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

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

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

We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.

*Everyone is a learner*

**FY14**

**IN MEMORIAM**

CES staff and HEC Academy students mourned the passing of Bob Haughton, a beloved and well-respected teacher at the Academy.

Guest speaker Aaron Feuer discusses data with members of the CES Curriculum Coordinators and Assistant Superintendents Professional Group. Feuer is cofounder and CEO of Panorama Education, a Boston-based data analytics company.

**FRONT COVER (clockwise from bottom right):**

- After School Program, Maple Elementary School, Easthampton
- Mount Tom Academy graduate Jessica Sheets (See Page 7)
- Louis, a member of the CES Special Olympics Team
- May 2014 at Northampton High School
- Hatfield Public Schools Technology Director Paul Duval (See Page 8)
The past year at the Collaborative for Educational Services (CES) was defined by change—in our leadership, policies, strategy and culture.

The first and biggest change came in January with the appointment of Dr. William Diehl as the agency's new Executive Director, succeeding our retiring long-time leader, Dr. Joan Schuman. After a nationwide search, it came as no surprise that my colleagues were impressed by Bill's familiarity with and dedication to the agency and its mission. In his former position as CES Deputy Director, Bill managed several successful initiatives and garnered support for our work through new partnerships, contracts, and grants.

Equally impressive, however, is Bill's passionate commitment to the concepts of collaboration and social justice. Over the past year, I have watched him bring these principles to life. In his new role, he has reached out to school and community leaders, developing new partnerships to further our work. He has re-engaged board members and superintendents in meaningful discussions about CES’s future through a strategic planning process. And, true to his values, he has enhanced awareness of the need for equity in the availability of educational experiences.

Many of these changes are subtle, but they are significant and timely. As new state regulations require all school districts to be associated with an educational collaborative, it is appropriate that we involve our members in helping us chart our future. The agency's revised Articles of Agreement and our updated Board By-laws reflect these new regulations.

Through all these changes, our core mission and values remain the same. But, as a ship makes adjustments to stay on course, we are responding and adjusting to our changing environment. As always, our ultimate goal is to ensure valuable educational opportunities for all young people and those who work with them.

Sincerely,

Lisa L. Minnick
Chair, Board of Directors

FY2014 has been a year of growth and change at CES. Since its inception in 1974, the organization has worked with schools and districts, educators, students, families, and community partners to enhance educational opportunities for children, youth, and families—especially those at risk of failure. In our 40th year, we identified emerging needs, developed resources, shared effective practices, provided exemplary programs, trained educators, and managed educational initiatives, all aimed at improving education for all learners.

CES had major leadership changes this year, including a change in the Executive Director position. Antonio Pagán, CTO, and Mike Ciesla, CFO, left CES for other positions. Technology found a new leader in Angela Burke. Frank Mertes became our new Director of Finance. Our Director of Early Childhood education, Barbara Finlayson, retired and was succeeded by Desirée Lalbeharie-Josias. SEIS Contract Administrator Kathy Titus was hired to lead the program for CES after Mary Lou Chapman left the role to work with SEIS at ESE. Len Lubinsky, founder and co-director of the Licensure program, also retired during FY14.

In the midst of these changes, our 36 member school districts continued their active involvement with CES; we continued initiatives to increase our efficiency and effectiveness, and our programs and services thrived. In FY14, CES worked with over 5,100 educators and administrators in member districts and across the commonwealth; managed a coalition of over 60 community partners; and provided direct Special Education, alternative education, afterschool, and early childhood services to over 2,000 individuals.

We received and managed over 65 grants and contracts from state, federal, and foundation sources. These include our DYS work, approval for a 3-year SEIS contract, and the new Assessment for Responsive Teaching (EC-ART) statewide program for early childhood educators. We were an approved provider for ESE and EEC in nine separate categories.

Everyone at CES should be proud of the outstanding work accomplished in FY14. I am honored to be allowed to lead this organization, and I commend our outstanding staff, member districts, and partners.

Sincerely,

William Diehl, Ed.D.
Executive Director
Governance

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 addition to the Board of Directors, two Steering Committees composed of the Superintendents of Schools of the Franklin and Hampshire County member districts, respectively, serve in an advisory capacity to the Executive Director. Both groups meet regularly throughout the year.
The Massachusetts Educator Evaluation system allows school districts a great deal of flexibility and freedom in designing their own measures of student growth through District Determined Measures (DDMs). But with flexibility comes the challenge and responsibility to really think about which instructional goals educators want to focus on and measure.

