenue of 
$30,108,113. At the same time, expenses associated with the grants and contracts also 
decreased, with a total of expenses over revenues of $35,630. Grants came from many 
sources, including from: the MA Departments of Elementary and Secondary Education (ESE), 
Early Education and Care (EEC), and Youth Services (DYS); and the U.S. Department of 
Education, National Endowment for the Humanities and Library of Congress.

Contributing to these numbers, CES continued to be a favored contractor for the Department 
of Elementary and Secondary Education (ESE) and the Department of Early Education and 
Care (EEC) in multiple areas. To obtain contracts for professional development, curriculum 
module development and training, educator evaluation training, early childhood training and 
professional development, special education courses and training, WIDA and RETELL 
training for teachers and administrators, SEI Endorsement, and other areas, one had to 
become an approved provider. In FY17, CES became or continued to be an approved 
provider in nine separate categories.

Also contributing to the work and revenue through grants and contracts, CES continued our 
notable work in afterschool programs in Hampshire, Hampden, and Franklin Counties. New, 
continuation, demonstration site and exemplary site grants made CES the highest awardee 
of afterschool funding in the Commonwealth for the fifth year. CES also was the western 
Massachusetts regional center for the required SEI Endorsement Courses.

Prospects for FY18 and Beyond

In the FY16 Management Discussion and Analysis, I noted my concern that grant and 
contract funding for FY17 and beyond was not as clear as it had been in the past. That 
concern continues for FY18. While the re-authorization of the Elementary and Secondary 
Education Act (into ESSA) was finalized in FY16, the FY17 Presidential election and resulting 
changes to the education landscape left uncertainty about the future of any and all education 
funding at the federal level. In addition, cutbacks in state funding to the Departments of ESE 
and EEC have been leading to fewer and smaller grants. In addition, most of our member 
districts have seen shrinking enrollments due to school-age population declines and 
competition from charter schools, private schools, and school choice; this has resulted in 
reductions in expenditures, including expenditures for professional and direct services from 
CES.

Anticipating the continuation of these concerning trends, CES made several strategic 
decisions in FY17 which should reap dividends in FY18.
• First, and with the approval of the Board of Directors, CES made a determined commitment to replace antiquated legacy information systems across the agency with sophisticated new systems. Both fiscal and human resources and substantial time in staff training were invested in these efforts in FY17. By the end of FY17, we achieved three important milestones: a) the initial launch of key parts of our new financial system – Infinite Visions; b) successful implementation of most parts of our new customer relations management system – Salesforce; and c) the implementation of Applicant Tracking for HR’s screening, interviewing, selection, and on-boarding processes. With these three new systems, and other enhancements in procedures, we are seeing many benefits in improving our responsiveness to our member districts, schools, educators, and other users of our services and in building our ability to be cohesive and efficient across the agency. These innovations will help CES to be more efficient, cost effective and sustainable in FY18 and into the future.

• Second, we placed a purposeful focus on Increasing our direct services in areas such as Special Education and afterschool programs – a strategy that began to pay off in FY17 with increased revenue of 6%. We expect this trend to continue in FY18.

• Third, we continued to develop and implement new business and strategic plans for areas of the agency that needed increased focus. In FY18, that was Mount Tom Academy, resulting in the program meeting all expenses in FY17. In FY17, we focused on planning for the Occupational Therapy Center (OTC) and the Collaborative Center for Assistive Technology and Training (CCATT). We anticipate that these Centers will also show improvements in FY18 in increasing revenues and decreasing expenses.

• Fourth, we focused our energies and resources on key areas that are expected to grow in local, state, national, and foundation funding: a) professional development and courses preparing educators to meet the needs of ELL students and students with special needs; b) social-emotional learning and safe and supportive schools; c) Social Justice and Equity; d) early childhood education programs and services; e) technology services and professional development on integrating technology in the curriculum; f) personalized and competency-based learning; g) research and evaluation services; h) cooperative purchasing, especially as member districts struggle with decreasing enrollments and funding; and i) programs and services targeted at children and youth placed at the greatest risk of failure, including justice-involved and institutionalized youth, and children and youth with significant emotional, social or physical disabilities. These foci will continue in FY18 and will allow CES to continue to grow and sustain all its work.

• Fifth, we looked for other expansion opportunities, both in professional services and in geographical reach. As one example, we worked with superintendents in the northern Berkshires to establish a new Special Education program, run by CES, and opening in FY18.

Overall, then, CES is in strong fiscal shape going into FY18. The direct education programs, such as Special Education programs, are effective and well supported by CES's member districts and others. The two largest statewide contracts are firmly in place: DYS and SEIS
are secure for the year, CES has other substantial grants from EEC, such as Coordinated Family and Community Engagement (CFCE) that provide a range of early childhood services to 13 member and 5 non-member districts. The Title III consortium, launched in FY14, has continued to expand. CES’s SPIFFY and Healthy Families and Community work has grown notably and is expected to continue to grow through new grants, contracts, and fee-for-service. Plus, CES is the Sheltered English Instruction (SEI) Center for the Pioneer Valley and Berkshire regions and has more demand for SEI-endorsement courses than can currently be fielded; this area too will grow.

CES is committed to continuing its effective and efficient management of programs, services, and funds so that the growth of the organization can continue, member districts can be well-served, innovation can be supported, and outstanding staff can be recruited and retained into the future.
INDEPENDENT AUDITORS' REPORT

To The Board of Directors
Collaborative for Educational Services

Report on the Financial Statements

We have audited the accompanying financial statements of Collaborative for Educational Services (a nonprofit organization), which comprise the statements of net position as of June 30, 2017 and 2016 and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Collaborative for Educational Services as of June 30, 2017 and 2016, and the changes in its net position and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Hartford • Hamden • Holyoke
Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, the schedule of governmental fund revenues, expenditures and changes in fund balance/schedule of activities, the combining schedule of special revenue funds, and the reconciliation of treasurer’s cash are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

The disclosures on pages 33-34 are required for Massachusetts Educational Collaboratives. They have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated __________, on our consideration of Collaborative for Educational Services’ internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Collaborative for Educational Services’ internal control over financial reporting and compliance.

Holyoke, Massachusetts
## COLLABORATIVE FOR EDUCATIONAL SERVICES
### Statements of Net Position
**June 30, 2017 and 2016**

### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$1,197,413</td>
<td>$1,021,424</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>1,210,987</td>
<td>1,106,413</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>3,663,999</td>
<td>4,554,020</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>74,616</td>
<td>64,113</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>6,147,015</td>
<td>6,745,970</td>
</tr>
<tr>
<td><strong>Capital Assets</strong></td>
<td>1,901,364</td>
<td>2,175,263</td>
</tr>
<tr>
<td><strong>Other Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>1,350</td>
<td>1,350</td>
</tr>
<tr>
<td>Infinite Visions Software</td>
<td>63,952</td>
<td>26,230</td>
</tr>
<tr>
<td><strong>Total Other Assets</strong></td>
<td>65,302</td>
<td>27,580</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>8,113,618</td>
<td>8,948,813</td>
</tr>
<tr>
<td><strong>Deferred Outflows of Resources</strong></td>
<td>308,660</td>
<td>301,657</td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>995,279</td>
<td>1,394,256</td>
</tr>
<tr>
<td>Accrued payroll and related withholdings</td>
<td>1,860,285</td>
<td>2,026,284</td>
</tr>
<tr>
<td>Accrued expenses - other</td>
<td>36,514</td>
<td>49,777</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>420,688</td>
<td>410,529</td>
</tr>
<tr>
<td>Grants payable</td>
<td>86,398</td>
<td>116,697</td>
</tr>
<tr>
<td>Mortgage payable - due with one year</td>
<td>87,012</td>
<td>83,644</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>3,486,176</td>
<td>4,081,187</td>
</tr>
<tr>
<td><strong>Mortgage Payable - Due After One Year</strong></td>
<td>1,607,577</td>
<td>1,592,050</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>5,093,753</td>
<td>5,773,237</td>
</tr>
</tbody>
</table>

### Net Position

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invested in capital assets, net of related debt</td>
<td>270,727</td>
<td>425,799</td>
</tr>
<tr>
<td>Restricted</td>
<td>59,441</td>
<td>59,690</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>2,998,420</td>
<td>2,991,744</td>
</tr>
<tr>
<td><strong>Total Net Position</strong></td>
<td>$3,328,588</td>
<td>$3,477,233</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
COLLABORATIVE FOR EDUCATIONAL SERVICES
Statements of Activities
For the Years Ended June 30, 2017 and 2016

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal, State and other grants</td>
<td>$29,284,443</td>
<td>$30,108,113</td>
</tr>
<tr>
<td>Miscellaneous revenue</td>
<td>3,656,950</td>
<td>3,611,473</td>
</tr>
<tr>
<td>Special education</td>
<td>2,612,441</td>
<td>2,522,805</td>
</tr>
<tr>
<td>State pension contribution</td>
<td>1,533,543</td>
<td>935,131</td>
</tr>
<tr>
<td>Professional development</td>
<td>1,298,468</td>
<td>1,482,070</td>
</tr>
<tr>
<td>Member assessments</td>
<td>87,686</td>
<td>89,334</td>
</tr>
<tr>
<td>Contributions</td>
<td>6,175</td>
<td>4,485</td>
</tr>
<tr>
<td>Interest income</td>
<td>1,401</td>
<td>1,712</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>38,481,107</strong></td>
<td><strong>38,755,123</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal services</td>
<td>31,935,755</td>
<td>31,214,070</td>
</tr>
<tr>
<td>Materials and services</td>
<td>6,220,102</td>
<td>7,506,140</td>
</tr>
<tr>
<td>Depreciation</td>
<td>400,739</td>
<td>424,111</td>
</tr>
<tr>
<td>Non-operating:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>73,156</td>
<td>77,426</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>38,629,752</strong></td>
<td><strong>39,221,747</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Position</td>
<td>(148,645)</td>
<td>(466,624)</td>
</tr>
<tr>
<td>Net Position - Beginning of Year</td>
<td>3,477,233</td>
<td>3,943,857</td>
</tr>
<tr>
<td><strong>Net Position - End of Year</strong></td>
<td><strong>$ 3,328,588</strong></td>
<td><strong>$ 3,477,233</strong></td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
**COLLABORATIVE FOR EDUCATIONAL SERVICES**  
**Statements of Cash Flows**  
For the Years Ended June 30, 2017 and 2016

<table>
<thead>
<tr>
<th>Cash Flows from Operating Activities</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash received from program services</td>
<td>$37,698,018</td>
<td>$38,128,093</td>
</tr>
<tr>
<td>Cash received from contributors</td>
<td>43,751</td>
<td>85,109</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>(37,259,712)</td>
<td>(37,260,760)</td>
</tr>
<tr>
<td>Interest and dividends received</td>
<td>1,401</td>
<td>1,712</td>
</tr>
<tr>
<td>Interest paid</td>
<td>(73,156)</td>
<td>(77,426)</td>
</tr>
<tr>
<td><strong>Net Cash Provided by Operating Activities</strong></td>
<td><strong>410,302</strong></td>
<td><strong>876,728</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash Flows from Investing Activities</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchases of property, plant and equipment</td>
<td>(119,884)</td>
<td>(467,470)</td>
</tr>
<tr>
<td>Increase in construction in progress</td>
<td>(30,785)</td>
<td>(4,510)</td>
</tr>
<tr>
<td>Decrease in security deposits</td>
<td>-</td>
<td>170</td>
</tr>
<tr>
<td><strong>Net Cash Used in Investing Activities</strong></td>
<td><strong>(150,669)</strong></td>
<td><strong>(471,810)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Cash Used in Financing Activities</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal payments - long-term debt</td>
<td>(83,644)</td>
<td>(80,212)</td>
</tr>
<tr>
<td><strong>Net Increase Cash</strong></td>
<td>175,989</td>
<td>324,706</td>
</tr>
<tr>
<td><strong>Cash at beginning of year</strong></td>
<td>1,021,424</td>
<td>696,718</td>
</tr>
<tr>
<td><strong>Cash at End of Year</strong></td>
<td>$1,197,413</td>
<td>$1,021,424</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities:

<table>
<thead>
<tr>
<th>Description</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Position</td>
<td>$(148,645)</td>
<td>$(466,624)</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>400,739</td>
<td>424,111</td>
</tr>
<tr>
<td>Imputed interest</td>
<td>2,539</td>
<td>2,539</td>
</tr>
<tr>
<td>Change in assets and liabilities -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts and grants receivable</td>
<td>785,447</td>
<td>681,030</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>(10,503)</td>
<td>8,571</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>(443,169)</td>
<td>85,841</td>
</tr>
<tr>
<td>Accrued expenses</td>
<td>(179,262)</td>
<td>431,626</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>10,159</td>
<td>(286,108)</td>
</tr>
<tr>
<td>Deferred outflows of resources</td>
<td>(7,003)</td>
<td>(4,258)</td>
</tr>
<tr>
<td>Total Adjustments</td>
<td>558,947</td>
<td>1,343,352</td>
</tr>
<tr>
<td>Net Cash Provided by Operating Activities</td>
<td>$410,302</td>
<td>$876,728</td>
</tr>
</tbody>
</table>
NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Collaborative for Educational Services (the Collaborative) provides educational services to the following member entities:

- Amherst
- Amherst-Pelham Regional
- Belchertown
- Chesterfield-Goshen
- Conway
- Deerfield
- Easthampton
- Erving Elementary
- Franklin County Technical School
- Frontier Regional and Union 38
- Gill-Montague Regional
- Granby
- Greenfield
- Hadley
- Hampshire Regional
- Hatfield
- Hawlemont Regional
- Leverett
- Mohawk Trail Regional
- New Salem
- Northampton
- Orange
- Pelham
- Pioneer-Valley Regional
- R.C. Mahar Regional
- Rowe
- Shutesbury
- Smith Vocational
- South Hadley
- Southampton
- Sunderland
- Ware
- Wendell
- Westhampton
- Whately
- Williamsburg

The Collaborative is a not-for-profit corporation under the laws of the Commonwealth of Massachusetts and is exempt from federal and state taxes under Section 501(c)(3) of the Internal Revenue Code. The Collaborative was formed by member school systems for the purpose of pooling resources to maximize educational quality, particularly in the areas of occupational and career education in dealing with children with special needs. During the years ended June 30, 2017 and 2016, the Collaborative did not provide services to any individual over the age of 22.

