



Collaborative for Educational Services

FY12 End of Year Report

From the Executive Director:

The FY12 end-of-year report is about *change*. For over 35 years, the Collaborative for Educational Services has worked in partnership with schools and communities to change and improve the lives of our most vulnerable and at-risk children and youth. To do that, the organization itself has had to change and grow—dramatically.

We began providing vocational education programs for our member school districts. We quickly expanded our focus when the state ordered school districts to educate children with special needs who had previously been institutionalized. The districts turned to us to develop programs for these young people, and we immediately started changing lives. When districts needed programs for youngsters with behavioral and emotional issues, the Collaborative started some of the first alternative programs in the Commonwealth. Again, we changed lives.

With passage of the state's 1993 education reform law, we broadened our professional development offerings and teachers began teaching to higher standards, changing student outcomes and hopes for the future.

Shortages of special education, math and science teachers led to the start of our own educator licensure preparation programs, changing the lives of many mid-career adults.

By bringing quality interventions, professional development and mental health consultation to early childhood providers, the future for many young children changed.

Ten years ago, we were given the opportunity to turn around the state's DYS educational program. As a result we changed the teaching and learning in these systems and the lives of hundreds of students.

Five years ago, in partnership with DESE, we began to change the Special Education in Institutional Settings (SEIS) Programs across the state, again changing the teaching and learning for the students in those settings.

In the summer of 2011, we undertook our most challenging change effort: the turnaround of the Dean Technical High School in Holyoke, a Level 4 school and one of the lowest performing high schools in the



Commonwealth. With the efforts of many talented CES staff, we hope to change the lives and futures of hundreds of students in Holyoke.

This report focuses primarily on the work we have done with and for our member districts. However, it should be noted that with 73% of our annual revenues coming from grants and contracts from either the state or federal governments, our work extends far beyond the borders of Hampshire and Franklin Counties. We hope you will go to collaborative.org to see the full extent of the work we do to change the lives of our most vulnerable youth.

Joan E. Schuman, Ed.D.
Executive Director

From the Chair of the CES Board of Governors:

Last December, our Executive Director, Joan Schuman, accepted the prestigious Justus A. Prentice Award given to educational leaders who advance the mission of educational service agencies through outstanding accomplishments. I had the pleasure of introducing her at the awards ceremony during the national Association of Educational Service Agencies (AESA) annual conference.

For the past eighteen years, Joan has embodied the characteristics that form the criteria for the Prentice Award. She has served in leadership positions in state and national ESA organizations, been a role model for her colleagues, and tirelessly shared her knowledge and experience, even as she was managing our agency's exponential growth. Under her leadership, CES has grown to become one of the most respected, exemplary ESA's in Massachusetts.

Joan will be the first to admit her success as a leader is tied inextricably to the incredible skill and commitment of our staff. I continue to be impressed by their breadth of knowledge and creativity—and by the way they interpret and fulfill the agency's vision, and define our plans for the future. Joan's award is also an accolade for CES, reflecting our reputation in the region, state and nation for leading-edge, anticipatory programs and services for students and districts.

Joan's success in building a trusted, innovative, financially-stable organization has inspired smaller collaboratives to broaden their service portfolios, and has motivated the state to rethink the roles ESAs can play in building capacity in smaller districts and helping schools close the achievement gap.

The Board is extremely proud of CES's success, and of the honor bestowed on our Executive Director. We look forward to more opportunities to shape the future of educational collaboratives and have a positive impact on the lives of those we teach and serve.

Lisa Minnick
Chair, CES Board of Governors



Mission and Purpose

Purpose:

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

The organization enhances learning, builds capacity, and supports member districts and others by providing exemplary programs, sharing effective practices, and identifying and developing resources.

In carrying out this mission, CES shall:

1. examine, develop and provide cost-effective quality services and programs for low incidence populations.
2. examine, develop and provide staff development and other training opportunities for teaching staff, support personnel, administrators, parents and community.
3. explore, develop and provide other programs and services that will from time to time meet the assessed needs of member districts.
4. take an active role in building and maintaining legislative and Department of Elementary and Secondary Education (DESE) support of collaboratives.