Teachers in subject areas that are frequently measured through standardized tests may find the development of DDMs to be a relatively straightforward task. But those teaching the arts, one of five required subjects in which DDMs are being piloted across the state, often need more support around developing these measures.

Last year, South Hadley Public Schools participated in a series of CES programs to help art and music educators grapple with designing measures of student growth in subject areas that embrace the subjectivity and uniqueness of student work.

“With a math problem, you can easily say whether it is right or wrong,” said South Hadley Curriculum Director Erica Faginski-Stark, “But how do you put a value on artwork?”

Faginski-Stark added that in order to develop measures of student growth, art and music teachers must determine “what skills students are learning and how their work demonstrates progress in learning those skills as opposed to judging the (creative) product itself.”

Many arts teachers have years of experience assessing a diversity of student skills with measures that stretch beyond paper and pencil tests (portfolios, observations, performances). But they are new to the language of data-driven assessment that is so familiar to teachers in other academic subjects, particularly ELA and math. They are also unfamiliar with techniques for measuring student growth, as are many educators.

Through the CES events, educators were encouraged to design DDMs that reflect what they most want students to learn, capturing their priority instructional goals. Part of the work was to build “assessment literacy” so they could design useful, realistic measures that are often based on measures they currently use.

Educators also became familiar with a collaborative process to identify priority learning objectives and measure growth in those specific skills. Through the cross-pollination of ideas of educators from other districts, they gained valuable information about expectations and measurement of student learning.

Said Faginski-Stark, “It was exponentially helpful for our art teachers to take part in the DDM training provided by CES.” She further noted the value of having time to discuss these issues with each other and educators from other districts. “So many of them are singletons without a lot of departmental support. Without the dialogue that happened about how to measure student growth they would have struggled immensely to measure student growth.”

Erica Faginski-Stark with Damon Douglas, CES Coordinator of Special Projects in Learning and Leadership, whose work has focused recently on the Educator Evaluation System and DDMs.
“How do you like the CES students?” Kate Albrecht shouted from the middle of a large sorting room at the Food Bank of Western Massachusetts. The group of several dozen retirees, college kids, senior citizens and housewives cheered.

“Say it LOUDER,” Albrecht urged them, and the group shouted their approval. “They’re great!” many yelled. The CES students from HEC Academy working alongside the other volunteers beamed with pride.

Albrecht, who coordinates food sorting at the Food Bank’s warehouse in Hatfield, likes to ask that question whenever a group of students donates their time and labor to help others in the community can gain access to fresh, wholesome food. Every Wednesday, CES students inspect food that has been donated, to ensure the quality of food donations before they are shipped out to food pantries across western Massachusetts.

The Food Bank is one of dozens of employers that partner with HEC Academy to provide hands-on volunteer/internship experiences to special education students enrolled in the CES alternative education program. The WorkTogether Partners program provides students with useful skills they can use in other jobs and settings. They also have the opportunity to connect to adults in the community.

At the Food Bank, the students check to make sure grocery items have proper ingredient labels and that packaging is secure so the food inside is not contaminated. They also inspect produce donated from local farms and retail stores to make sure it is fresh and healthful. CES students work in teams with other volunteers of all ages.

Their youthful energy is often an important contribution to those who work alongside them, many of whom are senior citizens. “They really help lifting and opening boxes as they are so much stronger than volunteers in their 70’s and 80’s,” Albrecht said. She encouraged other employers to utilize a team-based approach with volunteers like the CES students whenever possible.

“It’s very wonderful for the students to work as part of a team. In addition to the skills they build through the quality control inspections, working on teams creates a community of people contributing to the work at hand which deepens the experience for everyone,” she said.
Keddie Loughrey is now a special education teacher at the Mohawk Regional High School, but it took hard work and a little bit of help to achieve her goal. After several years working as a part-time elementary educator, Keddie Loughrey knew she loved teaching. But as a single mother of twin toddlers, she also knew that her young family depended upon her career.

Loughrey said she chose the CES Licensure program to pursue a special education teaching license because the hybrid-online format fit her learning style and made it possible to continue her education without conflicting with her professional and family responsibilities.

