Collaborative for Educational Services

FY 2015 HIGHLIGHTS

INSPIRED LEARNING
Everyone is a learner

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.

FY15
IN MEMORIAM

CES staff, students, and friends mourned the passing of:

Damon Douglas
Special Projects–Professional Development

Adam Wenger
HEC Academy Teacher

Jay Fortier
Mount Tom Academy Teacher

These inspiring educators will be greatly missed.

HANDS OF CHANGE

The ‘Hands of Change’ artwork on the cover was created by students in Westfield Youth Services Center, with Mary Langeuin. The piece was exhibited in the annual ‘Share Your Art/Share Your Voice!’ statewide showcase of artwork and performance featuring the work of youth involved with the Massachusetts Department of Youth Services.
Collaborative for Educational Services

FY2015 was a year of deepened practice at the Collaborative for Educational Services (CES), as our staff worked tirelessly to innovate and grow.

An intensive licensure program review gained state approval for our administrative leadership license program and teacher preparation programs, with staff bringing a willingness to challenge themselves and create improvements in program design. We redesigned our clinical approach at HEC Academy, bringing new supports and a social justice lens to our work with students and staff. DYS teachers expanded their wonderful work to bring educational technology to incarcerated youth as fellows in the national Unjammed Blended Learning initiative. Our SEIS team launched important initiatives in curriculum, technology, and professional development, designed to impact learning for special education students in institutional settings. The early childhood department supported family centers and activities in many of our member districts and worked with Pre-K and K educators across the state in learning how to use formative assessments to improve their work with young children. The leadership of our technology department inspired schools, districts, and teachers to adopt new tech tools that will help them thoroughly integrate educational technology into their work. We sponsored the first Social Justice and Equity retreat for CES staff, broadening our personal and professional learning in this area. Our talented staff in professional development listened and responded to the needs of educators here and statewide with a feast of new offerings. This is only a bit of the creative work across the agency; from our stellar after school programs, to successes in alternative learning programs, and the expansion of the community-based work of Healthy Families and Communities.

We shared our work across departments through deep, engaged conversations about student voice, social-emotional learning, and hearing the voices of our stakeholders. With the help of our Board and Superintendents, we also finalized our Five Year Strategic Plan.

It’s been a year of losses as we said goodbye to beloved staff members, and found renewed inspiration for the work to which they gave their talents, hearts, and minds. I am reminded daily of the extraordinary dedication and passion of our staff in their work on behalf of children, youth, and families. I am honored to lead this organization, and I commend our staff, member districts, and partners.

Sincerely,

Lisa L. Minnick
Chair, Board of Directors

William Diehl, Ed.D.
Executive Director

This will be my final letter as Chair of the Board of Directors of the Collaborative for Educational Services. I have served as my district's representative to the Board for 23 years, and as Chair for over 15 years. I consider it a privilege to know and provide support to people who are so passionate about making a difference in a child’s life. Over the years, as Collaborative membership has tripled, the innovative services offered to member districts and across the Commonwealth have grown and evolved in response to changes in the educational environment. I am continually amazed at the talents, commitment, and creativity of the CES staff as they adapt to those changes.

As I consider the increasingly global and connected environment in which our students will work and live, I believe it will pose exciting and daunting challenges for educators. But I have confidence that the strength and skills of both our Executive Director, Bill Diehl, and our new Board Chair, Dan Hayes, will keep us focused on the needs of our students.

One of the biggest benefits for me has been the chance to learn from CES about what agencies and schools nationwide are doing to innovate and advance education. I’ve learned about and been inspired by the power of Community Service Learning, and project based learning. CES does this instinctively, engaging emotion and memory to help students both young and adult in their learning process. I have also been inspired each year by attending graduations, and seeing how the right supports can help students to succeed.

Finally, at the heart of my work on the Board has been the opportunity for people to work collaboratively. Not only the Board and our steering committees, but also the job-alike professional learning communities at CES have worked on areas of shared concerns. Time and again, CES has provided a wonderful forum for collaboration.

Sincerely,

Lisa L. Minnick
Chair, Board of Directors

William Diehl, Ed.D.
Executive Director
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.