Collaborative for Educational Services

Articles of Agreement approved by the Board of Governors, October 14, 2009



Governance

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Governors is comprised of an elected school committee representative from each member school district. In addition to the Board of Governors, 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.

FY12 Board of Governors

FRANKLIN COUNTY

Franklin County Technical School	Donald Sluter Stephanie Recore
Frontier Regional School District	
Frontier Regional	Robert Decker, III
Conway Elementary	Steven Zakon-Anderson
Sunderland Elementary	Douglas Fulton
Deerfield Elementary	Kenneth Cuddeback
Whately Elementary	Nathanael Fortune (Vice Chair)
Gill-Montague Regional School District	no representative
Greenfield Public Schools	Doris Doyle
Mohawk Trail Regional School District	no representative
Rowe Elementary	no representative
Hawlemont Regional School District	no representative
Orange Public Schools	no representative
Pioneer Valley Regional School District	no representative
R.C. Mahar Regional School District	Peter Cross
School Union 28	
New Salem Elementary	Alyssa Rulf-Fountain
Wendell Elementary	Sarah Chase
Leverett Elementary	Farshid Hajir
Shutesbury Elementary	Daniel Hayes
Erving Elementary	Mackensey Bailey



HAMPSHIRE COUNTY

Amherst-Pelham Regional School District	
Amherst-Pelham Regional	Kip Fonsh
Amherst Elementary	Rick Hood
Pelham Elementary	no representative
Belchertown Public Schools	Beverly S. Phaneuf
Easthampton Public Schools	Lori Ingraham
Granby Public Schools	Kevin Boisselle
Hadley Public Schools	no representative
Hatfield Public Schools	Cathy Englehardt
Northampton Public Schools	Lisa Minnick (Chair)
Hampshire Regional School District	
Hampshire Regional Schools	Trish Colson-Montgomery
Chesterfield-Goshen Schools	Trish Colson-Montgomery
Southampton Elementary	Trish Colson-Montgomery
Williamsburg Elementary	Jeff Gelbard
Westhampton Elementary	no representative
South Hadley Public Schools	Dale Carey
Smith Vocational and Agricultural School	John Cotton
Ware Public Schools	no representative

FY12 Steering Committee

FRANKLIN COUNTY

Franklin County Technical School www.fcts.org	Richard Lane, Superintendent
Frontier Regional/Union 38 School District www.frontierregionalandunion38.com	Regina Nash, Superintendent
Gill-Montague Regional School District www.gmrtd.org	Nadine Ekstrom, Superintendent
Greenfield Public School District gpsk12.org	Susan Hollins, Superintendent
Mohawk Trail Regional School District www.mohawkschools.org	Michael Buoniconti, Superintendent



Orange Public School District www.orange-elem.org	Michael Baldassarre, Superintendent
Pioneer Valley Regional School District www.pioneervalley.k12.ma.us/PVRSD	Dayle Doiron, Superintendent
R.C. Mahar Regional School District www.rcmahar.org	Michael Baldassarre, Superintendent
Union 28 School District www.union28.org	Joan Wickman, Superintendent

HAMPSHIRE COUNTY

Amherst-Pelham Regional School District www.arps.org	Maria Geryk, Superintendent
Belchertown Public School District www.belchertownps.org	Judith Houle, Superintendent
Easthampton Public School District www.easthampton.k12.ma.us	Nancy Follansbee, Superintendent
Granby Public School District www.granbyschoolsma.org	Isabelina Rodriguez, Superintendent
Hadley Public School District www.hadleyschools.org	Nick Young, Superintendent
Hampshire Regional School District www.hr-k12.org	Craig Jurgensen, Superintendent
Hatfield Public School District www.hatfieldpublicschools.net	John Robert, Superintendent
Northampton Public School District www.nps.northampton.ma.us	Brian Salzer, Superintendent
Smith Vocational and Agricultural School smith.tec.ma.us	Arthur Apostolou, Superintendent
South Hadley Public School District www.southhadleyschools.org	Christine Sweklo, Interim Superintendent
Ware Public School District www.warepublicschools.com	Mary-Elizabeth Beach, Superintendent



Programs and Services

FOR LEARNERS / FAMILIES

After School Programs

Supplemental Education Services / Tutoring

Early Childhood

- Coordinated Family and Community Engagement (CFCE)