The Collaborative is operated by a Board of Directors, appointed by the School Committees of each of the member towns and regional school districts. The Board of Directors appoints an Executive Director who is the chief operating official for the Collaborative.

The Collaborative utilizes classrooms in several of the member towns and regional school buildings to conduct its programs.

Reporting Entity

The Collaborative is the basic level of government that has financial accountability and control over all activities related to the Collaborative’s educational activities in its member cities and towns. The Collaborative receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. In addition, there are no component units, as defined in Governmental Accounting Standards Board (GASB) Statement No. 14, The Financial Reporting Entity, included in the Collaborative’s reporting entity.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

The Collaborative’s financial statements are prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments and governmental entities through its pronouncements (Statements and Interpretations). Governments and governmental entities are also required to follow pronouncements of the Financial Accounting Standards Board (FASB), when applicable, that do not conflict with or contradict GASB pronouncements. The more significant policies established in GAAP and used by the Collaborative are discussed below.
NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)

The Collaborative, in accordance with GASB Statement No. 34, is considered a special purpose governmental entity engaged only in business type activities and is not a component unit of another governmental entity. As such, the basic financial statements of the Collaborative are reported on the same basis as an enterprise fund, which is a proprietary fund in fund financial statements. The Collaborative is not a propriety fund that is part of a government wide financial statement. As such, the notations “enterprise fund” and “proprietary fund” do not appear.

The Collaborative’s statements are presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenue from cost reimbursement contracts is recognized when expenditures have been incurred that are reimbursable under the terms and conditions of the contract. Service revenue is recognized when the service is provided. Support from contributions is recognized when pledged. Expenses are recognized in the period in which the liability is incurred, regardless of the timing of related cash flows.

Net Position Classification

Net position is classified in three components:

Invested in capital assets, net of related debt – Consists of capital assets net of accumulated depreciation and reduced by outstanding balances of any mortgages, notes, or other borrowings that are attributed to the acquisition, construction, or improvement of those assets.

Restricted net position – Consists of net position with constraints placed on the use either by (1) external groups such as grantors, contributors, laws or regulations of other governments; or (2) law through constitutional provisions or enabling legislation.

Unrestricted net position – All other net position that does not meet the definition of “restricted” or “invested in capital, net of related debt”.

Compensated Absences

The employees’ accumulating rights to receive compensation for future absences due to illness are contingent upon the absences being caused by future illnesses and such amounts cannot be reasonably estimated, therefore a liability for unused sick leave is not recorded in the financial statements.

The Collaborative’s administrative, maintenance, and certain clerical employees earn vacation which may be accumulated and carried forward within certain limits provided under various individual contracts. At June 30, 2017 and 2016, accrued vacation of $480,041 and $419,347, respectively is included in accrued payroll and related withholdings in the Statements of Net Position.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
NOTE I – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - (CONTINUED)

Capital Assets

The cost of capital assets acquired, in excess of $5,000, is recorded as expenditures in the governmental funds and capitalized in their respective asset accounts.

The Collaborative records depreciation on such assets using the straight-line method over the following estimated useful lives:

- Buildings: 27.5 years
- Building improvements: 10-20 years
- Leasehold improvements: 5-20 years
- Office/classroom equipment: 3-10 years
- Motor vehicles: 5 years

Depreciation expense for the years ended June 30, 2017 and 2016 was $402,770 and $424,111, respectively.

The following is a summary of the Collaborative’s capital assets:

<table>
<thead>
<tr>
<th></th>
<th>Beginning Balances</th>
<th>Additions/ (Disposals)</th>
<th>Ending Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$ 292,068</td>
<td>$</td>
<td>$ 292,068</td>
</tr>
<tr>
<td>Buildings and improvements</td>
<td>2,692,003</td>
<td>-</td>
<td>2,692,003</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>223,531</td>
<td>-</td>
<td>223,531</td>
</tr>
<tr>
<td>Office/classroom equipment</td>
<td>3,848,255</td>
<td>126,840</td>
<td>3,975,095</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>75,220</td>
<td>-</td>
<td>75,220</td>
</tr>
<tr>
<td><strong>Totals at historical cost</strong></td>
<td><strong>7,131,077</strong></td>
<td><strong>126,840</strong></td>
<td><strong>7,257,917</strong></td>
</tr>
</tbody>
</table>

Less accumulated depreciation for:

<table>
<thead>
<tr>
<th></th>
<th>Beginning Balances</th>
<th>Additions/ (Disposals)</th>
<th>Ending Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings and improvements</td>
<td>1,564,504</td>
<td>108,086</td>
<td>1,672,590</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>76,884</td>
<td>12,360</td>
<td>89,244</td>
</tr>
<tr>
<td>Office/classroom equipment</td>
<td>3,239,206</td>
<td>280,293</td>
<td>3,519,499</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>75,220</td>
<td>-</td>
<td>75,220</td>
</tr>
<tr>
<td><strong>Total accumulated depreciation</strong></td>
<td><strong>4,955,814</strong></td>
<td><strong>400,739</strong></td>
<td><strong>5,356,553</strong></td>
</tr>
</tbody>
</table>

Capital assets, net  

<table>
<thead>
<tr>
<th></th>
<th>Beginning Balances</th>
<th>Additions/ (Disposals)</th>
<th>Ending Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital assets, net</td>
<td>$ 2,175,263</td>
<td>($273,899)</td>
<td>$ 1,901,364</td>
</tr>
</tbody>
</table>

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to receivables. There was no need for a valuation allowance for the years ended June 30, 2017 and 2016.

Advertising Costs

The Collaborative expenses the cost of advertising as incurred. Advertising expense was $17,783 and $49,877 for the years ended June 30, 2017 and 2016, respectively.
NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)

Income Taxes

Collaborative for Educational Services is a not-for-profit corporation and has been recognized as exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and accordingly does not record a provision for income taxes on its related earnings.

Adoption of Recent Accounting Pronouncements

In April 2015, the FASB issued ASU 2015-03 Simplifying the Presentation of Debt Issuance Costs which requires debt issuance costs be presented on the balance sheet as a reduction of the carrying amount of the debt rather than as an asset. Debt issuance costs are amortized and reported as interest expense. The pronouncement is effective for fiscal years beginning after December 15, 2015. The requirements in ASU 2015-03 must be implemented retrospectively to all prior periods presented. Since comparative statements are presented as of and for the year ended June 30, 2016, the necessary accounts have been reclassified for comparative purposes to conform to the presentation in the current year financial statements.

Prior Year Reclassifications

Prior year’s financial statements have been reclassified to conform with the current year’s presentation. The reclassification has no effect on the previously reported change in net assets for the year ended June 30, 2016.

Subsequent Events

Collaborative for Educational Services has evaluated events that have occurred subsequent to June 30, 2017 through ____________, the date these financial statements were available to be issued, and has determined there were no material events requiring recognition or disclosure.

NOTE 2 – ASSESSMENTS AND OTHER CHARGES FOR SERVICES

The annual administrative fee for member communities is billed in July of each fiscal year. Each month, the Collaborative bills communities based upon student or participant enrollment for services it provides.

NOTE 3 – CASH AND CASH EQUIVALENT

Generally, the Treasurer is authorized to invest in the following investments: term deposits or certificate of deposits, trust companies, national banks, savings banks or banking companies, or obligations issued or unconditionally guaranteed by the United States government or an agency thereof and having a maturity from date of purchase of one year or less, with certain other limitations.

The Collaborative considers all short-term investments with original maturities of three months or less to be cash equivalents.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carrying</td>
<td>Bank</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Insured</td>
<td>$ 250,000</td>
<td>$ 250,000</td>
</tr>
<tr>
<td>Federally uninsured and uncollateralized</td>
<td>$947,413</td>
<td>$1,234,863</td>
</tr>
<tr>
<td>Total Cash and Cash Equivalents</td>
<td>$1,197,413</td>
<td>$1,484,863</td>
</tr>
</tbody>
</table>
NOTE 3 - CASH AND CASH EQUIVALENT - (CONTINUED)

Balances in excess of the amount covered by FDIC are insured by the Depositors Insurance Fund of Massachusetts.

The amounts presented in the columns "Carrying Amount" and "Bank Amount" represent the amounts per the accounting records and the amounts per bank statements, respectively. The difference between the two amounts represents normal reconciling items.

During the years ended June 30, 2017 and 2016, the Collaborative did not hold any funds that could be spent at the discretion of another person or entity.

NOTE 4 - RISK MANAGEMENT

The Collaborative is exposed to various risks of loss relating to torts; theft of, damage of, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Collaborative has obtained a variety of commercial liability insurance policies which pass the risk of loss listed above to independent third parties. Settlement claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

NOTE 5 - PENSIONS

Pensions for employees, other than Collaborative teaching staff, are provided through a contributory retirement system under the Massachusetts Contributory Retirement Law, which is governed by Chapter 32 of the Massachusetts General Laws.

Financial reporting information pertaining to the Collaborative's participation in the Massachusetts State Employees' Retirement System (MSERS) is prepared in accordance with Governmental Accounting Standard's Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions. MSERS is part of the Commonwealth’s reporting entity and does not issue a stand-alone audited financial report.

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory public employee retirement systems (PERS). These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement age for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

Collaboratives contribute amounts equal to the normal cost of employees' benefits at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 5.6% of covered payroll. Legally, the collaborators are only responsible for contributing the annual normal cost of their employees' benefits (i.e. the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the collaborators. The Commonwealth as a nonemployer is legally responsible for the entire past service cost related to the collaborators and therefore has a 100% special funding situation.
NOTE 5—PENSIONS—(CONTINUED)

The fiduciary net position, as well as additions to and deductions from the fiduciary net position, of MSERS have been determined on the same basis as they are reported by MSERS. The financial statements were prepared using the accrual basis of accounting. Member and employer contributions are recognized when due, pursuant to formal commitments and statutory requirements. Benefits and refunds of employees' contributions are recognized when due and payable in accordance with the statutes governing MSERS. Expenses are recognized when the liability is incurred, regardless of when payment is made. Investments are reported at fair value on a trade date basis. The fiduciary net position is reflected in the measurement of the Collaborative's net pension liability, deferred outflows and inflows of resources related to pensions, and pension expense.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As noted above, the Collaborative has a 100% special funding situation and is not responsible for and has not recorded a net pension liability.

For the year ended June 30, 2017, the pension expense recognized was $1,835,200 which included $1,533,543 for the State's pension contribution. For the year ended June 30, 2016, the Collaborative recognized a pension expense of $1,232,530 which included $935,131 for the State's pension contribution.

At June 30, 2017 and 2016, the Collaborative reported deferred outflows of resources $308,660 and $301,657, respectively related to the measurement date used by MSERS. The Collaborative had no deferred inflows of resources.

Actuarial Assumptions

Actuarial valuation of MSERS involves estimates of the reported amount and assumptions about profitability of occurrence of events far into the future. Examples include assumptions about future employment mortality and future salary increases. Amounts determined regarding the net pension liability are subject to continual revision as actual results are compared with past expectations and new est

Significant actuarial assumptions and other inputs used to measure the total pension liability:

<table>
<thead>
<tr>
<th>Description</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement date</td>
<td>June 30, 2016</td>
</tr>
<tr>
<td>Valuation date</td>
<td>January 1, 2016</td>
</tr>
<tr>
<td>Expected return on investments</td>
<td>7.50%</td>
</tr>
<tr>
<td>Inflation</td>
<td>3.50%</td>
</tr>
<tr>
<td>Future salary increases</td>
<td>4.00% - 9.00% depending on group and length of service</td>
</tr>
<tr>
<td>Cost-of-living increases</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

Mortality Assumption

Pre-retirement - reflects RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct).