**Governance**

**FRANKLIN COUNTY**

Franklin County Technical School  
www.fcts.org  
Superintendent: James Laverty  
Board of Directors: Don Sluter

Frontier Regional/Union 38 School District  
www.frontierregionalandunion38.com  
Superintendent: Martha Barrett  
Board of Directors: Conway Elementary Elaine Campbell  
Deerfield Elementary Kenneth Cuddeback  
Frontier Regional Lyn Roberts  
Sunderland Elementary Douglas Fulton  
Whately Elementary Nathanael Fortune

Gill-Montague Regional School District  
www.gmrsd.org  
Superintendent: Michael Sullivan  
Board of Directors: Sandy Brown

Greenfield Public School District  
www.gpsk12.org  
Superintendent: Jordana Harper  
Board of Directors: Jeff Comenitz

Mohawk Trail Regional School District  
www.mohawkschools.org  
Superintendent: Michael Buonconti  
Board of Directors: Mohawk Trail Regional Suzanne Crawford  
Hawlemont Regional Hussain Hamdan

Pioneer Valley Regional School District  
www.pioneervalley.k12.ma.us/PVRSD  
Superintendent: Dayle Doiron  
Board of Directors: Michael Sharry

R.C. Mahar Regional School District  
www.rcmahar.org  
Superintendent: Tari Thomas  
Board of Directors: Peter Cross

Rowe Elementary  
www.mohawkschools.org/rowe.php  
Superintendent: John Lev  
Board of Directors: TBD

Union 28 School District  
www.union28.org  
Superintendent: Robert Mahler  
Board of Directors: Erving Elementary Katelyn Mailloux  
Leverett Elementary Kip Fonsh  
New Salem Elementary Michael Yohan  
Shutesbury Elementary Daniel Hayes  
Wendell Elementary Michael Yohan

**HAMPShIRE COUNTY**

Amherst-Pelham Regional School District  
www.arps.org  
Superintendent: Maria Geryk  
Board of Directors: Amherst-Pelham Regional Sarah Dolven  
Amherst Elementary Lawrence O’Brien  
Pelham Elementary Trevor Baptiste

Belchertown Public School District  
www.belchertownps.org  
Superintendent: Karol Coffin  
Board of Directors: Myndi Bogdanovich

Easthampton Public School District  
www.easthampton.k12.ma.us  
Superintendent: Nancy Follansbee  
Board of Directors: Wendy Bloomenthal

Granby Public School District  
www.granbyschoolsma.org  
Superintendent: Judith Houle, Interim  
Board of Directors: Emre Even

Hadley Public School District  
www.hadleyschools.org  
Superintendent: Anne McKenzie  
Board of Directors: Robie Grant

Hampshire Regional School District  
www.hr-k12.org  
Superintendent: Craig Jurgensen  
Board of Directors: Chesterfield-Goshen Jan Gibeau  
Hampshire Regional Trish Colson-Montgomery  
Southampton Elementary Christine Wright  
Westhampton Elementary Bridig O’Riordan  
Williamsburg Elementary Jeff Gelbard

Hatfield Public School District  
www.hatfieldpublicschools.net  
Superintendent: John Robert  
Board of Directors: Cathy Englehardt

Northampton Public School District  
www.nps.northampton.ma.us  
Superintendent: John Provost  
Board of Directors: Lisa Minnick (Chair)

South Hadley Public School District  
www.southhaddyschools.org  
Superintendent: Nicholas Young  
Board of Directors: TBD

Smith Vocational & Agricultural High School  
smith.tec.ma.us  
Superintendent: Jeffrey Peterson  
Board of Directors: John Cotton

Ware Public School District  
www.warepublicschools.com  
Superintendent: Marlene DiLeo  
Board of Directors: Danielle Souza
On the wall across from Albert Mussad’s desk is a large photograph of children and their teacher. The teacher is Mussad, and the students are some of his very first, from his early days as an educator. Now, as the newly installed Director of Professional Development at CES, Mussad feels as though he has come full circle. The joy found in teaching has become the joy found in helping teachers and school leaders as educators.

Mussad’s first work for CES was as a consultant, working with teachers in subject areas that are frequently measured. He was asked to evaluate an English Language Learner (ELL) program in a large New England city. Relocating from New Jersey, he brought with him an extensive background in curriculum and instruction. He was quickly tapped to become a CES instructor, and began teaching ELL and Secondary Literacy in the CES Licensure program. These two areas remain a primary interest of Mussad’s today, as he devotes part of his time to teaching ELL and leadership workshops.