- Early Childhood Family Centers

- Early Literacy Parent-Child Workshops

- Easthampton Success by Six

- Parent-Child Home Program

- Parent Education and Support /ParentCoach

- Welcome Baby Visits

Special Education

- Collaborative Center for Assistive Technology and Training (CCATT)

- Community-Based Work Experience Programs

- HEC Academy Alternative Middle and High School

- Occupational Therapy Center (OTC)

- Patty Walsh-Cassidy Assistive Technology Lending Library

- Specialist Services:

 - Physical Therapy

 - Psychological Services

 - Speech-Language Pathology

 - Vision/Mobility

- Transitional Alternative Learning Programs

Student Services

- Connecting Activities / Student Work-Based Learning

- Mount Tom Academy

- Perkins Career and Technical Education

- Reunion Center (Adult Career Development-Easthampton)

- The Third Place (Adult Career Development-Turners Falls)



FOR EDUCATORS

Early Childhood

- Center for Social and Emotional Foundations of Early Literacy (CSEFEL) Training and Coaching
- Professional Development Workshops and Site-Based Consulting
- Mental Health Support Team / Working with Challenging Behaviors
- Quality Rating and Improvement System (QRIS) Coaching
- Quality Enhancement, QRIS, CDA and Accreditation

Professional Development

- Administrator/Teacher Licensure | TeachinMass.org
- Center for Education and Data Use (CEDU)
- Center for English Language Education (CELE) | cele.collaborative.org
- Center for Literacy Learning
- Educator Distance/Online Learning
- Educator Evaluation Training/Support
- Emerging America | EmergingAmerica.org
 - Library of Congress—Teaching with Primary Sources (TPS)
 - Teaching American History (TAH)

New Teachers Project

- Professional Development Workshops and Site-Based Consulting
- Professional Learning Communities
- Reading Recovery® Teacher Training
- The Math Path

Resources and Support

- Administrator Search Consultation
- Cooperative Purchasing
- Moodle (online learning) Hosting and Management / Massachusetts Distance Learning Network
- Program Evaluation
- Technology Planning, Support, and Website Development/Hosting
- Technology Vendor Partnerships and Group Discounts

CES is a state pre-qualified vendor for:

- Conditions for School Effectiveness/Education Improvement Services
- Early Childhood Training/Consulting
- Education Data Warehouse Training/Support
- Educator Evaluation Training/Support
- Professional Development Training/Consulting
- Special Education Training/Consulting



I. PREPARE CHILDREN AND YOUTH TO SUCCEED

Special Education Programs and Services

The Special Education Department provides quality programming and services for students with low incidence disabilities, enabling them to live independently and become productive participants in their communities. The Special Education Department also promotes educator skill development and school and district capacity to better serve students with a range of special needs.

SERVICES PROVIDED

Itinerant Services

In FY12 CES provided specialist services including Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Vision and Mobility Services to these member districts: Amherst, Belchertown, Deerfield, Easthampton, Erving/Leverett, Granby, Greenfield, Hampshire Regional, Hatfield, Mohawk Trail, Northampton, Smith Voc, South Hadley, Southampton, and Ware.

Vision and Mobility Services continue to be in demand.

Collaborative Center for Assistive Technology and Training (CCATT)

CCATT specialists provided evaluations and consultative services to CES programs and member districts, including: Amherst, Belchertown, Deerfield, Easthampton, Franklin County Tech, Mohawk Trail, Northampton, and Pioneer Valley Regional. Additional services were provided to non-member districts included Agawam, Center School, East Longmeadow, and the Step Program.

In collaboration with DESE, the Center also developed and provided the Accessible Learning through Technology Content Institute to enhance teacher skills in using assistive technology to support effective instruction.

Occupational Therapy Center (OTC)

The Collaborative's Occupational Therapy Center provides individual and small group treatment services on motor development, handwriting, and sensory processing issues, as well as services to families, schools and childcare centers, and other agencies. During FY12, we continued to provide evaluation, consultation and treatment in 8 member schools / districts and 6 non-member schools/ districts.



SPECIAL EDUCATION PROGRAMS

The Collaborative offers special education programs for children and youth ages 12-21 in both public and private settings. In FY12 following programs were available for students with autism, developmental disabilities, intellectual impairment, learning disabilities and emotional / behavioral disorders.