Disability - the mortality rate is assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender district).
**NOTE 5 – PENSIONS - (CONTINUED)**

### Expected Rate of Return

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

### Discount Rate

The discount rate used to measure the total pension liability was 7.50%. The projection of cash flows used to determine the discount rate assumed that the plan member contributions will be made at the current contribution rates and the Commonwealth’s contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefits of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

### Discount Rate Sensitivity

The following illustrates the sensitivity of the collective net pension liability to changes in the discount rate. In particular, the table presents the MSERS collective net pension liability assuming it was calculated using a single discount rate that is one-percentage-point lower or one-percentage-point higher than the current discount rate (amounts in thousands):

<table>
<thead>
<tr>
<th>Date</th>
<th>Proportionate Share of the Net Pension Liability (Asset)</th>
<th>Proportionate Share of the Net Pension Liability (Asset)</th>
<th>Actual Covered Member Payroll</th>
<th>Net Pension Liability as a Percentage of Covered Payroll</th>
<th>Total Pension Liability</th>
<th>Fiduciary Net Position as a Percentage of Total Pension Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30, 2016</td>
<td>$ 17,969,000</td>
<td>$ 13,788,844</td>
<td>$ 5,777,464</td>
<td>N/A</td>
<td>$ 10,246,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Ended</th>
<th>Statutorily Required Contribution</th>
<th>Actual Employer Contribution</th>
<th>Actuarial Excess Deficiency</th>
<th>Actual Covered Member Payroll</th>
<th>Contributions as a Percentage of Covered Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2017</td>
<td>$ 1,835,200</td>
<td>$ 301,657</td>
<td>$ 1,533,543</td>
<td>$ 5,777,464</td>
<td>5.22%</td>
</tr>
<tr>
<td>6/30/2016</td>
<td>$ 1,232,530</td>
<td>$ 297,399</td>
<td>$ 935,131</td>
<td>$ 5,538,474</td>
<td>5.37%</td>
</tr>
<tr>
<td>6/30/2015</td>
<td>$ 540,205</td>
<td>$ 297,579</td>
<td>$ 242,626</td>
<td>$ 5,310,691</td>
<td>5.60%</td>
</tr>
<tr>
<td>6/30/2014</td>
<td>$</td>
<td>$ 285,013</td>
<td>$</td>
<td>$ 5,313,902</td>
<td>5.36%</td>
</tr>
</tbody>
</table>

This schedule is required supplementary information and is intended to show information for ten years. Additional years will be displayed as they become available. The data provided in the schedule is based on the measurement date of MSERS net pension liability, which is as of the beginning of the Collaborative’s fiscal year.
NOTE 5 – PENSIONS - (CONTINUED)
School department teaching staff contributes to the Massachusetts Teachers' Retirement System (a contributory defined benefit plan) administered by the Massachusetts Teachers' Retirement Board. The Collaborative makes no contributions to this plan.

Membership in the plans is mandatory immediately upon the commencement of employment for all permanent full-time employees.

NOTE 6 – CONTINGENCIES
The Collaborative receives state and federal grants that are subject to review and audit by the grantor agencies. This could lead to an agency requiring return of grant funds for an expenditure disallowed under terms of the grant although there is no indication at this time that this will happen.

NOTE 7 – CONCENTRATION OF CREDIT RISK
The Collaborative provides educational services to the children of the aforementioned member entities, and as such, is dependent on the economic environment of these towns.

During the year ended June 30, 2009, a majority of full-time and regular part-time professional and non-professional employees of the Collaborative voted to be represented by Local 509, SEIU, AFL/CIO. For the years ended June 30, 2017 and 2016, this union represented approximately 44% and 45%, respectively, of the Collaborative’s employees. The contract expired June 30, 2017 and a new contract is currently being negotiated.

NOTE 8 – RENTAL LEASES
Collaborative for Educational Services has entered into various property lease agreements. All of these leases are for one year or less.

Rent expense for the years ended June 30, 2017 and 2016 was $190,586 and $161,843, respectively.

The Collaborative has entered into multiple copier and office equipment leases which range from 34 months to 60 months with expiration dates which run through June, 2021. Monthly payments range from $49 to $917.

Future minimum lease payments are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2018</td>
<td>42,968</td>
</tr>
<tr>
<td>6/30/2019</td>
<td>38,675</td>
</tr>
<tr>
<td>6/30/2020</td>
<td>36,634</td>
</tr>
<tr>
<td>6/30/2021</td>
<td>15,875</td>
</tr>
<tr>
<td>6/30/2022</td>
<td>436</td>
</tr>
</tbody>
</table>

$ 134,588

Equipment lease expense for the years ended June 30, 2017 and 2016 was $75,489 and $45,725, respectively.

NOTE 9 – LINE OF CREDIT
Collaborative for Educational Services maintains a $3,000,000 bank line of credit. This credit line expires December 10, 2043 and is secured by all assets of the Collaborative. The note is payable on demand with interest to be adjusted monthly to equal the New York prime rate. No amount was outstanding at June 30, 2017 and 2016.
NOTE 10 – MORTGAGE PAYABLE

Bank note payable to PeoplesBank, as Trustee for the benefit of PB Partners, Inc. pursuant to Massachusetts Development Finance Agency Revenue Bonds, secured by all assets of the Collaborative, monthly payments of $12,829 including interest at 3.90%, (prepayments are permitted but at 102% of the principal amount to be repaid, if repaid on or before May, 2017), matures May, 2032.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 1,732,407</td>
<td>$ 1,816,051</td>
</tr>
<tr>
<td>Less - amount due within one year</td>
<td>(87,012)</td>
<td>(83,644)</td>
</tr>
<tr>
<td>Less - debt issuance costs</td>
<td>(37,818)</td>
<td>(40,357)</td>
</tr>
<tr>
<td><strong>Mortgage Payable - Due After One Year</strong></td>
<td>$ 1,607,577</td>
<td>$ 1,692,050</td>
</tr>
</tbody>
</table>

Maturities are expected to be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Beginning Balance</th>
<th>Additions</th>
<th>Reductions</th>
<th>Ending Balance</th>
<th>Amount Due Within One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mortgages payable</td>
<td>$ 1,816,051</td>
<td>$ -</td>
<td>$ 83,644</td>
<td>$ 1,732,407</td>
<td>$ 87,012</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>$ 87,012</td>
<td></td>
<td></td>
<td></td>
<td>$ 66,941</td>
</tr>
<tr>
<td>2019</td>
<td>90,516</td>
<td></td>
<td></td>
<td></td>
<td>63,438</td>
</tr>
<tr>
<td>2020</td>
<td>93,997</td>
<td></td>
<td></td>
<td></td>
<td>59,956</td>
</tr>
<tr>
<td>2021</td>
<td>97,946</td>
<td></td>
<td></td>
<td></td>
<td>56,008</td>
</tr>
<tr>
<td>2022</td>
<td>101,889</td>
<td></td>
<td></td>
<td></td>
<td>52,064</td>
</tr>
<tr>
<td>2023-2027</td>
<td>574,258</td>
<td></td>
<td></td>
<td></td>
<td>195,509</td>
</tr>
<tr>
<td>2028-2032</td>
<td>686,789</td>
<td></td>
<td></td>
<td></td>
<td>70,776</td>
</tr>
</tbody>
</table>

**NOTE 12 – STATE SURPLUS REVENUE RETENTION**

The Commonwealth of Massachusetts has regulations governing the excess of state revenues over expenses for not-for-profit organizations subject to the Operational Services Division's (OSD) authority. If a not-for-profit provider accrues an annual surplus from the revenues and expenses associated with services provided to purchasing agencies which are subject to 808 CMR 1.00, the provider may retain, for future use, a portion of that surplus not to exceed 20% of said revenues. Surpluses may be used by the provider for any of its established charitable purposes, provided that no portion of the surplus is used for non-reimbursable costs as set forth in 808 CMR 1.05, the free care prohibition excepted. OSD shall be responsible for determining the amount of surplus that may be retained by each provider in any given year and may determine whether any excess surplus shall be used to reduce future prices or be recouped.

For the years ended June 30, 2017 and 2016, the Collaborative had no amounts in excess of the non-for-profit provider surplus revenue retention rule.
NOTE 11 – NET ASSETS RELEASED FROM RESTRICTIONS

The following net assets were released from donor restrictions after satisfying the restricted purpose:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Restricted Balance 7/1/16</th>
<th>Current Year Additions</th>
<th>Released in Current Year</th>
<th>Restricted Balance 6/30/17*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully Busters program</td>
<td>$ 5,677</td>
<td>$</td>
<td>$</td>
<td>$ 5,677</td>
</tr>
<tr>
<td>DiMarino Scholarship Fund</td>
<td>7,003</td>
<td>2,355</td>
<td>(1,571)</td>
<td>7,787</td>
</tr>
<tr>
<td>LEAP</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>5,000</td>
</tr>
<tr>
<td>Strong Foundations</td>
<td>13,432</td>
<td>10,076</td>
<td>(23,508)</td>
<td>-</td>
</tr>
<tr>
<td>Summer Learning Initiative</td>
<td>7,128</td>
<td>-</td>
<td>-</td>
<td>7,128</td>
</tr>
<tr>
<td>Food and Fitness</td>
<td>1,691</td>
<td>-</td>
<td>-</td>
<td>1,691</td>
</tr>
<tr>
<td>Becoming Helen Keller</td>
<td>569</td>
<td>-</td>
<td>-</td>
<td>569</td>
</tr>
<tr>
<td>Andrea Raphael Memorial fund</td>
<td>1,401</td>
<td>-</td>
<td>-</td>
<td>1,401</td>
</tr>
<tr>
<td>Joan Schuman Scholarship Fund</td>
<td>12,922</td>
<td>3,745</td>
<td>(507)</td>
<td>16,160</td>
</tr>
<tr>
<td>PWC Lending Library</td>
<td>4,867</td>
<td>75</td>
<td>(1,157)</td>
<td>3,785</td>
</tr>
<tr>
<td>United Way of Pioneer Valley</td>
<td>-</td>
<td>27,500</td>
<td>(17,257)</td>
<td>10,243</td>
</tr>
<tr>
<td>State pension contribution</td>
<td>-</td>
<td>1,533,543</td>
<td>(1,533,543)</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>$ 59,690</td>
<td>$ 1,577,294</td>
<td>$ (1,577,543)</td>
<td>$ 59,441</td>
</tr>
</tbody>
</table>

* These funds are to be used in future years in accordance with donor restrictions.

NOTE 13 – LITIGATION

During the year ended June 30, 2013, a former employee filed a non-payment of wage and workplace complaint with the Fair Labor Division of the Commonwealth of Massachusetts Office of the Attorney General alleging violation of the Massachusetts Wage and Hour Laws. The Collaborative intends to defend the matter vigorously and it is not possible at this time to estimate the range of potential loss.

In October, 2014, an employee filed a charge of discrimination with MCAD alleging she was discriminated against because of her religion, age, gender, race and color and retaliation (based on an alleged complaint of sexual harassment). The MCAD dismissed this charge on August 2, 2016. The individual appealed the dismissal and the appeal was dismissed. The same employee also filed four separate but related grievances, three related to evaluations and one with respect to contract non-renewal. A decision was issued on April 24, 2016, that the underlying grievance was arbitrable. The Collaborative has appealed this decision and if the appeal is unsuccessful, the Collaborative will continue to vigorously defend its actions.

During the year ended June 30, 2015, a former employee filed a complaint with MCAD alleging age and sex discrimination as a result of the non-renewal of her contract. Subsequent to June 30, 2017, the employee withdrew her appeal and the matter is closed.

SEIU Local 509 (Union) filed an arbitration demand claiming a violation by the Collaborative of the parties’ Collective Bargaining Agreement. The parties have settled by mutual agreement and no further arbitration is needed.
### U.S. Department of Education

**Passed Through Massachusetts Department of Elementary and Secondary Education**

<table>
<thead>
<tr>
<th>Special Education - Grants to States -</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education in Institutional Settings</td>
<td>84.027</td>
<td>15CT85RFR15SEIMS</td>
<td>3,683,079</td>
</tr>
<tr>
<td>SpEd 245 School Year</td>
<td>84.027</td>
<td>245-038-7-0532-R</td>
<td>5,000</td>
</tr>
<tr>
<td>SpEd 21st Enhanced School Year</td>
<td>84.027</td>
<td>245-035-7-0532</td>
<td>5,000</td>
</tr>
<tr>
<td>SpEd 245 Summer</td>
<td>84.027</td>
<td>245-005-7-0532</td>
<td>7,380</td>
</tr>
<tr>
<td>SpEd 245 B Summer</td>
<td>84.027</td>
<td>245-007-7-0532</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**Passed Through Commonwealth Corporation**

<table>
<thead>
<tr>
<th>Title 1 State Agency Program for Neglected and Delinquent Children - DYS - Title 1</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.013</td>
<td>71572</td>
<td></td>
<td>547,526</td>
</tr>
</tbody>
</table>

**Passed Through Commonwealth Corporation**

<table>
<thead>
<tr>
<th>Career and Technical Education - National Programs - DYS Perkins</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.048</td>
<td>715874</td>
<td></td>
<td>29,924</td>
</tr>
</tbody>
</table>

### Passed Through Massachusetts Department of Elementary and Secondary Education

<table>
<thead>
<tr>
<th>Career and Technical Education - Basic Grants to States - Occupational Education Vocational Skills</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.048</td>
<td>400-052-7-0532-R</td>
<td></td>
<td>64,872</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Education Vocational Skills</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.048</td>
<td>400-065-6-1094-Q</td>
<td></td>
<td>3,123</td>
</tr>
</tbody>
</table>