Mussad’s education work began as a Spanish teacher in Vermont. As a speaker of Spanish and Arabic, Mussad taught in summer ELL programs in New England. In New Jersey, Mussad taught K-12 English as a Second Language (ESL) and became involved in school administration, as well as coaching for principals, supervisors and teachers. He worked to assist underperforming schools and to help improve student outcomes.

Despite his new responsibilities for the CES Professional Development department, Mussad knows the importance of staying connected to classrooms and educational leadership. He continues to lead Title III ELL workshops taught at different school locations throughout the CES districts and to provide updates for principals on District Determined Measures (DDMs). He also stays involved with both the CES Professional Group for Curriculum Directors and Associate Superintendents and the Principals’ Professional Learning Community (PLC).

Staying connected to educators enables Mussad to pursue his vision of how CES Professional Development can best support school districts. Each year, the Professional Development Department reviews input from teachers, administrators, and school districts in anticipation of planning out the following year’s programs. Understanding what districts need over time with clarity is important, says Mussad; but it is also a moving target. As a result, staying in close contact to understand ever changing needs is vital. This ties in directly to planning Professional Development courses throughout the year, as well as CES Summer Academy offerings.

Mussad’s teaching, and his work to plan and provide development and support to educators, both provide personal and professional fulfillment for him. He notes that the excitement and joy of helping educators is a personal mission—“why I do what I do.”

“My great joy was discovering that I could help teachers and school leaders...to ensure that they feel helped and supported.”

— Albert Mussad
Director of Professional Development

Above: CES Director of Professional Development Albert Mussad
A sked about his favorite recipe from the Cooking Club at Greenfield High School’s Green Room After School Program, Ben, a quiet, reflective eighth grader, thought carefully about his choices. Ben’s father, Mike, didn’t need time to think about it. “Swedish Apple Pie! Ben has already made it a couple times at home. We have even requested it!” Mike described the pie in glorious detail while his son grinned and nodded.

The Green Room is one of thirteen 21st Century Community Learning Center after school and summer programs run by the Collaborative for Educational Services (CES), in Franklin, Hampshire, and Hampden counties. Ben learned about the Green Room when he saw a flyer one day at lunch, and thought he’d give it a try. “The clubs looked interesting,” said Ben. He signed on for Cooking and LARPing (Live Action Role Playing), and rotated clubs on other days throughout the year. Ben said that the year started with three or four choices per day, but that each day had six or seven options daily by year’s end. Students make suggestions and work with the supervising adults to develop new clubs. All of the activities are fun from the students’ perspective, but they are also carefully crafted to provide a balance of academics including Math, Science, and Language, and social-emotional skill development through student-centered enrichment activities.

“One of the great things about the Green Room,” noted Ben, “is you get to know kids you wouldn’t normally meet, and become friends with kids from all different grades.”

After school time at the Green Room begins with a refreshment, and then moves to homework time for participating students. An adult assists with questions or problems during this work time. The students also help each other with homework, said Ben, because there are different ages in the Green Room, and some have already taken a class that another might currently be enrolled in. After homework, the students move to their clubs, which may be held indoors or outdoors, when weather allows. Cooking Club met at the new cooking lab at Greenfield High School; until winter snows arrived, LARPing met outdoors at nearby Shattuck Park.

Some CES after school programs are funded through 21st Century Learning Grants, and others are the result of CES partnerships with schools to create their own pay-as-you-go programs. Special recruitment efforts assure that a majority of students from low-income homes, students with special needs, and other students considered at-risk are able to attend. All of the programs are grounded in evidence-based learning practices, and incorporate Service Learning as well as long term projects. The school year and summer programs serve schools and communities in Franklin, Hampden, and Hampshire counties; and new schools continue to partner with CES to create new high quality programs.
Jimmy Pereira, a former Department of Youth Services (DYS) student, graduated from college with a clear goal of becoming an urban planner in his hometown. This past year, he landed the job of his dreams as a Community/Transportation Planner at Old Colony Planning Council in Brockton. In his work, Pereira is developing ways for young people to stay out of trouble in the same neighborhoods where his own troubles with the law began.