“I am an interpersonal learner; I learn best when I have the opportunity to discuss new concepts with peers and teachers. I knew I wouldn’t be happy taking a strictly online format which is so cold and removed from humans,” Loughrey said, noting that the face-to-face sessions were also critical for her to meet and network with classmates. “I made lasting social and professional connections through the program…We have continued to email and call each other, which was particularly helpful when I was looking for jobs.”

Loughrey also received job notifications from the CES Licensure Program, which helped her to better understand the local job market in her field. “A lot of programs educate you and leave you to your own devices…the (job notification) emails are a small thing, but I very much appreciated them.”

In addition, Loughrey said the classes at CES offered her new insight and confidence about the broad array of subjects she would teach as a special education teacher. While she had a strong background in teaching reading and writing, she noted that, “Like a lot of people, I never thought I was any good at math.”

But that all changed after taking Working with a Range of Students in Mathematics with instructor Ian Stith. The course opened up a whole new way for her to understand and teach math. As a young student, Loughrey said she memorized different algorithms without really understanding the larger mathematical concepts and how they are connected to each other.

“I am very thankful for Ian’s class…it changed my relationship with math so I can be a better teacher.”

Loughrey is so excited about “changing our cultural math phobia,” that she is considering going back to get a third license as a math teacher.

Loughrey attained a special educator license through CES Licensure program in the summer of 2013. For now, she is content to be a full-time teacher at Mohawk Regional, and a mother. “My boys are happy I’m not rushing them off to bed, so ‘Momma can do homework’. But she believes those late evening hours between her children’s and her own bedtime were well spent. “CES opened up a lot of professional doors for me. The program was a pretty big part of moving our family’s lives forward.”

Above: Mohawk Regional High School special education teacher Keddie Loughrey
Like many secondary school teachers, Belchertown English teacher Stephen Vigneux plans his lessons carefully to teach students critical concepts within his subject area. But after taking a CES workshop on Academic Language, Vigneux came away with a new awareness of the importance of teaching basic vocabulary words commonly used in school settings.

“I thought, ‘Wow, we should all be more conscious of teaching kids these academic words,’” Vigneux said. “There needs to be more training and awareness about this issue to help all students learn, particularly those who are struggling.”

Vigneux added that the workshop facilitator, Ken Pransky, “did a great job of walking us through the nuts and bolts” of how kids learn academic language. Through the workshop, Vigneux realized that many learners may not fully understand words that teachers frequently use in the classroom. This gap in their knowledge serves to perpetuate the achievement gap as they struggle to keep up with peers who are comfortable with academic language.

“We all focus, particularly those of us teaching in secondary schools, on the words that are connected to the concepts we teach…such as iambic pentameter, or photosynthesis…but we don’t tend to focus on teaching words that all students need to learn.” Vigneux offered examples such as the differences between “therefore” and “then” as academic language words—which are the “mortar” holding the bricks of the content curriculum together. Content words (like photosynthesis) are “brick” words.

“We’re all focusing on the ‘brick’ words, ones that are relevant to the subjects we teach, but we need to focus more on the ‘mortar’ words,” Vigneux said.

He added that many teachers may be unaware of the need to teach academic language, because they come from backgrounds in which “mortar” words are frequently used within normal conversation. Many of us, he said, have family backgrounds in which there is little difference between academic and conversational setting. Academic language changes, he added, as children progress through school. As children get into 4th and 5th grades, more of these words are used. If they have not been clarified, many students will fall further and further behind their peers as they move into secondary schools.

Vigneux said the workshop was “The perfect marriage of terrific curriculum and a knowledgeable facilitator, passionate about what he’s teaching.”

“Ken Pransky is a gifted teacher—that’s all there is to it.”

Ken Pransky has been an educator for forty years. As a Curriculum and Instruction Consultant with CES, Ken specializes in helping educators work with struggling learners, including English learners. He also trains teachers across Massachusetts in understanding academic language, getting students to think more, and improving the performance of struggling learners.

In a new book published in 2014, Memory at Work in the Classroom: Strategies to Help Underachieving Students, Pransky and coauthor Dr. Francis Bailey give teachers the tools to support all learners—especially struggling learners—with instruction that responds effectively to the ways memory operates in the learning process.