HEC Academy

HEC ACADEMY is an approved alternative special education high school at the Collaborative’s special education facility in Northampton, MA. The Collaborative Center for Assistive Technology and Training (CCATT) and Occupational Therapy Center are also located at this site.

The school enrolls students with emotional, behavioral and/or specific learning disabilities. Students range in age from 14 to 21, and have failed to succeed in less restrictive environments due to a variety of social and emotional, as well as academic adjustment problems. Specific remediation and technology is provided to address learning disabilities. 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

Disability Categories	Primary	Secondary
Autism (Aspergers)		x
Sensory Impairment-Hearing		x
Sensory Impairment-Vision		x
Sensory Impairment-Deaf-Blind		x
Neurological Impairment	x	
Emotional Impairment	x	
Communication Impairment	x	
Physical Impairment		x
Health Impairment		x
Specific Learning Disability	x	

Middle Alternative Learning Program (MALP)

Housed at HEC Academy, this program is designed for middle school-aged students with emotional, behavioral and/or specific learning disabilities. Students receive individualized instruction in a highly



structured, emotionally supportive environment in academics, social skills, recreation and community service; as well as weekly therapy sessions with a licensed private therapist during school hours. A comprehensive behavior program based on positive reinforcement contingencies addresses behavioral disorders and social skills deficits. Educational opportunities address each student's learning abilities. Additional consultative support from a Learning Disability Specialist is offered as part of the program and is available to address specific student needs. Each student participates in small group and individualized instruction throughout the day across all curriculum areas. Related services are incorporated based on individual student needs. A weekly clinical consultant is provided for the program throughout the school year.

GOAL: For students to transition to high school or vocational school

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

Disability Categories	Primary	Secondary
Autism (Aspergers)		x
Sensory Impairment-Hearing		x
Sensory Impairment-Vision		x
Sensory Impairment-Deaf-Blind		x
Neurological Impairment	x	
Emotional Impairment	x	
Communication Impairment	x	
Physical Impairment		x
Health Impairment		x
Specific Learning Disability	x	

Prevocational Program

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

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

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



Disability Categories	Primary	Secondary
Autism (Aspergers)	x	
Intellectual Impairment	x	
Sensory Impairment-Hearing		x
Sensory Impairment-Vision		x
Sensory Impairment-Deaf-Blind		x
Neurological Impairment	x	
Emotional Impairment		x
Communication Impairment	x	
Physical Impairment		x
Health Impairment		x

Community-Based Work Experience (CBWE)

The CBWE Program is designed for students ages 16-21 with developmental disabilities and/or moderate intellectual impairment. 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

Disability Categories	Primary	Secondary
Autism (Aspergers)	x	
Intellectual Impairment	x	
Sensory Impairment-Hearing		x
Sensory Impairment-Vision		x
Sensory Impairment-Deaf-Blind		x
Neurological Impairment	x	
Emotional Impairment		x
Communication Impairment	x	
Physical Impairment		x
Health Impairment		x



Accelerated Learning Program (ALP)

This “after hours” special education high school program seeks to meet the needs of disaffiliated, non-traditional learners who have already dropped out of school or are at risk of doing so. ALP utilizes innovative, flexible and dynamic approaches to both dropout prevention and re-affiliation. Students are taught in individual and small group settings. The program utilizes on-site and distance learning, independent home study, work study and college “bridge” options. Academic work is broken down into “work units.” To earn full year academic credit in any given subject, a student must satisfactorily complete a minimum of 120 work units. Each work unit will take a student approximately 1 to 1 ½ hours to complete. Work units are modified to meet the individual needs of special education or learning disabled students. Many students will be able to seek credit recovery for classes that they have failed in the past. Students need to complete 40 work units in order to recover credit for classes that they have already taken and subsequently failed. This credit recovery is modeled on successful summer school programs in which students are able to repeat classes in a briefer learning format.