“I want to make a big impact,” said Pereira, who is setting his sights on a master’s degree in public administration and running for public office in the state. When he talks about his journey through and beyond DYS, Pereira is quick to credit caring adults who supported him along the way. Mentoring by Darnell Thigpen Williams, Associate Director for Professional Development at CES’ DYS Education Initiative, had a significant influence on his life’s path. “Darnell is a bright star,” Pereira said. “For me, he is really on a pedestal, and he deserves to be.”

After years of being mentored by Williams, Pereira looks forward to mentoring other young people in the Youth Justice Leadership Mentoring (YJLM) Program that Williams is starting next fall. The YJLM program was developed during Williams’ year-long fellowship through the National Juvenile Justice Network, a national organization dedicated to improving the lives of youth in the juvenile justice system. The fellowship award supports the development of leaders of color committed to making positive changes in juvenile justice. Williams is the first person in Massachusetts and one of ten professionals nationwide in 2014 to win the award.

Williams was inspired by his own experience to develop a way to provide more mentoring experiences for DYS youth. “I know very well what it feels like to need adult support…as I lost my mother when I was 10,” he said. Following his mother’s death, Williams moved from Detroit to Chicago, where he was introduced to Michelle Obama. Mrs. Obama hired Williams to wash her windows, and quickly developed an easy rapport with him. “Michelle was wonderful—she encouraged me and gave me a lot of support,” he said. She taught him the importance of getting an education, of “giving back,” and striving to be the very best at whatever he set out to do. “I took great pride in pleasing all of my clients…I envisioned being the best window washer in all of Chicago,” Williams said. He hopes that YJLM participants will learn these and other critical life lessons as they work with mentors in the program.

Williams said the program’s mentoring support will encourage young people to realize their “best possible selves” by connecting with positive, dynamic and caring adults who relate to them on a personal level, encourage and support their application to college, motivate them to graduate and achieve their dreams. Mentors will help them identify and build upon their personal and professional strengths.

Pereira said the help of a mentor is invaluable for young people starting out, particularly those who do not have a family that has experience with college and careers. He said Williams helped him set goals, understand language used in the workplace and how to present himself. Williams added that an important aspect of mentoring Pereira was helping him think about and develop his identity, commenting, “What does it mean to be a young black man starting out in the professional world?”

“Had it not been for strong and positive adult influences in my early life experiences, I would not have even known that college was a realistic option for me.”

— Darnell Thigpen Williams
DYS Associate Director for Professional Development

DYS EDUCATION INITIATIVE

Paying it Forward

MENTORING
YOUTH

Mentoring relationships lie at the heart of the new program, which will provide one-on-one mentoring guidance and support for youth between the ages of 18 and 24 who are or were involved with DYS, and express interest in going to college.

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— Darnell Thigpen Williams
DYS Associate Director for Professional Development

Above: Darnell Thigpen Williams (left) and Jimmy Pereira (right)
“Should we be minions?” asked Liz Etheridge. Dressed in brightly colored body socks (pictured at left) designed to enhance sensory awareness, she and her young client proceeded to use movement, costumes, and swings in the OTC gym. Movement games are a favorite for the boy when he comes to work with Liz, a pediatric occupational therapist at the CES Occupational Therapy Center (OTC). Sessions might also include social skills, sensory experiences, exercising to music and rhythm, as well as developing functional hand skills.

Work with each client is individualized to address the individual’s unique set of needs. One family working with Noël Kesselheim, another pediatric occupational therapist at the OTC, initially required sessions to occur in darkness to avoid triggering their little girl’s light sensitivity and seizure disorder. She also had very limited tolerance for the stimulation of conversations, and other people in the room. She now works most days in full lighting and happily overlaps with other children.

It’s important to the OTC mission that every therapy at the clinic supports the environments and occupations that are a major part of the client’s daily life. For children and teens, these involve school, play, friendships and daily living skills.

Along with the sessions in the clinic, OTC therapists may meet clients in their homes and community, including school, playgrounds, restaurants, or grocery stores. By observing them in a range of settings, therapists at OTC can identify what supports or challenges their success, and are able to design therapy to meet individual needs. Occupational Therapy aims to help individuals develop the skills, strategies, and confidence they’ll need to function well in their life roles.