Understanding how memory and cultural factors affect learning

Pransky says the book is unique in fusing brain-and-learning principles with a perspective on learning as a social and cultural process. He gave the example of a Cambodian student he worked with who was struggling to learn because his working memory was overwhelmed by the complex language of classroom instruction. This student had also been trained in his own culture’s norms in which it is considered rude for children to ask questions of adults and shameful to make mistakes in public. Adherence to these norms prevented him from raising his hand when he started to get lost in class.

“There are internal (memory) and external (cultural) factors that affect a student’s learning,” says Pransky. “As educators we need to understand all these factors and create a classroom environment that supports learning.”

Ken Pransky is pictured on the back cover.
Graduation Day was a proud and defining moment for Ethan Haskins, who had sometimes wondered whether he would be able to earn a high school diploma.

Ethan chose to receive his diploma from Hampshire Regional High School in a ceremony that took place at Mount Tom Academy, the Collaborative's alternative high school program located on the Holyoke Community College (HCC) campus. Ethan attended Mount Tom in his junior and senior years.

“The graduation ceremony took place...in a small classroom full of people who were very proud of me...that made me feel really good,” he said.

Due to his learning disability, Haskins said he is often challenged to stay focused. At Mount Tom Academy, he was able to access the one-on-one support he needed to progress academically.

With the small 1:6 teacher-student ratio at Mount Tom, Ethan said, “Mr. Fortier or Ms. Downey are always there to help you...if you need help with math, they help you with math...if you need help with history, they help you with history.”

The art program at Mount Tom also helped him to stay engaged in his schoolwork. Haskins said that whenever he was frustrated or upset, “I could always paint what I was feeling.”

Haskins said the program helped him to develop in areas beyond academics, as well. The work readiness skills he learned at Mount Tom Academy gave him a better sense of what employers expect and need from their workers. He believes he secured a permanent job at UPS because he followed Mr. Fortier’s advice “to show up 30 minutes early to work each day, do the best job you possibly can, and don’t complain.”

“I love this school...this little program helped me when other school systems weren’t meant for me,” he said.

Ethan’s classmate, Jessica Sheets, who also graduated this year, found Mount Tom’s small, student-directed learning environment to be exactly what she needed to succeed in high school.

“I love it here,” Jessica said. “Whether the issue that brought us to Mount Tom was social or academic, we’re all here for the same reason—to learn.”

She added that the individualized instructional approach encourages students to take ownership of their learning. The lessons are “self-taught and self-paced...you get to work on your own priorities.” Another advantage of the program, she noted, was the opportunity to have stronger ties with teachers.

While at Mount Tom, Jessica enrolled in several college courses at HCC which inspired her talent and interest in fashion design. She said that the program’s community college setting encourages students to explore college courses, and realize they can be successful in higher education. She describes the Mount Tom program as a solution for kids who are at risk of dropping out in their current environment.

“Kids are our future,” Jessica said. “We can’t let them drop out—that’s horrible.”
For some time, the Hatfield Public Schools website had been in serious need of an update. While the district’s website worked well years ago, it did not function well on today’s mobile devices, and the site’s layout looked dated when compared to current design trends on the web. Parents and others had a hard time finding information about teachers and other school personnel, and school personnel had a hard time updating content and photos.

But most importantly, the website could not be upgraded, leaving it vulnerable to security threats. Technology Director Paul Duval said that the site was constantly being attacked by hackers, resulting in server crashes and other problems.

The district decided that a solution was needed and worked with CES to build a brand new site rather than trying to fix the old one. CES has developed websites in the past, but the Hatfield Public Schools website project helped to launch an expansion of CES web development services. The CES web development team now works with schools, school districts, and other educational programs around the state to create, develop, and support sites that can solve problems and improve services.

The Hatfield and CES teams worked together on the site’s design, development, and testing through the spring and the new website was launched over the summer. The site, which has received positive reviews from both visitors and staff, can be found at www.hatfieldps.net.

Hatfield’s new site is built on a more secure Drupal 7 platform, which also offers much improved content management tools. Among the improvements are a new design layout, a dynamic news section offering a variety of articles created by school personnel, readily accessible staff directories with contact information, integrated calendars, and more intuitive navigation.