### Passed Through Massachusetts Department of Elementary and Secondary Education

<table>
<thead>
<tr>
<th>Special Education - Grants to States - Title III - English Language Acquisition</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.365</td>
<td>180-128-6-1094-Q</td>
<td></td>
<td>42,199</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title III - English Language Acquisition</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor's Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.365</td>
<td>180-137406-2017-0532</td>
<td></td>
<td>7,520</td>
</tr>
</tbody>
</table>

<p>| | | | 49,719 |</p>
<table>
<thead>
<tr>
<th>Federal Grantor/Pass-Through Grantor/Program Title</th>
<th>Federal CFDA Number</th>
<th>Pass Through Grantor’s Number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed Through Massachusetts Department of Elementary and Secondary Education Twenty-First Century Community Learning Centers - Continuation - School Year</td>
<td>84.287</td>
<td>647-167-7-0532-R</td>
<td>592,824</td>
</tr>
<tr>
<td>Continuation - Summer</td>
<td>84.287</td>
<td>647-009-7-5032</td>
<td>55,945</td>
</tr>
<tr>
<td>CCLC Easthampton High School</td>
<td>84.287</td>
<td>647-166-7-0532-R</td>
<td>109,069</td>
</tr>
<tr>
<td>647-B-1 Summer Sheffield</td>
<td>84.287</td>
<td>647-085-7-0532</td>
<td>25,759</td>
</tr>
<tr>
<td>CCLC Summer Enhancement</td>
<td>84.287</td>
<td>647-016-7-0532-R</td>
<td>33,920</td>
</tr>
<tr>
<td>Exemplary 647-B-2 Summer</td>
<td>84.287</td>
<td>647-083-7-0532</td>
<td>73,150</td>
</tr>
<tr>
<td>21st CCLC Exemplary</td>
<td>84.287</td>
<td>647-165-7-0532-R</td>
<td>46,999</td>
</tr>
<tr>
<td>Regional Network Development</td>
<td>84.287</td>
<td>12COLLABEDU</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>940,666</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Passed Through Massachusetts Department of Early Education and Care Assessment - State | 84.412 | 51317ASSESSMENT | 400,000 |

| U.S. Department of Health and Human Services Passed Through Massachusetts Department of Public Health Block Grants for Prevention and Treatment of Substance Abuse - BSAS | 93.959 | 2354M04160222098 | 100,000 |

| Passed Through City of Northampton 1422 Grant | 93.757 | 62-16-1 | 130,196 |

| Total Expenditures of Federal Awards | $5,971,485 | | |
NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the “Schedule”) includes the federal grant activity of Collaborative for Educational Services under programs of the federal government for the year ended June 30, 2017. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of Collaborative for Educational Services it is not intended to and does not present the financial position, changes in net assets, or cash flows of Collaborative for Educational Services.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Collaborative for Educational Services allocates its indirect costs per each agreed upon contract to a maximum of 9.16% for direct federal awards and 8.7% for awards passed through the State of Massachusetts.

NOTE 3 – SUBRECIPIENTS

There were no payments to subrecipients in any of the federal award programs during the year ended June 30, 2017

NOTE 4 – PASS-THROUGH STATE AGENCIES

Expenditures of federal awards for funds passed through state agencies is based on information provided by the Commonwealth of Massachusetts Operational Services Division.
**COLLABORATIVE FOR EDUCATIONAL SERVICES**

Schedule of Governmental Fund Revenues, Expenditures And Changes in Fund Balance/Statement of Activities

For the Year Ended June 30, 2017 (With Comparative Totals for 2016)

<table>
<thead>
<tr>
<th>Revenues</th>
<th>General Fund</th>
<th>Special Revenue Fund</th>
<th>Total</th>
<th>Adjustments</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member assessments</td>
<td>$87,686</td>
<td>-</td>
<td>$87,686</td>
<td>$</td>
<td>$87,686</td>
<td>-</td>
<td>$87,686</td>
<td>$89,334</td>
</tr>
<tr>
<td>Miscellaneous revenue</td>
<td>3,656,950</td>
<td>-</td>
<td>3,656,950</td>
<td>-</td>
<td>-</td>
<td>3,656,950</td>
<td>3,611,473</td>
<td>4,845</td>
</tr>
<tr>
<td>Interest income</td>
<td>1,401</td>
<td>-</td>
<td>1,401</td>
<td>-</td>
<td>-</td>
<td>1,401</td>
<td>1,712</td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>6,175</td>
<td>-</td>
<td>6,175</td>
<td>-</td>
<td>-</td>
<td>6,175</td>
<td>4,485</td>
<td></td>
</tr>
<tr>
<td>Special education</td>
<td>2,612,441</td>
<td>-</td>
<td>2,612,441</td>
<td>-</td>
<td>2,612,441</td>
<td>-</td>
<td>2,612,441</td>
<td>2,522,805</td>
</tr>
<tr>
<td>Professional development</td>
<td>1,298,468</td>
<td>-</td>
<td>1,298,468</td>
<td>-</td>
<td>1,298,468</td>
<td>-</td>
<td>1,298,468</td>
<td>1,482,070</td>
</tr>
<tr>
<td>Federal, State and other grants</td>
<td>29,284,443</td>
<td>29,284,443</td>
<td>29,284,443</td>
<td>-</td>
<td>29,284,443</td>
<td>-</td>
<td>29,284,443</td>
<td>30,108,113</td>
</tr>
<tr>
<td>State pension contribution</td>
<td>1,533,543</td>
<td>-</td>
<td>1,533,543</td>
<td>-</td>
<td>-</td>
<td>1,533,543</td>
<td>935,131</td>
<td></td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>9,196,664</td>
<td>29,284,443</td>
<td>38,481,107</td>
<td>-</td>
<td>38,481,107</td>
<td>(249)</td>
<td>38,481,107</td>
<td>38,755,123</td>
</tr>
</tbody>
</table>

| Expenditures/Expenses        |              |                      |        |             |              |                        |        |       |
| Operating:                   |              |                      |        |             |              |                        |        |       |
| Materials and services      | 1,174,985    | 5,045,117            | 6,220,102 | -            | -            | 6,220,102              | 7,506,140 |
| Depreciation                | -            | -                    | -      | -            | -            | -                      | 424,111 |
| Capital outlays             | 126,839      | 126,839              | 126,839 | -            | 400,739      | 400,739                | 400,739 |
| Debt Service:               |              | -                    | -      | -            | -            | -                      | 241,111 |
| Interest                    | 73,156       | -                    | 73,156  | -            | -            | 73,156                 | 77,426 |
| **Total Expenditures/Expenses** | 9,035,779  | 29,320,073           | 38,355,852 | 273,900 | 273,900 | (148,396) | (148,645) | (466,624) |

| Excess of Revenues Over Expenses | 160,885 | (35,630) | 125,255 | (273,900) | - | - | |

| Change In Net Position       | - | - | - | (148,396) | (148,645) | (466,624) |


| Fund Balance/Net Position - End of Year     | - | - | - | - | - | - | - | - |

| Nonspendable:                              |              |                      |        |             |              |                        |        |       |
| Prepaid expenses                           | 74,616       | -                    | 74,616 | -            | -            | -                      | - |
| Restricted                                 | -            | 368,396              | 368,396 | -            | -            | -                      | - |
| Unassigned                                 | 4,028,424    | -                    | 4,028,424 | -            | -            | -                      | - |
| Unrestricted                               | -            | -                    | -      | -            | -            | -                      | - |
| **Total Fund Balance/Net Position - End of Year** | $4,103,040 | $368,396 | $4,471,436 | - | $3,269,147 | $59,441 | $3,328,588 | $3,477,233 |

| Statement of Activities                  | 2017 |        | 2016   |        |              |                |        |       |
| Total                                      |      |        |        |        |              |                |        |       |
| Total                                      |      |        |        |        |              |                |        |       |
| Total                                      |      |        |        |        |              |                |        |       |
NOTE 1 – BASIS OF PRESENTATION

Fund Types

The Collaborative uses funds to report on its financial position and the results of its operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities. A fund is a separate entity with a self-balancing set of accounts.

In the case of the Collaborative, funds are classified into only one category, governmental. This category, in turn, is divided into separate "fund types".

Governmental Funds

Governmental funds are used to account for the Collaborative's expendable financial resources and related liabilities. The measurement focus is upon determination of changes in financial position. The following are the Collaborative's governmental fund types:

General Fund - This fund is the general operating fund of the Collaborative. It is used to account for all financial resources except for those required to be accounted for in another fund.

Special Revenue Funds - Special revenue funds are used to account for the proceeds of specific revenue sources (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditures for specific purposes.

General Fund

For internal operating purposes, the Executive Director is responsible for compiling the preliminary annual budget based upon estimated expenditures submitted by all departments. This preliminary document is then reviewed by the Board of Directors who makes changes and alterations as deemed necessary before adopting the final budget. The annual budget consists of three main areas: 1) the administrative budget; 2) the special education program (SPED) budget; and 3) the professional development budget.

Administrative Budget - Each of the member towns and school districts pay an annual fee to subsidize the annual administrative costs of the Collaborative. Nonmember towns and school districts who choose to have their students participate in a Collaborative program pay tuition costs for the applicable program plus an administration charge equal to 10% of the basic tuition rate.

SPED Budget - the annual budget is used to estimate the annual basic tuition cost per student for each of the Collaborative's programs. The Collaborative bills tuition monthly based upon actual student enrollment.

Professional Development Budget - From time to time the Collaborative conducts a variety of professional development activities. The Collaborative generally conducts these activities on a break-even basis and charges participants based upon the cost for each event or program.
NOTE 1 – BASIS OF PRESENTATION – (CONTINUED)

The general fund's annual budget is prepared on a modified accrual basis of accounting. Encumbrances are recognized as a valid and proper charge against a budget appropriation in the year in which the purchase order, contract or other commitment is issued. However, at the end of each fiscal year, the effect of any encumbrances that are outstanding at the time are reversed, and therefore not included in the amount shown as expenditures for the current fiscal year. These encumbrances, if any, are recorded at year end as a reservation of fund balance and accounted for as expenditures in the subsequent fiscal year when actual goods and services are received.

Special Revenue Funds

There is no formal requirement to adopt budgets for individual special revenue funds and as a result most funds have no budget. Special revenue funds which are utilized to account for specific grant programs are established in accordance with the requirements of the grantor agencies. Such budgets do not lapse and may comprise more than one fiscal year or are operated on a fiscal period which does not coincide with the Collaborative's fiscal year.

It is not practical for the Collaborative to report budgetary information for special revenue funds on a combined basis.

NOTE 2 – FUND BALANCE

The policy elected by the Collaborative's Board of Directors for fiscal year ended June 30, 1992, and all years thereafter, allows the Board to vote to use a portion of undesignated fund balance to reduce subsequent years' assessments, which would be reported as a component of general fund balance. At June 30, 2017, the Board had not voted to use any portion of the fund balance to reduce subsequent year assessments.