Part of home programming is to involve parents, sitters and caregivers as active members of the team. “We really try to educate and support families to incorporate therapy activities and strategies into the daily routine,” says Noël. The OTC also supports families with a lending library of equipment and books, to allow them to “test run” a book, listening program or piece of equipment before they invest in one for home.

Because OTC therapists are evaluating in the multiple settings that children experience, therapy ties these different levels together. Something done at the playground will link to a skill needed in a classroom, or at home. “We have the access and the opportunity to treat more holistically,” says Noël. “We don’t treat anybody without evaluating them. You look at a person’s foundation. How’s their body awareness, their ability to imitate, their tolerance for sitting at the table, or handle the various materials that they are being asked to handle?” A child may be referred for a specific need such as their ability to hold a pencil or sit for extended periods in class; but evaluation often reveals challenges with larger sensory-motor issues.

Liz and Noël are always thinking about the need to keep therapy motivating and meaningful for their clients. Watching a child or teen engage, move forward, and grow is a tremendous reward.

—I learn so much from my clients and the different ways they experience this world. When I meet with families, I feel the dedication, creativity and strength of people who are embracing life, with all its hard things. It’s just inspiring.”
— Noël Kesselheim, OTR/L
In March of 2015, Eva Gibavic stood in the middle of a room full of laptop computers, smiling. Eva is an assistive technology specialist and school psychologist who works with the Collaborative Center for Assistive Technology and Training (CCATT) and she was preparing the devices for use by students at HEC Academy, the alternative middle- and high-school that is part of the Collaborative for Educational Services special education program. HEC Academy was poised to roll out a new one-to-one laptop initiative for students, the culmination of years of planning.

Assistive technology at HEC Academy began twenty-five years ago, with voice recognition software that helped students with severe dyslexia who could not spell or produce completed written assignments, to dictate their work. Eva reflected on partnering up with Adam Wenger when he joined HEC Academy in 1995 as a new teacher; and over the many years since. Adam soon became the school’s “go-to tech guy” and shared his love of technology with students until unexpectedly passing away late in 2014.

Eva remembers those years: “[We] were up to our ears in computer parts and learning together, we outfitted MALP with a computer for each student...still word processors except for our Dragon computer, but it was a cool sight indeed to see all the MALP students typing their writing assignments! The year after that, we set up the first computer lab, outfitted by the UMass computer dump and donations.”

Over the years, the Academy was able to get some additional programs and, as technology improved, struggled to keep up and provide access to assistive technology for all of their students in whatever ways possible.

Thanks to the new project, HEC Academy students now have access to individual laptops with assistive technology. This technology provides educational assistance in the form of the ability to hear as well as read any text seen on the screen, word prediction software that assists with spelling, and graphic organizer software that helps each student plan for writing and general note taking. HEC Academy educators are working to integrate the new assistive software throughout the curriculum school-wide in the final steps of this project.

Says Eva, “Now, thanks to the efforts of so many, we are beginning a new era at HEC Academy. All students have laptops, ALL have access to the assistive technology! We are now moving into integrating it throughout the curriculum with the goal of universal access and design in the curriculum.”

It is a powerful place to be and the next stage will be a challenge, a very exciting one indeed.”

— Eva Gibavic
Assistive Technology Specialist
**ACCOMPLISHMENTS**

Executive Director William Diehl was appointed to represent the Massachusetts Organization of Educational Collaboratives (MOEC) on the state’s Safe and Supportive Schools Commission, and served as the Western Massachusetts representative to the MOEC Executive Council. Diehl also participated in the first year of the new Superintendent Induction Program sponsored by the Massachusetts Department of Elementary and Secondary Education (ESE) and the Massachusetts Association of School Superintendents.

The Collaborative Center for Assistive Technology and Training (CCATT) was awarded the ESE Summer Assistive Technology Institute grant for the sixth year in a row.

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

Barbara Siegel (now CFO), was awarded the Certified Administrator of School Finance and Operations (SFO) certification by the Association for School Business Officials International.

Rich Cairn, director of the Emerging America program in CES Professional Development led the successful effort to win a National Endowment for Humanities Landmarks of History grant for the “Forge of Innovation” summer program.