“All these improvements allow us to have more dynamic content,” said Duval. “The number one wish from parents is to keep our photos up to date… I am optimistic (the new site will help us keep) both photos and written content up-to-date and exciting.”

He added that the new site makes it much easier for key administrators such as the superintendent, principals, and the librarian to add and update their content. He would eventually like to see tech-savvy teachers and even some students involved with the high school’s media class posting content and uploading photos. “So far,” said Duval, “I like it a lot.”

CES also offered other technology assistance services, including help with technology planning. The Pioneer Valley Regional Schools, a CES member district, formulated a technology infrastructure replacement plan during FY14 to address crucial upgrades needed to assure that the district could function properly in the next school year. A CES consultant worked with the district to conduct a review of the plan, identifying areas for potential savings, and making suggestions to ensure the replacements and upgrades would meet future needs.
Becket Washington Elementary School in the foothills of the Berkshires is one of the state’s innovation schools. The school received a grant last year to help develop outside partnerships in writing, place-based environmental science, and technology.

By early spring the school had made significant progress in two of the areas (writing and place-based environmental science); but, Principal Leslie Blake-Davis said, “We hadn’t yet developed a strong partnership in technology.”

Blake-Davis was starting to feel the press of time to complete the project when she heard that the Collaborative for Educational Services offered services to help with using technology in classroom settings.

Digital Learning Manager Casey Daigle-Matos, Instructional Designer Kwame Webster, and Technology Director Angela Burke met with Blake-Davis and teacher leaders to develop a professional development plan that would include embedded coaching for teachers within the classroom.

Blake-Davis said the CES team quickly established rapport with Becket Washington teachers. “They made it a point to listen to what they needed… and then helped them reach those goals. They met teachers wherever they were at, which is so important.”

As a result, she said, teachers were open to taking risks in working with and learning about how to use technology in new and creative ways in the classroom. For example, teachers learned how to engage young learners in writing their own e-Books and producing iMovie commercials for their own innovations. They also developed skills in teaching digital citizenship, Google Docs and keyboarding.

“It was a great program. CES was extremely supportive about the idea of using embedded coaching. They were so collaborative… and they went above and beyond to help teachers learn about technology.”

Above: Principal Leslie Blake-Davis (left) with third grade teacher Mary Kay McCloskey.

NEW 21ST CENTURY AFTER SCHOOL PROGRAMS IN GREENFIELD

Two free After School programs facilitated by CES offered students in Greenfield tutoring and enrichment activities this past year.

Chris Taggart, After School project director for CES, said that site coordinators focus on specific academic goals at each school. Federal Street School students work on English Language Arts skills through tutoring and enrichment activities. Greenfield High School students work on improving their math skills.

The 21st Century Community Learning Center grant also supported two month-long summer programs, which included community service projects focused on helping to fight hunger. Time was also spent in arts, music and theater classes.

The Greenfield programs were an expansion of the highly successful 21st Century After School programs managed by CES in 12 different locations, serving 806 students during the 2013-2014 school year. A number of CES programs have achieved quality levels of Exemplary and above, meaning that these programs can provide technical assistance and coaching to other after school programs.

DREAMS, UNLIMITED

The Joan E. Schuman Scholarship Fund was established in 2014 to provide financial help to Franklin and Hampshire County special education students who plan to attend college. Former CES Executive Director Joan Schuman retired in 2014 after 20 years of service with the Collaborative.

The first scholarship awards went to two students:

Kianna Pickney-Brown graduated from Granby Public High School. She dreams of becoming a writer and planned to begin college in the fall to pursue a liberal arts degree.

Marquie Ann Gardner graduated from Smith Vocational High School in Northampton. Marquie completed an American Red Cross CNA certification course while attending high school. She planned on attending college with the goal of becoming a Registered Nurse.
EARLY LEARNING IN WESTERN MASSACHUSETTS

Massachusetts Department of Early Education and Care (EEC) Commissioner Tom Weber knows that in order to understand and advocate for the needs of very young children, he must see the world from their perspective. Sometimes that means getting down on his hands and knees.

Weber spent a little time on the carpet of the Palmer Monson Family Network Family Center (above) talking to young children and their families on his visit to western Massachusetts in March of 2014.

He also met with fifty early learning professionals at a community event later that day in Northampton at the Collaborative for Educational Services. Many educators expressed their appreciation of Weber’s visit. “He really listened, requested feedback, and took a genuine interest in the families we serve,” said Early Childhood Mental Health Consultant Debbie Roth Howe.