GOAL: For students to work toward a high school diploma from their sending school or a GED

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

Disability Categories	Primary	Secondary
Sensory Impairment-Hearing		x
Sensory Impairment-Vision		x
Sensory Impairment-Deaf-Blind		x
Neurological Impairment	x	
Emotional Impairment	x	
Communication Impairment	x	
Physical Impairment		x
Health Impairment		x
Specific Learning Disability	x	



POPULATIONS SERVED

As compared to the previous year (FY11), special education program enrollment in FY12 decreased in the summer educational programs; and remained stable in the school year educational programs. An average of 56% of our student enrollment came from member towns and 44% from non-members. We enrolled 40% of the students who were referred to our programs.

Annual Enrollments

Enrollment	2010-2011	2011-2012
Summer	64	50
School Year	69-80	69-77
Referrals	61	47
Number Enrolled	41	19

Month	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Member	50	47	54	50	48	50	48	51	55
Non-Member	23	26	23	24	21	19	21	21	22

OUTCOMES

Student Achievement / MCAS Results

- Results for all regular grade level tests were consistently higher in ELA.
- Results for the Spring 2012 tests indicate the highest results in ELA, followed by Science, and then Math.
- The majority of students who participated in the MCAS Alternate Portfolio assessment scored in either the emerging or progressing categories.

Spring 2012 MCAS Results	# NI or P Needs Improvement / Proficient	MCAS Alt. Emerging / Progressing
ELA	78%	100%
Math	32%	100%
Science	58%	50%

Graduates

There were 18 graduates in FY12. Fourteen (82%) of the graduates were from member school districts. Students who graduate from CES programs meet the graduation requirements of their sending school districts, pass the MCAS, and receive a high school diploma from their sending district.



PRICING AND 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
- Tuitions are drafted after determining projected student enrollment, staffing, and expenses
- As part of the tuition process, comparisons with private school tuitions are considered and reviewed
- Draft tuitions are shared with the member special education directors, along with comparisons of private school tuitions, for review and discussion
- Feedback from member special education directors is considered and tuitions revised as appropriate
- Draft tuitions are presented to member superintendents for review and discussion
- Final adjustments and revisions are made prior to presentation to the Board for review and final approval

FY12 Approved Budget: Special Education						
	Summer	Programs	OT Center	CCATT	Itinerants	Total
Administration	37,755	205,261	1,000	1,000	1,000	246,016
Instr/Direct Service	95,918	1,192,197	107,237	101,579	204,953	1,701,884
Support Staff	24,500	78,250	5,665	5,665	5,665	119,745
Fringe	21,791	271,923	5,979	37,647	36,402	373,742
Contractual	-	-	-	-	-	-
Supplies	13,150	75,700	2,200	2,200	1,700	94,950
Travel	800	17,578	500	500	7,100	26,478
Other	30,058	277,162	100	450	100	307,870
Indirect	-	-	-	-	-	-
Total	223,971	2,118,071	122,681	149,041	256,920	2,870,684
FTE	28.03	40.18	2.01	1.98	4.18	76.38



Comparison of CES Tuition Rates to Area Private Schools

FY12 Preliminary Area Private School Rates*							
Name of Private School	#Days	Tuition	Day/Rate	Effective	Summer #Days	Summer Tuition	Summer Day Rate
May Institute (Day)	222	\$88,718	\$400	7/1/11			
NE Adolescent Research Institute (NEAR)	220	\$57,694	\$262	7/1/11			
Cutchins-New Directions (Northampton)	218	\$49,838	\$229	7/1/11			
RFK Experiment with Travel (EWT)	216	\$46,812	\$217	7/1/11			
Northeast Center (Tricounty)	180	\$38,942	\$216	7/1/11	31	\$10,184	\$329
Springfield Home (Childrens Study Home)	216	\$44,074	\$204	7/1/11			
Valley West Day School	180	\$36,075	\$200	7/1/11	30	\$4,260	\$142

*Private school rates preliminary as of 3/2/11

CES Tuitions for FY12							
Collaborative Program Name	#Days	Tuition	Day/Rate	Effective	Summer #Days	Summer Tuition	Summer Day Rate
HEC Academy	180	\$37,658	\$209	7/1/11	25	\$3,709	\$148
Prevocational	180	\$25,328	\$141	7/1/11	25	\$2,635	\$105
Community-Based Work Experience	180	\$22,585	\$125	7/1/11	25	\$2,635	\$105
Greenfield ALP	180	\$11,821	\$66	7/1/11	25	\$1,794	\$72
Specialized Primary Program (Summer only)				7/1/11	25	\$4,453	\$178

Mount Tom Academy

The Mount Tom Academy program at Holyoke Community College is an alternative high school for students at risk of dropping out of school. The program offers a small classroom setting directly within the college environment, encouraging students to take higher education courses during and following their enrollment at Mount Tom Academy.