The Massachusetts Department of Youth Services (DYS) and their educational partners, the Collaborative for Educational Services (CES), and Commonwealth Corporation (CommCorp) were among three of the seven juvenile justice agencies nationwide selected to participate in the CEEAS Unjammed Blended Learning Initiative for a second year. The program will provide training to four new DYS fellows, and continue to support and train the 2014 fellows.

**News and Notes**

Below:

In FY15 CES began planning a series of Social Justice and Equity learning activities for staff with an eye toward sharing the work with districts. Presenters Dr. Barbara Love and Dr. Russ Vernon-Jones (left) led several staff retreats on Social justice and Equity.

“One of the biggest things I took away from my time here is the concept of lifelong learning. It’s that realization that people don’t stop learning because they stop being in school.”

— LISA MINNICK, Retiring Chair CES Board of Directors

**LONGTIME BOARD CHAIR LISA MINNICK STEPS DOWN**

2015 was the final year for Lisa Minnick in her 15-year role as Chairperson of the CES Board of Directors. There have been many changes during her 23-year tenure on the Board, from the hiring of former Executive Director Joan Schuman and seeing the organization through the hiring of current Executive Director Bill Diehl, to the expansion of CES programs to include early childhood services, educator licensure preparation, and the addition of contracts with the Department of Youth Services (DYS) and Special Education in Institutional Settings (SEIS) for statewide services. Minnick also guided the agency during the expansion of membership from Hampshire County school districts alone to include Franklin County districts as well. The CES Board now includes 34 school districts.

The Board honored Lisa at their June 2015 meeting. She was succeeded in the post by Daniel Hayes (Shutesbury) in the fall of 2015, but continued as a Board member through the end of 2015.

“One of the biggest things I took away from my time here is the concept of lifelong learning. It’s that realization that people don’t stop learning because they stop being in school.”

— LISA MINNICK, Retiring Chair CES Board of Directors

Top Left:

CES Board Chair Lisa Minnick (left) confers with Frank Mertes (right) at the June 2015 Board Meeting.

Below:

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Technology

Pictured this page:
Annual Technology in Education Conference (TiE) at Holyoke Community College, January 2015

FY15 TAILORED TRAININGS FOR DISTRICTS ON TECHNOLOGY, INCLUDING GOOGLE APPS FOR EDUCATION

240+ EDUCATORS ATTENDED TiE 2015

Alternative Education Programs

STUDENTS RECEIVED OCCUPATIONAL TRAINING AND ACADEMIC SUPPORT THROUGH PERKINS CONSORTIUM GRANTS

500

300+ STUDENTS PLACED THROUGH CONNECTING ACTIVITIES

150+ EMPLOYERS WITH STUDENT PLACEMENTS
**Scholarships**

**HEC ACADEMY SCHOLARSHIP RECIPIENTS**

During the HEC Academy 2015 graduation ceremony, Dr. Joan Schuman presented the Joan E. Schuman Scholarship to graduating senior Dakota Ford, who planned to continue his education at Holyoke Community College in the fall. The Schuman Scholarship Fund was established to provide one or more one-time scholarships each year to special education students graduating from HEC Academy or from CES member school districts, and moving on to a two- or four-year higher education institution.

Also recognized were the 2014/15 recipients of Ben DeMarino Scholarships: Dakota Ford, Jackson Gallese, and Kevin Ringer. The Ben DeMarino Fund was established in the name of a past HEC Academy student, and helps new students each year to take community college courses while in high school, or pursue other training to help them to reach their goals.

**Early Childhood**

**BUGS, BOOKS, AND LEARNING FOR LITTLE ONES**

Over 80 families with babies and toddlers gathered to play and learn at an event co-hosted in June, 2015 by CES and the Eric Carle Museum of Picture Book Art in Amherst, MA. The families came from family centers or playgroups managed by CES and serving seventeen different communities. The family centers and playgroups are funded by the Massachusetts Department of Early Education and Care through the Coordinated Family and Community Engagement (CFCE) Grant. The activities of the morning were an extension of the Science, Technology, Engineering and Math (STEM) programming that the family centers and playgroups provide all year, with a special Spring focus on bugs. Each child in attendance received a new picture book as they were greeted by CES staff.
Professional Development

TEACHER AND ADMINISTRATOR LICENSURE PROGRAMS APPROVED

In FY2015, The CES Licensure program was one of the first programs to complete the intensive process of review and approval to prepare candidates for educator licensure in Massachusetts, under new and rigorous Regulations for Educator Licensure and Preparation Program Approval. In addition to the approval of our teacher Initial licensure programs, CES was also approved to offer two Administrator licensure programs, Principal/Assistant Principal (PreK-6, 5-8, and 9-12) and Supervisor/Director.