NOTE 3 – ADJUSTMENTS

When capital assets that are to be used in Collaborative activities are purchased, the resources expended for those assets are reported as expenditures in governmental funds. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. As a result, the fund balance decreases by the amount of financial resources expended, whereas the net assets decrease by the amount of depreciation expense charged for the year.
<table>
<thead>
<tr>
<th>Federal/State Grants/Others</th>
<th>Fund Balance</th>
<th>Revenues</th>
<th>Operating Expenditures</th>
<th>Capital Outlays</th>
<th>Excess (Deficiency) Revenues Over Expenditures</th>
<th>Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 30, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>Governor's Alliance - High Risk</td>
<td>$ 2,858</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,858</td>
</tr>
<tr>
<td>SETLI</td>
<td>-</td>
<td>169,983</td>
<td>168,277</td>
<td>-</td>
<td>1,706</td>
<td>1,706</td>
</tr>
<tr>
<td>FOCUS</td>
<td>-</td>
<td>100,000</td>
<td>99,543</td>
<td>-</td>
<td>457</td>
<td>457</td>
</tr>
<tr>
<td>ACLS Teacher Quality and Effectiveness</td>
<td>-</td>
<td>7,000</td>
<td>7,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bogin Playscape</td>
<td>650</td>
<td>-</td>
<td>1,530</td>
<td>-</td>
<td>(1,530)</td>
<td>(880)</td>
</tr>
<tr>
<td>DSAC (3,645)</td>
<td>100,000</td>
<td>97,396</td>
<td>-</td>
<td>(1,504)</td>
<td></td>
<td>(1,041)</td>
</tr>
<tr>
<td>Baby &amp; Me</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>(4)</td>
<td>-</td>
</tr>
<tr>
<td>STEP Services</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Instructional Support/Literacy &amp; Human Srvs</td>
<td>-</td>
<td>57,200</td>
<td>56,878</td>
<td>-</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Early Learning Challenge Grant</td>
<td>2,777</td>
<td>-</td>
<td>1,677</td>
<td>-</td>
<td>(1,677)</td>
<td>1,100</td>
</tr>
<tr>
<td>Core to College</td>
<td>(7)</td>
<td>-</td>
<td>(7)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Title III English Language Acquisition</td>
<td>-</td>
<td>63,306</td>
<td>63,306</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MA Licensure Academy</td>
<td>153</td>
<td>79,729</td>
<td>79,092</td>
<td>-</td>
<td>637</td>
<td>790</td>
</tr>
<tr>
<td>LEAP - PD</td>
<td>-</td>
<td>88,093</td>
<td>87,935</td>
<td>-</td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td>LEAP 2.0</td>
<td>-</td>
<td>20,254</td>
<td>20,254</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Safe Schools</td>
<td>228</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>228</td>
<td>-</td>
</tr>
<tr>
<td>Gateway Regional/White Brook/Philip Coburn</td>
<td>12,019</td>
<td>33,920</td>
<td>34,060</td>
<td>-</td>
<td>(140)</td>
<td>11,879</td>
</tr>
<tr>
<td>Summit</td>
<td>-</td>
<td>2,410</td>
<td>2,410</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Greenfield Middle School Program</td>
<td>280</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>280</td>
<td>-</td>
</tr>
<tr>
<td>EC Professional Development</td>
<td>(3,301)</td>
<td>5,762</td>
<td>3,983</td>
<td>-</td>
<td>1,779</td>
<td>(1,522)</td>
</tr>
<tr>
<td>P.L. 94-142</td>
<td>1,323</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,323</td>
</tr>
<tr>
<td>SpEd 245 Summer</td>
<td>-</td>
<td>12,380</td>
<td>12,380</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SpEd 245B Enhanced School Year</td>
<td>-</td>
<td>5,000</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SpEd 21st Enhanced - Converse</td>
<td>-</td>
<td>5,000</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bully Busters</td>
<td>5,677</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,677</td>
<td>-</td>
</tr>
<tr>
<td>Hとなbro Summer Learning</td>
<td>7,128</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7,128</td>
<td>-</td>
</tr>
<tr>
<td>21st Century</td>
<td>76,603</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>76,603</td>
<td>-</td>
</tr>
<tr>
<td>After School Learning Centers</td>
<td>(48,062)</td>
<td>8,530</td>
<td>25,659</td>
<td>-</td>
<td>(17,129)</td>
<td>(65,191)</td>
</tr>
<tr>
<td>BSAS</td>
<td>3,990</td>
<td>100,000</td>
<td>99,984</td>
<td>-</td>
<td>16</td>
<td>4,006</td>
</tr>
<tr>
<td>Assessment - State</td>
<td>82,474</td>
<td>365,921</td>
<td>397,940</td>
<td>-</td>
<td>(32,019)</td>
<td>50,455</td>
</tr>
</tbody>
</table>
## Collaborative for Educational Services

Combining Schedule of Special Revenue Funds

Revenues, Expenditures and Changes in Fund Balances

For the Year Ended June 30, 2017

<table>
<thead>
<tr>
<th>Fund Balance Restricted June 30, 2016</th>
<th>Revenues</th>
<th>Operating Expenditures</th>
<th>Capital Outlays</th>
<th>Excess (Deficiency) Revenues Over Expenditures</th>
<th>Schedule 3 Fund Balance Restricted June 30, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTTT - Projects 3.8 and 3.2</td>
<td>6,089</td>
<td>-</td>
<td>4,515</td>
<td>(4,515)</td>
<td>1,574</td>
</tr>
<tr>
<td>MA Family Network</td>
<td>10,156</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,156</td>
</tr>
<tr>
<td>Early Childhood Policy Coalition</td>
<td>8,146</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8,146</td>
</tr>
<tr>
<td>PV Readiness</td>
<td>2,808</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,808</td>
</tr>
<tr>
<td>Northern Berksihires E&amp;R</td>
<td>-</td>
<td>35,256</td>
<td>34,937</td>
<td>-</td>
<td>319</td>
</tr>
<tr>
<td>Community Service Learning Network</td>
<td>17,653</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,653</td>
</tr>
<tr>
<td>Mental Health Consultation</td>
<td>2,299</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,275</td>
</tr>
<tr>
<td>Community Partnerships Easthampton</td>
<td>26,281</td>
<td>517,800</td>
<td>516,931</td>
<td>-</td>
<td>27,150</td>
</tr>
<tr>
<td>PCHP FCC Provider Program</td>
<td>-</td>
<td>32,783</td>
<td>32,117</td>
<td>-</td>
<td>666</td>
</tr>
<tr>
<td>Perkins</td>
<td>(25,256)</td>
<td>53,739</td>
<td>61,125</td>
<td>6,855</td>
<td>(14,241)</td>
</tr>
<tr>
<td>Mass in Motion</td>
<td>16,207</td>
<td>47,500</td>
<td>47,954</td>
<td>-</td>
<td>(454)</td>
</tr>
<tr>
<td>1422 Grant</td>
<td>2,488</td>
<td>130,196</td>
<td>128,262</td>
<td>-</td>
<td>1,934</td>
</tr>
<tr>
<td>Teaching American History II</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Teaching with Primary Sources</td>
<td>3,398</td>
<td>171,934</td>
<td>173,185</td>
<td>-</td>
<td>2,147</td>
</tr>
<tr>
<td>Becoming Helen Keller</td>
<td>569</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>569</td>
</tr>
<tr>
<td>Forge of Innovation</td>
<td>728</td>
<td>-</td>
<td>613</td>
<td>-</td>
<td>613</td>
</tr>
<tr>
<td>Star Residency</td>
<td>1,150</td>
<td>1,150</td>
<td>-</td>
<td>-</td>
<td>177</td>
</tr>
<tr>
<td>DYS Education Programs</td>
<td>47,094</td>
<td>16,730,866</td>
<td>16,621,801</td>
<td>109,704</td>
<td>(639)</td>
</tr>
<tr>
<td>PALMS</td>
<td>116</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>116</td>
</tr>
<tr>
<td>Afterschool Music and Art</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>ASOSTQ</td>
<td>4,122</td>
<td>15,242</td>
<td>15,182</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td>Disability Outreach</td>
<td>220</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,182</td>
</tr>
<tr>
<td>Drug Free Communities</td>
<td>(1,187)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(1,187)</td>
</tr>
<tr>
<td>Social Norms Marketing</td>
<td>750</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>750</td>
</tr>
<tr>
<td>Food and Fitness</td>
<td>1,691</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,691</td>
</tr>
<tr>
<td>Town Hall Meetings</td>
<td>696</td>
<td>-</td>
<td>656</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>PNAS</td>
<td>12,500</td>
<td>12,178</td>
<td>-</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Hospital Coalition</td>
<td>88,635</td>
<td>88,635</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>After School Program</td>
<td>21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>Early Intervention Literacy</td>
<td>18,628</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>18,628</td>
</tr>
<tr>
<td>After School Academic Support</td>
<td>9,822</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9,822</td>
</tr>
</tbody>
</table>
## COLLABORATIVE FOR EDUCATIONAL SERVICES

Combining Schedule of Special Revenue Funds

Revenues, Expenditures and Changes in Fund Balances

For the Year Ended June 30, 2017

<table>
<thead>
<tr>
<th>Fund Balance</th>
<th>Restricted</th>
<th>Operating Expenditures</th>
<th>Capital Outlays</th>
<th>Excess (Deficiency) Revenues Over Expenditures</th>
<th>Schedule 3 (Continued)</th>
<th>Fund Balance Restricted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 30, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>Competitive Academic Support Services</td>
<td>139</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>139</td>
</tr>
<tr>
<td>Work and Learning</td>
<td>(151)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(151)</td>
</tr>
<tr>
<td>TPS - Participants</td>
<td>-</td>
<td>4,952</td>
<td>5,319</td>
<td>-</td>
<td>(367)</td>
<td>(367)</td>
</tr>
<tr>
<td>KTIT - Project 6.2</td>
<td>8,102</td>
<td></td>
<td>8,102</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Continuation - Summer</td>
<td>3,240</td>
<td>56,570</td>
<td>57,049</td>
<td>-</td>
<td>(479)</td>
<td>2,761</td>
</tr>
<tr>
<td>CCLC High School</td>
<td>-</td>
<td>169,069</td>
<td>106,297</td>
<td>-</td>
<td>2,772</td>
<td>2,772</td>
</tr>
<tr>
<td>21st CCLC</td>
<td>-</td>
<td>25,759</td>
<td>28,238</td>
<td>-</td>
<td>(2,479)</td>
<td>(2,479)</td>
</tr>
<tr>
<td>CCLC - Summer</td>
<td>316</td>
<td>-</td>
<td>316</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Community Learning Expansion</td>
<td>2,545</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,545</td>
</tr>
<tr>
<td>21st Century Community Learning</td>
<td>6,953</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,953</td>
</tr>
<tr>
<td>Community Learning</td>
<td>(15,276)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(15,276)</td>
</tr>
<tr>
<td>21st SALT</td>
<td>(186,839)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(186,839)</td>
</tr>
<tr>
<td>Community Learning</td>
<td>5,629</td>
<td>-</td>
<td>-</td>
<td>1,134</td>
<td>(1,134)</td>
<td>4,495</td>
</tr>
<tr>
<td>Regional Network Development</td>
<td>-</td>
<td>3,000</td>
<td>-</td>
<td>3,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Continuation - School Year</td>
<td>54,440</td>
<td>625,361</td>
<td>584,772</td>
<td>-</td>
<td>40,589</td>
<td>95,049</td>
</tr>
<tr>
<td>21st Exemplary</td>
<td>369,904</td>
<td>124,499</td>
<td>125,865</td>
<td>-</td>
<td>(1,366)</td>
<td>368,538</td>
</tr>
<tr>
<td>Verizon - Florence Heights</td>
<td>933</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>933</td>
</tr>
<tr>
<td>OST Programs</td>
<td>5,025</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,025</td>
</tr>
<tr>
<td>UWPV</td>
<td>-</td>
<td>27,500</td>
<td>16,064</td>
<td>-</td>
<td>11,436</td>
<td>11,436</td>
</tr>
<tr>
<td>MA Leadership Action</td>
<td>626</td>
<td>-</td>
<td>-</td>
<td>626</td>
<td>(626)</td>
<td>-</td>
</tr>
<tr>
<td>LEAP</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>229</td>
<td>(229)</td>
<td>5,000</td>
</tr>
<tr>
<td>Communities of Practice</td>
<td>229</td>
<td>-</td>
<td>-</td>
<td>25,000</td>
<td>-</td>
<td>25,000</td>
</tr>
<tr>
<td>TEASJ Regional Initiative</td>
<td>-</td>
<td>174,704</td>
<td>174,704</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Focus on Early Literacy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Art Works</td>
<td>(145)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(145)</td>
</tr>
<tr>
<td>Early Learning Opportunities</td>
<td>101</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>101</td>
</tr>
<tr>
<td>Strong Foundations</td>
<td>14,090</td>
<td>13,775</td>
<td>26,557</td>
<td>-</td>
<td>(12,782)</td>
<td>1,308</td>
</tr>
<tr>
<td>228 Pleasant Street</td>
<td>380</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>380</td>
</tr>
<tr>
<td>Connecting Activities</td>
<td>1,449</td>
<td>36,890</td>
<td>36,532</td>
<td>-</td>
<td>358</td>
<td>1,807</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>1,794</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,794</td>
</tr>
<tr>
<td>Special Education in Institutional Settings</td>
<td>(150,046)</td>
<td>8,888,748</td>
<td>8,880,033</td>
<td>10,280</td>
<td>(1,565)</td>
<td>(151,611)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$ 404,026</strong></td>
<td><strong>$ 29,284,443</strong></td>
<td><strong>$ 29,193,234</strong></td>
<td><strong>$ 126,839</strong></td>
<td><strong>$ (35,630)</strong></td>
<td><strong>$ 368,396</strong></td>
</tr>
<tr>
<td>Description</td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Account - Interest Bearing</td>
<td>$1,155,699</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PeoplesBank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cash - Interest Bearing</td>
<td>$1,155,699</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking and payroll accounts - PeoplesBank</td>
<td>41,314</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petty cash</td>
<td>400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cash</td>
<td>$1,197,413</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash is presented in the financial statements as follows:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General fund</td>
<td>$1,197,413</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The names, duties and total compensation of the five most highly compensated employees:

<table>
<thead>
<tr>
<th>Name</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Diehl, Executive Director</td>
<td>$170,076</td>
<td>$172,440</td>
</tr>
<tr>
<td>Woodbury Clift, Director of DYS Project</td>
<td>143,857</td>
<td>133,382</td>
</tr>
<tr>
<td>Cecelia Buckley, Director of Licensure</td>
<td>139,212</td>
<td>149,848</td>
</tr>
<tr>
<td>Theresa Senio, Director of SEIS Contract</td>
<td>137,295</td>
<td>129,061</td>
</tr>
<tr>
<td>Barbara Siegel, Director of Finance</td>
<td>136,380</td>
<td>125,276</td>
</tr>
</tbody>
</table>

Compensation includes salary and all fringe benefits.