Below (L to R): CES Early Childhood Director Desirée Lalbeharie-Josias, and CES Early Childhood Mental Health Specialist Sarah Aasheim with EEC Commissioner Tom Weber at the Palmer Monson Family Center.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) FOR LITTLE ONES

Ask any of the young children blowing bubbles or inspecting bugs at the CES STEM for Little Ones event what they were doing, and they would say “playing.”

But their parents and event organizers knew they were also learning rudimentary concepts of science and math—and having a whole lot of fun in the process. The event, which took place at the Hatfield Public Library, was designed to engage the curiosity of young learners in the world around them.

“Children love to explore, investigate and ‘experiment.’ They are natural scientists,” said CES event coordinator Carolyn Mazel.

STEM for Little Ones was funded by a Coordinated Family and Community Engagement (CFCE) grant through the Massachusetts Department of Early Education and Care (EEC), and organized by the CES Early Childhood Department.

THE PUZZLE OF PARENTING

Eight different free workshops scheduled in eight communities were offered for parents, grandparents, and caregivers of young children. Participants could select among topics and locations that suited their needs.

OVER 300 PARTICIPANTS ATTENDED PUZZLE OF PARENTING WORKSHOPS
GOAL 1
Cost-effective, quality services and programs for low incidence populations

Special Education Programs and Services
Mount Tom Academy
Academic Support Programs
Perkins Act
Connecting Activities
After School Programs

GOAL 2
Staff development and other training opportunities

Professional Development, Curriculum, and Educator Licensure
Educator Licensure
School- and District-Based Coaching, Training, and Consultation
Educator Evaluation System
Center for English Language Education
Emerging America Colloquia and Graduate Credit Courses
Reading Recovery Teacher Training Institute for Arts Integration
Regional Professional Development Days and Open Enrollment Seminars
Professional Learning Communities (PLCs)
Project Management and Facilitation Contract Services provided to the Massachusetts Department of Elementary and Secondary Education
Early Childhood Educator Professional Development
Technology in Education (TiE)
Professional Development
CCATT Center (Assistive Technology)
Professional Development

FINANCIAL HIGHLIGHTS

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GOAL 3
Other programs and services to meet the assessed needs of school districts, member communities, state agencies, and others

Early Childhood Services
Department of Early Education and Care Coordinated Family and Community Engagement (CFCE) Grant-Funded Services
Early Childhood Mental Health Consultation Services
Strong Foundations for Young Children Assessment for Responsive Teaching Building Partnerships to Support Young Children and their Parents System Change for Successful Children Early Childhood Training and Consulting Technology Services Cooperative Purchasing/Other Healthy Families and Community
Community Health Solutions
Strategic Partnership for Families and Youth (SPIFFY)

GOAL 4
A leadership role in building the support of local, state and federal/ national legislative bodies, agencies, organizations, institutes of higher education, and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts

Statewide Contracts
Department of Youth Services (DYS) Education Initiative
Special Education in Institutional Settings (SEIS)
Statewide Projects and Initiatives

806 STUDENTS SERVED BY
12 CES AFTER SCHOOL PROGRAMS
997 YOUNG PEOPLE ACROSS THE STATE EDUCATED THROUGH SEIS
1536 YOUNG PEOPLE SERVED AND EDUCATED BY THE DYS EDUCATION INITIATIVE

STUDENTS SERVED BY CES AFTER SCHOOL PROGRAMS
YOUNG PEOPLE ACROSS THE STATE EDUCATED THROUGH SEIS
YOUNG PEOPLE SERVED AND EDUCATED BY THE DYS EDUCATION INITIATIVE

HIGH LIGHTS FY14

STUDENTS SERVED BY CES AFTER SCHOOL PROGRAMS
YOUNG PEOPLE ACROSS THE STATE EDUCATED THROUGH SEIS
YOUNG PEOPLE SERVED AND EDUCATED BY THE DYS EDUCATION INITIATIVE

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<tr>
<td>Administration</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>7.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>5.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>78.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and Services</td>
<td>19.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and Interest</td>
<td>1.3%</td>
<td></td>
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</tbody>
</table>
Curriculum Specialist and Instructor Ken Pransky co-authored new book published in 2014, *Memory at Work in the Classroom*. Ken was also selected to lead two workshops at the fall conference of Lucy Calkins’ Reader/Writers Workshop Network at Teachers College, Columbia University.