“The program review is a very rigorous process. The Department of Education asked us hard questions that made us push the envelope in our program design and think in new ways. What an opportunity to serve! A licensure program can set the stage for someone’s future as an educator, and we know that an excellent educator can change students’ lives for the better.”

— CECELIA BUCKLEY, Supervisor/Director, Licensure Program

WITH CLARITY, KINDNESS, AND PASSION

The work begun by Damon Douglas in 2013 to provide innovative supports for teachers around Educator Evaluation continued through 2014 and into 2015, focusing on District Determined Measures. Teachers continued to use the Educator Evaluation Tour Guides throughout 2014 and 2015. In FY2015, Damon brought clarity through his training and coaching, and developed new tools for teachers; working with Gwynne Morrissey at CES on a video for teachers about Sorting DDM Data (on student growth), which was published on YouTube in April, 2015. Damon Douglas passed away in June of 2015 after a long illness. His dedication to helping improve the quality of teaching for student success continues to inspire all of our staff and friends.

“Damon was curious, and modeled what it means to be a learner in practice. Most importantly, Damon was a champion of teachers, and his facilitation was characterized by respect and kindness.”

— BETH GRAHAM, Consultant/Colleague

Healthy Families and Communities

SPIFFY FIELDS 2015 PREVENTION NEEDS ASSESSMENT SURVEY

The Strategic Partnership for Families and Youth (SPIFFY), a program of CES, is a coalition of over 60 community partners working together to improve outcomes for youth in Hampshire County. During FY15, SPIFFY administered the Youth Prevention Needs Assessment Survey (PNA) to 8th, 10th, and 12th graders in Hampshire County schools. The survey, which has been administered every other year since 2007, assesses adolescent substance abuse, school climate, anti-social behavior and the risk and protective factors that predict adolescent problem behaviors. Data are utilized by partner organizations and local school districts.
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

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
Website Development/Hosting
Instructional Design
Technology Consulting, Training, and Coaching
Cooperative Purchasing/Other
Healthy Families and Community
Community Health Solutions
Strategic Partnership for Families and Youth (SPIFY)

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
Work with State and National Associations

FINANCIAL HIGHLIGHTS

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues:</td>
<td>$38,026,671</td>
<td>$37,663,329</td>
<td>$36,654,510</td>
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<tr>
<td>Total Expenditures:</td>
<td>$37,735,623</td>
<td>$37,725,237</td>
<td>$36,358,021</td>
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<tr>
<td>Change in Net Assets:</td>
<td>$291,048</td>
<td>$(61,908)</td>
<td>$296,489</td>
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<td>Cash and Cash Equivalents:</td>
<td>$696,718</td>
<td>$636,499</td>
<td>$2,999,224</td>
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</tbody>
</table>

REVENUE
80.2% Grants and Contracts
8.9% Administration
6.8% Special Education
4.1% Professional Development

EXPENDITURES
78.5% Personnel
20.4% Materials and Services
1.1% Depreciation and Interest

CES AFTER SCHOOL PROGRAMS
11
STUDENTS SERVED
700

FULFILLING OUR GOALS
NEW INTERNAL BUSINESS AND DATA SYSTEMS APPROVED AND IN DEVELOPMENT
3
NUMBER OF VISITORS TO THE CES WEBSITE
79,200
collaborative.org
Everyone is a learner

collaborative.org
Collaborative for Educational Services

97 Hawley Street, Northampton, MA 01060
413.586.4900 | 413.586.0180 Fax

Left:
TiE 2015 Annual Technology in Education Conference,
Kittredge Center at Holyoke Community College,
January 2015
Everyone is a learner

Opportunities for 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
- Strong Foundations for Young Children

[link to giving page]
collaborative.org/giving