2. Transactions between the Collaborative and any related for-profit or non-profit organization, as defined by M.G.L. c.40, §4E:

None

3. Amounts expended on services for individuals aged 22 years and older:

None

4. The amounts expended on administration and overhead:

<table>
<thead>
<tr>
<th>Administration and overhead</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,275,963</td>
<td>$3,338,800</td>
</tr>
</tbody>
</table>

5. Accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

6. Transactions or contracts related to purchase, sale, rental or lease of real property:

Month to month lease of classroom space:
- All Saints Episcopal Church - South Hadley $1,692
- Flywheel Arts Collective - Easthampton 1,900
- Palmer Redevelopment Company - Palmer 6,525
- First Congregational Church - Hatfield 570
- United Church of Ware - Ware 3,610

Month to month lease of administrative space:
- 123 Hawley Street LLC - Northampton 56,370

Mortgage payment - Principal
- Interest

$70,667

$83,644

$70,246

$153,890
7. Cumulative Surplus Calculation:

At the end of each fiscal year unexpended general funds may be carried forward and used in subsequent budget cycles, however, in no event should cumulative surplus funds as defined under 603 CMR 50.07(9) exceed 25% of the previous year’s general funds expenditures.

Definitions:

General Fund – Accounts for all financial resources except those required to be accounted for in another fund (mostly all core services and general administrative support)

Unexpended General Funds – Defined as current surplus (excess revenues over expenditures)

Cumulative Surplus – The addition of prior year surplus funds to current year surplus funds with certain adjustments

<table>
<thead>
<tr>
<th>FY17 Cumulative Surplus Calculation</th>
<th>Page(s) in Financial Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(A)</em> Voted cumulative surplus as of 6/30/16</td>
<td>$ (171,435) P. 31 (FY16)</td>
</tr>
<tr>
<td><em>(B)</em> 1 Amount of <em>(A)</em> used to support the FY17 budget</td>
<td>-</td>
</tr>
<tr>
<td>2 Amount of <em>(A)</em> returned to member districts</td>
<td>-</td>
</tr>
<tr>
<td><em>(C)</em> Unexpended FY17 general funds</td>
<td>160,885 P. 26</td>
</tr>
<tr>
<td><em>(D)</em> Cumulative surplus</td>
<td>$ (10,550)</td>
</tr>
<tr>
<td><em>(E)</em> FY17 Total general fund expenditures</td>
<td>$ 9,035,779 P. 26</td>
</tr>
<tr>
<td><em>(F)</em> FY17 cumulative surplus percentage</td>
<td>-0.12%</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors
Collaborative for Educational Services

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Collaborative for Educational Services, (a nonprofit organization), which comprise the statements of net position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated __________________.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Collaborative for Educational Services' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Collaborative for Educational Services' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Hartford * Hamden * Holyoke

35
Compliance and Other Matters

As part of obtaining reasonable assurance about whether Collaborative for Educational Services' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization’s internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the Organization’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Holyoke, Massachusetts
INDEPENDENT AUDITORS’ REPORT ON COMPLIANCE FOR EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To The Board of Governors
Collaborative for Educational Services

Report on Compliance for Each Major Federal Program

We have audited Collaborative for Educational Services’ compliance with the types of compliance
requirements described in the OMB Compliance Supplement that could have a direct and material effect on
the Collaborative for Educational Services’ major federal program for the year ended June 30, 2017.
Collaborative for Educational Services’ major federal program is identified in the summary of auditors’
results section of the accompanying schedule of findings and questioned costs.

Management’s Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions
of its federal awards applicable to its federal programs.

Auditors’ Responsibility

Our responsibility is to express an opinion on compliance for the Collaborative for Educational Services’
major federal program based on our audit of the types of compliance requirements referred to above. We
conducted our audit of compliance in accordance with auditing standards generally accepted in the United
States of America; the standards applicable to financial audits contained in Government Auditing Standards,
issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of
Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit
Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require
that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the
types of compliance requirements referred to above that could have a direct and material effect on a major
federal program occurred. An audit includes examining, on a test basis, evidence about Collaborative for
Educational Services’ compliance with those requirements and performing such other procedures as we
considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal
program. However, our audit does not provide a legal determination of Collaborative for Educational
Services’ compliance.
Opinion on Each Major Federal Program

In our opinion, Collaborative for Educational Services complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of Collaborative for Educational Services is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Collaborative for Educational Services' internal control over compliance with the types of requirements that could have a direct and material effect on its major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for its major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Collaborative for Educational Services' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purposes.

Holyoke, Massachusetts
I. SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors’ report issued:  
Unmodified

Internal control over financial reporting:
• Material weakness(es) identified?
  ___ yes  ___ no
• Significant deficiency(ies) identified not considered to be material weakness(es)?
  ___ yes  ___ none reported
  ___ yes  ___ no

Noncompliance material to financial statements noted?

Federal Awards

Internal control over major programs:
• Material weakness(es) identified?
  ___ yes  ___ no
• Significant deficiency(ies) identified not considered to be material weakness(es)?
  ___ yes  ___ none reported

Type of auditors’ report issued on compliance for major programs:
Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)?
  ___ yes  ___ no

Identification of Major Programs

CFDA Number
84.027

Name of Federal Program or Cluster
Special Education – Grants to States (IDEA, Part B)

Dollar threshold used to distinguish between Type A and Type B programs:
$750,000

Auditee qualified as low-risk auditee?
  ___ yes  ___ no

II. FINANCIAL STATEMENT FINDINGS

None

III. FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS

None
There were no findings or questioned costs disclosed for the year ended June 30, 2016.
HIRES AND SEPARATIONS
SEPTEMBER – NOVEMBER 2017

MEMBERS of the Collaborative for Educational Services

**Hampshire County**
- Amherst-Pelham Regional Schools
- Easthampton Public Schools
- Hatfield Public Schools
- Southampton Public Schools
  Smith Vocational & Agricultural School
- Belchertown Public Schools
- Hadley Public Schools
- Pelham Public Schools
- Westhampton Public Schools
- Chesterfield-Goshen Public Schools
- Hampshire Regional Schools
- South Hadley Public Schools
- Williamsburg Public Schools

**Franklin County**
- Conway Public School
  * Deerfield Public School
  * Gill-Montague Regional
  * Mohawk Trail Regional
  * RC Mahar Regional
  * Wendell Public School
- Frontier Regional School District
- Leverett Public School
- Pioneer Valley Regional
- Sunderland Public School
- Erving Elementary School
- Greenfield Public Schools
- New Salem School
- Rowe Elementary School
- Whately Public School
- Franklin County Technical School
- Hawlemont Regional
- Orange Public School
- Shutesbury Public School

97 Hawley Street
Northampton, MA 01060
413.586.4900 | 413.586.0180 fax

**Everyone is a learner**
<table>
<thead>
<tr>
<th>HIRES AND SEPARATIONS  SEPTEMBER 22, 2017 - NOVEMBER 8, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIRES</strong></td>
</tr>
<tr>
<td>Last</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>LUGO</td>
</tr>
<tr>
<td>MUSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SEPARATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>PRANSKY</td>
</tr>
</tbody>
</table>

* Full-time: 35 + hrs/wk
* Part-time 20 - 34 hrs/wk
<table>
<thead>
<tr>
<th>HIRES AND SEPARATIONS SEPTEMBER 22, 2017 - NOVEMBER 8, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIRES</strong></td>
</tr>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>BROWN, LAUREN</td>
</tr>
<tr>
<td>LAWTON, MARK</td>
</tr>
<tr>
<td>LIN-MRIUK, MICHAEL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEPARATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
</tr>
</tbody>
</table>

* Full-time: 35 + hrs/wk
* Part-time 20 - 34 hrs/wk
CES BOARD OF DIRECTORS

CONFLICT OF INTEREST STATEMENT
Collaborative for Educational Services

Rules Governing Conflict of Interest for Board Members

All members of the Board of Governors are subject to the Commonwealth’s Conflict of Interest Law. If in doubt about any perceived, potential or real conflict between the interests of the Collaborative and the personal, professional or financial interests of the individual, the Board member is advised to request clarification from the Executive Director of the Collaborative or the State Ethics Commission (888) 485-4766. A copy of M.G.L. Chapter 268A is available in the Human Resource Department and on-line at www.mass.gov/ethics. Highlights of the general rules include:

1. Family Considerations:
   a. A conflict of interest exists for a Board member if a member of the Board member’s immediate family is an employee of the Collaborative.
   b. A member of the immediate family, as defined by the Collaborative, includes father, mother, stepfather, stepmother, brother, sister, grandparents, father-in-law, mother-in-law, son, daughter, son-in-law, daughter-in-law, wife, husband or domestic partners.

2. Board members may not ask for or accept gratuities from any organization or individual who does business or seeks to do business with the Collaborative. Board members are prohibited from accepting gifts or gratuities with a value in excess of $50 from persons in a position to benefit from programs of the Collaborative or from doing business with the Collaborative. It is the practice of the agency that any honoraria provided employees and/or Board members is put into a Program’s revolving account for use by the Program. Anyone with a question regarding the offer of a gift should request clarification from the Executive Director of the Collaborative or the State Ethics Commission (888) 485-4766. A copy of M.G.L. Chapter 268A is available in the Human Resources Department and on-line at www.mass.gov/ethics.

3. Board members may not disclose information about individuals served by the Collaborative or other confidential data or material gained or learned as a Collaborative Board member.

4. Board members may not use or permit others to use Collaborative resources for political or private purposes unless specifically authorized by the Executive Director or his/her designee. Resources that are off-limits for this purpose include, but are not limited to, agency staff, office computers, email, voice mail, telephones, fax machines, postage machines, copiers and company letterhead.

5. Board members must not benefit personally from any acquisitions or purchases by the Collaborative.

6. Board members must not take any action that could create an appearance of impropriety, such as rendering services to students, parents of students, or to school districts in Massachusetts by private agreement when such services would normally be contracted through the Collaborative.

Everyone is a learner
I ACKNOWLEDGE RECEIPT OF THE COLLABORATIVE FOR EDUCATIONAL SERVICES’ CONFLICT OF INTEREST POLICY. I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO GET CLARIFICATION, IF NEEDED, FROM THE MASSACHUSETTS ETHICS COMMISSION AND TO COMPLY WITH THIS POLICY.

________________________________
Name of Board Member (please print)

____________________________
District Represented

____________________________
Date

____________________________
Signature
EXECUTIVE DIRECTOR

REPORT TO THE BOARD OF DIRECTORS

November 15, 2017

MEMBERS of the Collaborative for Educational Services
Hampshire County
Amherst-Pelham Regional Schools * Amherst Public Schools * Belchertown Public Schools * Chesterfield-Goshen Public Schools
Easthampton Public Schools * Granby Public Schools * Hadley Public Schools * Hampshire Regional Schools
Hatfield Public Schools * Northampton Public Schools * Pelham Public Schools * South Hadley Public Schools
Southampton Public Schools * Ware Public Schools * Westhampton Public Schools * Williamsburg Public Schools
Smith Vocational & Agricultural School
Franklin County
Conway Public School * Deerfield Public School * Erving Elementary School * Franklin County Technical School
Frontier Regional School District * Gill-Montague Regional * Greenfield Public Schools * Hawlemont Regional
Leverett Public School * Mohawk Trail Regional * New Salem School * Orange Public School
Pioneer Valley Regional * RC Mahar Regional * Rowe Elementary School * Shutesbury Public School
Sunderland Public School * Wendell Public School * Whately Public School * Shutesbury Public School

Everyone is a learner
EXECUTIVE DIRECTOR’S REPORT TO THE BOARD OF DIRECTORS
November 15, 2017

Dear CES Board Members:

Each year, our November meeting is a time of looking back at the previous fiscal year as well as assessing our progress in FY2018. At our November meeting, the Board reviews and approves two important documents. The first is the Annual Report, required by the Department of Elementary and Secondary Education (ESE), that details the activities of CES in FY2017 and provides participation numbers, key impacts and outcomes, indicators of cost-effectiveness, and alignment with CES’s goals and objectives. The report runs over 60 pages and is a collaborative effort across the agency, ably managed and compiled by Kathy Levesque, the Director of Business Development and External Relations. The second significant document is the Annual Audit, ably managed at CES by Barbara Siegel, Director of Finance and Operations, and Rebecca Lincoln, Assistant Director of Finance.

As both reports document, CES had a very successful year and is poised for continued success, some expansion, and sustainability into the future. While more complete details are in these two reports, I’d like to share some of the highlights.

From the Annual Report, a few highlights are:

- CES provided a range of direct services to children, youth, and families. These included CES programs in Special Education, alternative education, afterschool, internships, career-technical education, and early childhood programs. Combined, these programs touched over 3,262 individuals in our member districts, as well as other school districts. In addition to our Special Ed programs -- HEC Academy and CBWE – we served 750 students in afterschool programs, 850 in our Perkins Consortium and Connecting Activities programs, and 1,588 children and families through our Early Childhood department.

- Over 5,500 educators participated in CES professional development (PD). CES conducted open enrollment or district-based PD workshops, institutes, coaching, and other educator supports in all grade levels. CES also continued its highly successful Licensure program, with 664 course registrations, 29 course offerings, and 62 program completers who were endorsed for their initial license.

- CES provided many more services to member districts and beyond in FY17. These included: the Strategic Initiative for Families and Youth (SPIFFY) and Community Health Solutions; the regional Title III Consortium; Special Education services, mainly to member districts in areas including itinerant speech and language services, Assistive Technology, Occupational Therapy, and other special education services; alternative education offerings including Mount Tom Academy; and cooperative purchasing programs that enable our collaborating districts to achieve estimated cost savings of 5-10%; and much more.