Curriculum Specialist Sanford Roth partnered with Enchanted Circle Theater to create and teach the first session of an Arts Integration Institute funded by a National Endowment for the Humanities Grant.

Reading Recovery Specialist Laurel Dickey presented at the Northeast Literacy Conference in Providence, RI, which was attended by teachers from throughout the Northeast.

Damon Douglas, Coordinator of Special Projects in Learning and Leadership, led final expert review panels for state model curriculum units, working with national experts in math to review and improve draft model units for posting on the ESE website.

Suzanne Judson-Whitehouse and Jill Robinson managed the Professional Development events in a year-long series of Literacy Partnership statewide trainings for Level 3 and 4 districts.

Casey Daigle-Matos, Angela Burke, Mike Maticke, and Suzanne Judson-Whitehouse became Google® Certified Educators.

Assistant Finance Director Barbara Siegel completed work required for the Certified Administrator of School Finance and Operations (SFO) certification by the Association for School Business Officials International. She received the certification in fall 2014.

CES was selected by the MA Department of Elementary and Secondary Education as the Sheltered English Instruction (SEI) Center for the Pioneer Valley and Berkshire regions.

**RETELL PARTICIPANTS WERE TRAINED ACROSS 12 DISTRICTS**

**PRET SPEAKERS FROM 20 DISTRICTS TOOK PART IN EDUCATOR EVALUATION TRAINING FOR DISTRICT LEADERSHIP**

**EDUCATORS SERVED BY THE CES PROFESSIONAL DEVELOPMENT DEPARTMENT**

**SITE-BASED CONSULTING EFFORTS IN SCHOOLS AND DISTRICTS**

**PROFESSIONALS ATTENDED 12 DIFFERENT PROFESSIONAL LEARNING COMMUNITIES (PLCs) ON A RECURRING BASIS**

**EC-ART.org**

In early 2014, CES was selected by the MA Department of Early Education and Care (EEC) to launch Assessment for Responsive Teaching (EC-ART), a statewide training program to help early childhood educators observe and document young children in their daily activities and adjust their curriculum based on observation data.

**EC-ART TRAININGS CONDUCTED**

**EARLY EDUCATORS PARTICIPATED**

**CONTRACTS FOR ITINERANT (THERAPY) SERVICES CARRIED OUT**

**CCATT CENTER ASSISTIVE TECHNOLOGY EVALUATIONS**

**CONTRACTS FOR SERVICES CARRIED OUT BY CCATT**

**STUDENTS RECEIVED THE JOAN SCHUMAN SCHOLARSHIP**

**STUDENTS RECEIVED SUPPORT FROM THE BEN DIMARINO FUND**

**OVER 350 STUDENTS PLACED WITH OVER 150 EMPLOYERS THROUGH CES SCHOOL-TO-CAREER PROGRAMS**

**HEC Academy**

7 

45 

75 

19 

14 

2 

5 

350 

150 

**CONTRACTS FOR SERVICES CARRIED OUT**

**SERVICES CARRIED OUT BY CCATT**

**SENIORS GRADUATED**

**STUDENTS RECEIVED THE JOAN SCHUMAN SCHOLARSHIP**

**STUDENTS RECEIVED SUPPORT FROM THE BEN DIMARINO FUND**

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**CONNECTING ACTIVITIES**

**STAFF ACCOMPLISHMENTS**

**SPECIAL EDUCATION**

**EC-ART.org**

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**CONNECTING ACTIVITIES**
The journey doesn’t seem so overwhelming anymore. This is not a journey that I have to accomplish by myself. No matter how difficult college may get, I won’t give up. I’ll walk across that stage and successfully receive my college degree like everyone else.”

— Kianna Pickney-Brown
2014 Schuman Scholarship Recipient
Everyone is a learner

Opportunities for Giving

collaborative.org/giving

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

- Ben DeMarino Scholarship Fund, HEC Academy Alternative School
- Joan E. Schuman Scholarship Fund
- Mount Tom Academy Alternative High School
- Patty-Walsh Cassidy Assistive Technology Lending Library