The program utilizes self-directed learning methods that engage reluctant learners in their own educational process. The goal of the program is to provide a learning environment that addresses and



removes students' objections to study and learning, engages them in self-directed learning, and promotes achievement among students who would otherwise be likely to drop out.

Mount Tom Academy was the first alternative high school in Massachusetts to have a setting in a state community college. The program was started through a grant from DESE, and has been located at HCC for the past 12 years.

SERVICES PROVIDED

The program offers a small, flexible and individualized learning environment that accommodates a wide variety of learning styles. Students and teachers work together to build individual learning packets and schedules for completion of schoolwork. Course work is matched to the sending high school curriculum.

Students participate in the selection of study methods and time frames for their work completion. Qualified teachers and college staff provide instruction and remediation to the students. The program utilizes standard high school textbooks and is assisted by the college-level *Plato* online curriculum learning system. The *Plato* system offers remediation practice, review of material, accelerated learning and methods for credit recovery.

Students are encouraged to attend regular college classes for dual credit opportunity. Ninety percent of Mt. Tom Academy students achieve success and graduate from high school.

POPULATION SERVED

In 2012, Mount Tom Academy served 20 students from school districts throughout the Pioneer Valley. Sending districts included Gateway Regional, Hatfield, Northampton, Easthampton, Agawam, Granby, Gateway Regional and Hadley.

Enrollment is accepted on a rolling basis throughout the school year.

OUTCOMES

All students passed their MCAS and college entrance exams.

Nine students completed high school studies and graduated last year. Four students are attending HCC next year, and one student is attending Western New England College.

Three students enrolled in dual enrollment opportunities and completed their coursework successfully. One student enrolled in an HCC dual-enrollment Introduction to Psychology class received the highest academic grade in the college class.

Six students participated in work-study opportunities.

PRICING

Tuition rates cover the program costs (primarily teacher salary and fringe). Non-member districts are charged \$8,000 and member districts pay \$7,000 per year per student.



After School Programs 21st Century Community Learning Centers (CCLC)

The Collaborative's 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.

SERVICES PROVIDED

One of the Collaborative's 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. The agency researches various sources of local data demonstrating risky behaviors and the needs of local students; 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 to identify which need(s) the prospective 21st CCLC program can address. CES facilitates and supports the process of pooling together potential resources each partner can provide. Our role is to help each program and school: 1) identify the most pressing academic and social-emotional needs of at-risk students; 2) determine how best to address those needs through after school programming; and 3) use data to measure the effectiveness of meeting those needs each year.

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. Projects can increase a student's sense of belonging and self-worth. Since our network implemented PBL activities at all of its programs starting in FY05, the average attendance hours have far exceeded the minimum requirements mandated by Massachusetts.

CCLC programs are located in the following member districts: Greenfield, Gill-Montague, Hampshire Regional, Easthampton, and Amherst Regional. The Collaborative also operates CCLC programs in the non-member districts of Palmer and West Springfield.

POPULATION SERVED

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

Nine CES 21st CCLC programs served 718 students during the 2011-2012 school year. Approximately 52% of students were from low-income homes and 23% were students with special needs.

Approximately 30% of our student participants scored in the lowest two levels of the math MCAS and 27% at the lowest two levels of the English language arts MCAS.



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-five year long grant cycle it can apply to become a Promising Practices' site; This is the novice level of exemplary programming where a site has demonstrated potential to become one of the best in the state of Massachusetts. Above Promising Practices is the Exemplary level. At this point the site is considered a mentor that can provide technical assistance and coaching to other sites. The highest level a site can achieve is that of the Demonstration site. A Demonstration site has excelled at multiple levels of programming and there are only a handful of Demonstration sites in the state of Massachusetts.