- CES also continued to manage three large-scale statewide projects in FY17: 1) CES provided all of the staffing, staff development, evaluation and program improvements for the educational programs under the auspices of the Department of Youth Services; 2) CES also continued conducting similar work under a contract with the ESE for Special Education in Institutional Settings (SEIS); and 3) CES continued to manage multiple trainings across the state in assessment for pre-school and kindergarten teachers though grants from EEC and ESE.
These statewide efforts have brought added capacity to CES to serve our member districts and have kept costs to districts down through economies of scale.

On the fiscal side, I am pleased to report that the Annual Audit was successfully completed and the independent auditors had no findings. Among the many positives captured in the audit are:

- The total revenues for FY17 were $38,481,107 (not including pension revenue and offsetting expenses). This was a slight decrease – 0.71% -- in revenue from FY16 but still represented an increase from other years.

- Total expenditures for FY17 were $38,355,852, resulting in lower expenditures than revenues. This was a decrease – 1.51% -- in expenditures from FY16.

- As a result, CES had $125,255 excess revenue over expenses (not including depreciation), an impressive increase of $252,062 from the deficit in 2016 of ($126,807).

- Of the revenue, $9,196,664 was in the general fund (a $1,048,975, or @13%, increase from $8,147,689 in FY16). This increase represents success in a goal of increasing our revenue and scope of work in the tuition, fee-for-service and administration categories.

- Total general fund expenditures in FY17 were $9,035,779, leaving revenues exceeding expenses by $160,885. This was a marked improvement from FY16 when expenses exceeded revenues by ($114,866) and reflects a return on investment of building CES staff capacity in targeted Special Education and professional development services.

- Special Revenue Fund: Of the revenue, $29,284,443 was in the special revenue fund and reflects primarily federal and state grants and contracts. Total special revenue fund expenditures were $29,320,073, leaving expenses exceeding revenues by ($35,630). This difference reflects expenses incurred by programs using allowable funds that were held over from previous years.

- In FY17, CES received and managed 56 new or continuation local, state, federal, private, and foundation grants and contracts. This was a reduction from the 60 in FY16, and both years were a decrease from 75 in FY15. This trend reflects the continuing reduction in available grants from both state and federal sources. In this regard, CES recognized special fund revenue of $29,284,443, a decrease of $823,670 from the FY16 special fund revenue of $30,108,113. At the same time, expenses associated with the grants and contracts also decreased, with a total of expenses over revenues of $35,630.

These are all impressive results from FY2017. And they are the result of close collaboration with local districts, educators, caregivers and community partners; an engaged Board of Directors; two invested Superintendent Steering Committees; and regional and state partners. Most importantly, these successes result from an impressive staff at CES. We are so fortunate to have so many people working for and with us who are undauntedly determined to make positive impacts on all the lives they touch.

Best regards,

[Signature]

On the following pages are a few highlights of CES’s recent work. The highlights are arranged according to our strategic goals.
STRATEGIC GOAL 1: MEETING MEMBER DISTRICT NEEDS by collaborating to build needed strength and capacity based upon recognition of current and upcoming demands and trends in education.

SELECTED / REPRESENTATIVE ACTIVITIES

- A full slate of **fall professional development open-enrollment workshops** is successfully underway, and our winter / spring offerings are in development. These workshops primarily serve **educators in our member districts**. Among the topic areas addressed include English Language Arts; Literacy Development; Educational Technology; Science; Struggling Learners; Social Justice and Equity; Social Emotional Learning; ways to support Special Ed students and English Language learners in the classroom; and Attorney Tate’s popular presentation on Legal Issues for Schools (which just happened today, November 15).

- Also of recent note, we recently offered a successful **Building Relational Culture in Schools** 2-day workshop and we currently have two teacher and one administrator **SEI endorsement courses** running through open enrollment.

- SPIFFY held **two Youth Mental Health First Aid workshops** in collaboration with Baystate Wing and Mary Lane hospitals.

- We have gotten **38 new site-based professional development contracts** since September 10, 2017. We are proud to be able to provide custom on-site PD for our members and non-members in the Pioneer Valley and across the state. **As a few examples**:
  - Albert Mussad is continuing his work again this year with **Northampton** in development of their **ELL curriculum** as well as beginning his work in **Amherst** around the **Planning for Success Model**.
  - Laurel Peltier has continued her work on **performing Transition Assessments** for several local school districts.
  - Safire DeJong and Ro Siegel continue their work leading the **Easthampton Public Schools “School Culture Transformation Steering Committee.”**
  - Casey Daigle is continuing her work in **Belchertown** on **effective integration of technology into the curriculum**. She is working with two new and two returning cohorts throughout the 2017-18 school year.

- In our **Alternative Youth Services** area, CES very recently received notice that we were **one of five recipients of the STEM Paid Internship grant for Massachusetts**. In coordination with the **Franklin/Hampshire Regional Employment Board**, CES will **establish twenty (20) paid internships** in STEM fields for students in **Hampshire and Franklin Counties during FY'18**. As part of this effort, CES is meeting with a representative of the UMass School of Engineering to map out known STEM partnerships and connections in all of Franklin and Hampshire counties, and to brainstorm effective partnering strategies in which “blocks” of students can be placed with employers. As part of the approach to establishing these internships, the director of Alt Youth Services attended the November 14 statewide STEM Summit in Worcester, MA.

- CES’s **Perkins Consortium** grant, involving **South Hadley, Easthampton, and Amherst**, was also submitted recently, with programming in partnership schools already underway.
As soon as the grant is approved, supplies and materials will be ordered and delivered to school programs ranging from carpentry to culinary, robotics, engineering, graphics, early childcare, and more. CES is discussing the possibility of expanding the Perkins consortium to include other schools in the Valley.

- **CES’s Connecting Activities**, designed to connect high school students with career exploration and experience, is off to a strong start with students from several districts attending multiple career-related events in the Valley. These include the Women in Engineering and Computing Career Day at the University of Massachusetts-Amherst, and the Turners Falls High School “Trades Day” that was held November 6.

- The **SPIFFY Coalition** held a Data Release Coalition meeting in October in partnership with Hampshire HOPE. Our **Research and Evaluation department** did extensive analysis and synthesis of the data from all the school districts in Hampshire County. Over 80 partners attended. Participants learned about the 2017 SPIFFY Prevention Needs Assessment Survey results, including trends from the past 12 years of surveying. In addition, Cherry Sullivan, Hampshire HOPE Coordinator, received the annual SPIFFY Prevention Champion Award.

- SPIFFY also co-sponsored the annual Safe Schools Summit with the Northwest District Attorney’s Office and Communities That Care Coalition of Franklin County. Over 125 school and community partners from **Franklin and Hampshire Counties** participated.

- Supported by **targeted grants**, CES’s **Community Health Solutions staff** and Healthy **Hampshire** staff have been very active in supporting communities with projects that improve health and wellness and support wrap-around services for schools. A few examples since the start of the school year include:
  - Implementing a contract with **Cooley Dickinson Hospital** to assess barriers to getting mammograms for low income and Latinas in **Northampton and Amherst**. CES is contracting with Lillian Torres, former Director of Casa Latina, to implement the assessments.
  - Training over 30 volunteers, social service agency staff, and farmers market managers and vendors on the Healthy Incentives Program to help **low-income shoppers access fresh, local fruits and vegetables**.
  - Holding three regional meetings and several one-on-one meetings with key partners to start a conversation about establishing an alternative distribution system that would **more effectively deliver fresh fruits and vegetables to low-income and mobility impaired residents** in Hampshire County.
  - Assisted with and helped to fund an initiative by the Jacob’s Ladder Business Association and the **Worthington Trails Committee** which led to the release of maps that highlight accessible walking paths in their communities.
  - Assisted with and helped to fund an initiative of the **Town of Williamsburg** in which they held a “Revelation Day” event. At this event, the partners demonstrated and gathered feedback on several improvements to Williamsburg Village Center that would encourage every-day walking among residents and visitors.

- **Our Early Childhood Department** also conducted a variety of professional development since the last Board meeting. As examples, the department staff:
  - Completed delivering an online course for **Social Emotional Learning / APL**.
Held the first meeting of Public Preschool Teachers Professional Learning Community.

Held Trauma-Informed Care workshop for Greenfield Public Schools.

Held Difficult Conversations workshop for 9 participants in Greenfield.

Held SJE workshop for 10 participants, and Sensory Workshop for 12 in Holyoke.

Is following up on several requests for additional on-site PD work in our districts.

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**STRATEGIC GOAL 2: FOSTERING THE SUCCESS OF CHILDREN, YOUTH AND FAMILIES, WITH A FOCUS ON THOSE PLACED AT RISK** – by providing educational programs, policies and practices that foster the success of families, youth and children.

**SELECTED/REPRESENTATIVE ACTIVITIES – Early Childhood**

**Coordinated Family and Community Engagement (CFCE)**

- Through the Coordinated Family and Community Engagement (CFCE) grant from the Department of Early Education and Care, our Early Childhood Department has implemented many programs and services since our last meeting. As examples:

  - Our first Spanish Programming workshop, “Early Reading Skills/Habilidades de Lectura Temprana” was held on Oct 21. We had 11 parents/caregivers and 14 children.

  - Eleven “Puzzle of Parenting” workshops have been run between October 1 and November 15. These included:
    - Hola Amigos y Amigas/Hello Friends (two times)
    - Grandparents, Let’s Talk
    - Positive Solutions (four sessions)
    - Early Reading Skills (three times)
    - Baby Sign Language
    - Young Scientists
    - Raising Bilingual Children
    - Parent Conversations (first 2 sessions)

  - Our Family Centers also held Halloween activities. As examples, the Belchertown Family Center took a trip to the Belchertown Senior Center to decorate pumpkins with the seniors; the Easthampton Family Center held their annual Halloween Parade at Easthampton High School; and the Ware Family Center held a hayride and pumpkin picking event on October 25th.

**Parent Child Home Program – Family Child Care (PCHP-FCC)**

- This program provides services to family child care providers in our 17 CFCE towns/communities service area, as well as Northampton and Hadley.

- 27 out of 30 families targeted for PCHP are currently enrolled.

- The month of October was devoted to recruiting family childcare educators for our 24-week program that began the last week in October 2017 and will run through the end of May 2018.
By the end of October, we had reached out to all eligible FCC educators serving families in our CFCE towns to offer this free early literacy and quality improvement program and had achieved full capacity by enrolling six FCC educators. We are pleased that three of the educators who will participate in this year’s program are in the top priority category of criteria established by EEC and the remaining three are in the second priority category.

BHN-Early Childhood Mental Health (ECMH)

- Number of cases currently open: 13 children and families and 5 classrooms
- Number cases closed (October): 6
- Expulsions prevented: 6
- Number of programs currently being served: 13

SELECTED/REPRESENTATIVE ACTIVITIES – Special Education

Current Enrollment:

- **31 Total;** Academy = 28, CBWE = 3
- **Members:** 13 Districts; 21 students
  - 68% Total enrollment; 75% Academy Enrollment

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- **Non-Members:** 4 Districts; 10 students
  - 32% total enrollment
  - 100% CBWE enrollment (all Springfield)

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HIGHLIGHTS

HEC Academy:

- Dual Enrollment
  - An Academy Student who is attending HCC has joined the ALAANA (Asian, Latino, African, and Native American) Club.
Based on midterm grade, this student is one of our best performing dual-enrolled students to date; he also takes the PVTA to and from class and is actively supporting other students who are interested in dual-enrollment.

Two additional students looking to dual enroll for the spring semester.

- Students and staff are planning to participate in Monte’s March supporting the Food Bank of Western Massachusetts on November 20th.
- This year, our tech platform was switched over to Chromebooks, which is a definite improvement over using the laptops; this has resulted in overall greater student engagement with the technology.
- Google Classroom training (with Casey Daigle-Matos and Safire DeJong) is going well; the platform is well-liked, and all teachers are piloting it in at least one class.

MCAS results:
- ELA = 10/10 students passed the exam with 3 Needs Improvement; 6 Proficient; and 1 Advanced
- MATH = 8/13 students passed with 3 Needs Improvement; 4 Proficient; and 1 Advanced
- Biology = 10/13 students passed with 4 Needs Improvement; 5 Proficient; and 1 Advanced

CCATT:
- Jeanne Tuthill, Erin MacEachen, and Sherry Smith presented a 3 hour workshop to a group of DESE staff on 9/28. The workshop, Introduction to Assistive Technology Planning Using the SETT Framework, focused on an introduction to the framework that helps guide AT decision-making, as well as a brief introduction to AT tools and barriers to implementation. It was very well-received by the Department.

Berkshires Project:
- The Program application has been submitted to DESE (it is huge!).
- Our Berkshires Project Manager, Jodi Drury is in the process of hiring staff and setting up professional development.
- We fully expect to open the program in January, 2018.

Mount Tom:
- Nine students are enrolled at Mount Tom. This includes four member districts: Greenfield (1); Hatfield (1); Hampshire Regional (4); RC Mahar (2). In addition, 1 student is from Hampden-Wilbraham.

SELECTED/REPRESENTATIVE ACTIVITIES – Afterschool Programs

- CES manages twelve after-school sites, most located in Hampshire and Franklin Counties. All are up and running. Some highlights of autumn time programming include:
  - The Amherst Regional Middle School’s 21st CCLC after school program has embarked on Year One of its three year long Exemplary Grant. This is their first foray into the very competitive Exemplary grant cycle. Session 1 enrichment activities include: Food Sustainability in partnership with Brookfield Farms; Dancing for Change; and Youth Leadership Club.
The brand new 21st CCLC site at **West Springfield High School** started its first session ever. Some of the exciting activities and projects students are engaging in include: Video Production; Practical Finances; and a Service Learning Club. In addition, some of West Springfield School’s guidance counselors will be conducting outreach efforts to students missing too much school or have dropped out of school altogether. They will travel to these students' homes to meet with their families (with the families consent) and recruit these students to attend an off campus academic support program to help improve their letter grades and recover lost student attendance hours.

**SELECTED/REPRESENTATIVE ACTIVITIES – Special Education in Institution Settings**

Through a contract with ESE, SEIS provides Special Education services to; the Department of Youth Services (DYS); County Houses of Correction (CHC); the Department of Mental Health (DMH); and the Pappas Rehabilitation Hospital for Children (formerly the Massachusetts Hospital School). Activities since the September Board meeting include:

- Two Statewide Professional Development days for SEIS DYS/CHC teachers in partnership with our general education colleagues.
- Two Professional Development days were held for SEIS DMH teachers focusing on Writing Across the Curriculum and Future Ready training.
- One Professional Development day for Pappas teachers focusing on implementing effective assessments using the SEIS curriculum materials.
- Implementing of the revised teacher evaluation system with increased alignment to the state rubric.
- Implementation of Content Based Learning Teams (CBLTs) and Afternoon Work Groups (AWGs) for all SEIS teachers.
- In DMH, five successful open houses or parent engagement activities were held as a result of collaboration between program and school staff (i.e. clinical, parent partners and teachers).
- Roll out of the pilot Family Handbook began in CenterPoint (DMH).

**SELECTED/REPRESENTATIVE ACTIVITIES – Department of Youth Services (DYS)**

A few of the many highlights from DYS since the last Board meeting include:

- Two Statewide Professional Development days for more than 150 general educators was held in Norwood on Oct. 3rd and 4th with a focus on content knowledge.
- DYS Coordinators participated in two days of G-Suite (Google) for Educators training as part of our 3rd phase of expanding the use of Google Classroom and Chromebooks throughout DYS treatment programs.
- Labor and Management continue to bargain the new contract and are making steady progress.
- Health and Wellness Teacher, Eric MacDonald, was celebrated for saving the life of a client.
by performing the Heimlich and dislodging the food. The Mayor of Methuen, the Commissioner of DYS, our Executive Director, our DYS Education Director, and the Regional and Assistant Regional Education Coordinators all joined in the ceremony.

STRATEGIC GOAL 3: DEVELOPING EXEMPLARY EDUCATORS - through the delivery of high-quality and distinctive professional development.

SELECTED / REPRESENTATIVE ACTIVITIES (PLEASE ALSO SEE GOAL 1)

- We are teaching 2 sections of the Understanding and Teaching Students in Poverty courses sponsored by the Department of Elementary and Secondary Education. These courses are in collaboration with Lesley University. Lesley University is offering the fall semester course. Audrey Morse will be offering the Spring Semester course here in Northampton.

- The first Cohort of EEPLI (Educational Equity and Personalized Learning Institute) began on October 11. We are excited to bring PD in the area of Personalized Learning to our members.

- In the past year, Rich Cairn and the Library of Congress Teaching with Primary Sources Program at CES worked with CES EL and Special Education specialists to create two 1-credit graduate courses (through Westfield State) and has since taught them all over Massachusetts. The courses are: 1) Accessing Inquiry for Students with Disabilities through Primary Sources - 6 sessions (including Northampton twice); and 2) Accessing Inquiry for English Learners through Primary Sources - 2 sessions (Greenfield and Easthampton). In September and October, Rich taught the EL course in Kansas and in Pennsylvania through our sister Education Service Agencies, and is working with EL and Social Studies leaders there who will offer future workshops.

- Laurel Peltier is co-facilitating the Holyoke Special Education Task Force. The is a gathering of parents, educators and community members to engage in a year of action planning to strengthen the special education programs in the Holyoke Public Schools. In addition, Sharon Jones is consulting with the Donahue School in Holyoke on a weekly basis to observe and make recommendations on the inclusion programs at the school.

- We have begun our PD work at the Sabis Charter Schools, as discussed at the last Board meeting. CES specialists are consulting with them on their CPR (Coordinated Program Review) report in the areas of MTSS, ELL and Special Education.

- Casey Daigle and Suzanne Judson-Whitehouse have offered multiple well-attended Makerspace workshops for teachers at Assabet Valley Collaborative as well as a variety of in-district Makerspace offerings.

- The Assessment for Responsive Teaching (ART) project held eight separate trainings for early educators in the month of October. 180 educators attended these trainings and received CEU certificates.
  - Three Using Observation Skills for Planning and Assessment trainings were held in Springfield, Framingham, and Northampton.
  - Three Teaching Strategies GOLD Online trainings were held in Lawrence, Wellesley, and Lynn. The Lynn training was in Spanish.
  - Two Understanding and Implementing Developmental Screening trainings were held in Lawrence and New Bedford.
In addition, three separate ART Professional Learning Communities were arranged and scheduled to follow each of the GOLD trainings. The goal is to give participants hands-on practice using the tool with real data from educators’ classrooms.

- We continue to offer a MA Focus Academy course entitled **Collaborative Co-Teaching in the Inclusive Classroom**.

**In Educator Licensure and Credentialing:**

- Registration for the winter semester began today, November 15, 2017.
- The recent changes from ESE, which allows for individuals to complete their license via board review, will most likely present some new challenges for our program.
- The Governor’s Reading Recovery cut has been re-instated by both the Senate and the House, this will allow our programs to continue. The funding may not cover 100% of the cost, we will be notifying districts by the end of December if there will additional costs for the programs and what those costs will be.
- SEI Endorsement Center is currently conducting 6 SEI Teacher Courses and 1 SEI Administrator course.

**ADDITIONAL SELECTED HIGHLIGHTS**

**Business Development and External Relations**

- Our Communications team completed the **end of year report to ESE** for the November Board meeting. The glossy **Annual Highlights Report** is in its final stages and will be sent to print early in December.

- **New brochures and messaging** are almost complete for North Berkshire Academy and HEC Academy. These should be completed in November.

- Meetings with CCATT and OTC consultants continued in November to review proposed **messaging/branding updates** for those centers. We hope to finalize the messaging and move forward to develop new branding and collateral during December and January.

- Market research survey fielded for CCATT and OTC, and interviews underway during November/December.

- Working with the Cabinet, our Development Director has created an updated protocol and set of criteria/considerations for CES stakeholders to use when decided to pursue or not pursue a grant opportunity.

- The Development staff has created detailed records for all thirty-six of the agency’s FY18 grants in Salesforce. **This new system will create a new level of accuracy and systematization and link more directly to Business Office records**. Similarly, the hard-copy filing system for all grants was re-organized using a customized labeling system. The grants are now divided more clearly by year and within each year by funder. Each grant file will now contain the RFP, the application, post-submission business documents, and program reports.

- Marketing has begun for the **January Technology in Education Conference**.

- **Giving Tuesday** is November 28th, and CES is conducting outreach on behalf of our student program fundraising efforts via email and social media throughout the month.
Development - New Grants / Funding Applications – 9/22-11/10/17

- Submitted Early College Preliminary Designation application to the Department of Higher Education for the DYS Program. Partners included Holyoke Community College, Bunker Hill Community College, Quincy College, and the Urban College of Boston. The Early College model accelerates pathway-oriented, well-supported college level course taking in high school and will greatly benefit our DYS students. The decision is pending.

- Submitted an application for 21st Century Community Learning Centers - Enhanced Programs for Students on an IEP to MA DESE. Requested $16,000. The following sites requested these amounts: Converse Middle School (Palmer), $7,500; Philip G. Coburn Elem. (W. Springfield), $8,500. Award decision pending.

- Submitted an application for the Title III Program to MA DESE for a consortia including the following districts:
  - Franklin County: Frontier Regional and Union #38 School District, Greenfield Public Schools, and Ralph C. Mahar Regional School District.
  - Hampshire County: Amherst-Pelham Regional School District, Belchertown Public Schools, Easthampton Public Schools, Granby Public Schools, Hadley Public Schools, South Hadley Public Schools, Hampshire Regional School District, Northampton Public Schools, and Ware Public Schools.

  Requested $88,579. Award decision pending.

- Submitted an application for the Perkins Secondary Program to MA DESE. The partnering districts are Amherst-Pelham Regional School District, Easthampton Public Schools, and South Hadley Public Schools. Requested $67,046; award decision pending.

- Submitted a re-application to the Barr Foundation titled "Powertown in the 21st Century: Access to the Wider Learning Ecosystem for All Secondary Students in the Gill-Montague Regional School District." This request for planning funds would support an 18-month community planning process aimed at transforming Turners Falls High School to give all TFHS students access to competency-driven pedagogy, community-based and early college experiences, and a high-performing school culture that can innovate as economic and social conditions and student needs change. The request was for $199,980 and the award decision is pending.

Research and Evaluation

Research and Evaluation department staff are supporting public schools, other partners, and CES with several program evaluation projects. Current or recent projects include:

- Analysis of youth survey data from middle and high schools throughout Hampshire County.

- Data visualization and talking points for SPIFFY presentation to Hampshire County youth and prevention leaders in October.

- Consultation on Youth Risk Behavior Survey results for the Hampden-Wilbraham school district.
• Key informant interviews **supporting Drug-Free Community Coalitions in Easthampton and South Hadley.**

• Design of evaluation approaches to **support four key areas of CES work**: Program Effectiveness, the CES re-organization, Social Justice and Equity, and Human Resources.

• Collaborative **design of after-school program evaluation** with site coordinators and program administrators, including establishment of data sharing agreement with public schools to integrate school and after-school data in evaluation.

**Finance and Operations**

Highlights from the **Business Office** include:

• Completion of 2017 Audit; completion of UFR.

• Continuing training for and implementation of Infinite Visions.

• Formation of a new Operations Team, with the first meeting scheduled for 11-16-17.

• As part of the re-organization, posted a new position - Supervisor of Support Specialists.

Highlights from the **Human Resources Office** include:

• Finalized Department Strategic Plan which is designed to intentionally position our department’s work to more closely align with the agency's mission, including its SJE efforts. We will be devoting additional staff time to recruitment, employee engagement and enhanced partnership with department heads and other organizational leaders. HR intends to regularly promote wellness and work-life balance by offering programs, through our health insurance carrier.

• Have begun working with Research & Evaluation in order to develop metrics which will assess critical human resource areas such as recruitment efforts, employee retention/turnover, job satisfaction.

• Communication and HR will be partnering to define and implement innovative recruiting methods in an effort to promote the benefits of working at CES.

• Coordinated a very successful employee orientation on October 19 - nearly 80 staff people attended. A wellness activity was conducted during this program.

• Continue to support and train hiring managers on Applicant Tracking.

• Started a series of supervisory professional development workshops on HR topics, including performance; conduct management; and Investigations and the just cause standard. Starting with SEIS Coordinators, planning to deliver programs to all CES supervisors across the state.

I hope you find this selection of recent activities informative and helpful. Please feel free to call me if you have any questions or want further information about the activities outlined in this report.
CES ARTICLES OF AGREEMENT

ADMITTING NEW MEMBERS
FOR CES BOARD MEETING – ADMITTING NEW MEMBERS

From the CES Articles of Agreement

SECTION VIII. Amendment of Agreement

This Agreement may be amended at any time. An amendment may be proposed through a written notice to the Board provided by any member or representative or by the Executive Director. Amendments must be passed by the affirmative vote of two-thirds of those representatives present at the meeting in which the vote is taken. Such amendments, as so voted, shall be mailed to each member no later than ninety (90) days preceding the end of the fiscal year, and shall become effective on the first day of the fiscal year following the approval of the amended Agreement by two-thirds of the members and the Board of Elementary and Secondary Education. Any admission of a new member or withdrawal of an existing member requires an amendment to this Agreement which must be approved by a two-thirds vote of the Board and approved by two-thirds of the members. No amendment to this Agreement will be valid until approved by the Board of Elementary and Secondary Education in accordance with M.G.L. C. 40, § 4E of the Massachusetts General Laws, as most recently amended.

SECTION IX. Admission of New Members

Membership shall be available to all school committees and charter school boards in Massachusetts. Application for new membership shall be in the form of a vote at a legally constituted meeting of the applying school committee or charter school board of directors to adopt and sign the “Agreement of the Collaborative for Educational Services.” A school committee or charter school board approved for membership subsequent to June 30, 2009 shall be designated as a non-founding member. The approved application from the applying school committee or charter school board of directors will be submitted to the Board. Upon a two-thirds approval of the Board, an amendment shall be prepared as outlined in Section VIII. Once an amendment to the Agreement (as outlined in Section VIII) is accepted by two-thirds of the members, and by the Board of Elementary and Secondary Education, the applicant school committee or charter school board of directors will become full, non-founding members. Membership of any such new member shall begin at the start of the new fiscal year provided that all requisite approvals for such admission, including that of the Board of Elementary and Secondary Education’s approval, shall be obtained no later than the preceding April 30.