The Converse Middle School and Great Falls Regional Middle School are Exemplary sites that excel at youth empowerment. Gateway Regional Middle School is the highest level Demonstration site. CES staff at the Gateway site actively mentor non-21st CCLC programs towards more academically focused and age appropriate programming. In addition, CES has two sites at Neil A. Pepin and Maple Elementary that are pending to become 'Promising Practices' sites. The Collaborative's own after school central office is also considered Exemplary and had 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 Regional Network whose primary purpose is providing out of school time programs with high quality professional development opportunities.

CES seeks to engage participating youth in as many hours of after school programming as possible. If the program is not popular with youth, they will stop participating. Thus CES examines the average attendance hours per site and as a combined network of sites. The Department of Elementary and Secondary Education mandates a minimum of 80 hours for a site's average attendance hours. The CES network average attendance hours have far surpassed that benchmark for a number of years as listed in the table below.

Year of Program	The Collaborative Network Annual Average Attendance Hours
FY07	113 hours
FY08	122 hours (a 7% increase compared to FY07)
FY09	154 hours (a 21% increase compared to FY08)
FY10*	Dosage for continuation grantees in FY10 was 174 hours and for Exemplary grantees was 157 hours.
FY11*	FY11 dosage for continuation grantees stood at 140 hours and Exemplary grantees at 146 hours.

*Starting in FY10 DESE split data into two sets, one for continuation grants and the other for Exemplary grants. These annual averages surpass the minimum requirement of 80 hours set by DESE and include middle and high school aged programs where recruiting can be more challenging. The average amount of hours students attend is critical because research shows that students who attend about 150/200 hours of programming reap the full benefits of the after school program. High attendance hours are also another indicator of student engagement in the programs.

The CES after school programs are funded through 21st CCLC grants awarded by DESE.



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 effort is to boost school capacity to serve young people, and improve their education and career preparation by incorporating real life and work experiences into their schooling.

SERVICES PROVIDED

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

POPULATION SERVED

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

- In 2011-2012, the program placed 297 students with more than 150 employers throughout the county.
- An additional 125 students participated in Construction Career Day and other types of job shadowing, field study and job fairs.

The internship placements ranged from simple after school placements tracked with a Work-based Learning Plan, to more complex work-and-learning experiences where the tasks and skills emphasized in the placement are also developed, in parallel, in a classroom setting. The Reunion Center summer program and Smith Vocational are examples where such placements occur. Students range from those who are A+ and college-bound, to those who are developmentally challenged.

OUTCOMES

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

Funding for Connecting Activities comes through grants from the Hampshire-Franklin Regional Employment Board and DESE.



Early Childhood Services for Educators, Administrators, Providers, and Parents

The Early Childhood Department's activities support parents, and early educators in:

- Understanding child development from birth to Kindergarten
- Understanding developmentally appropriate practice
- Setting up learning environments that are play-based that maximize children's development
- Providing appropriate experiences for young children
- Promoting children's social and emotional development
- Responding appropriately and serving children with challenging behaviors
- Recognizing when a child has a special need and making appropriate referrals

SERVICES PROVIDED

The Early Childhood Department administers and coordinates grants that provide training, consultation and support to early childhood centers and family child care providers, and parenting education and support in Belchertown, Easthampton, Hatfield, Monson, Palmer, Ware, Warren, and West Brookfield.

Under the Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant we provide:

- Financial support to Family Centers serving the communities listed above as well as centers in Amherst, Cummington, Gateway, and Northampton. Centers provide playgroups for parents/guardians and children from birth to Kindergarten.
- Parent workshops on topics such as sleeping, eating, toilet training, setting limits, challenging behaviors, sibling rivalry, co-parenting, and other issues of interest to parents.
- Parent-Child Home Program, an early literacy home visiting program for families with children who are at risk for poor literacy development. The program serves children ages 18 months to three years. A home visitor makes two half-hour visits weekly to demonstrate use of a toy or book in developing literacy skills. Twenty-seven families were served in 2012.
- Referrals to services for families with young children.
- Referrals to professional development opportunities for early educators.
- Home visits and support for parents of children with challenging behaviors.
- Support to children transitioning from program to program.
- Early literacy activities such as community *StoryWalks* and weekly story hour at the Hatfield library.



POPULATION SERVED

CES's Early Childhood Department provided important services in FY12 to communities throughout Franklin and Hampshire Counties and beyond.

- The Parent-Child Home Program served 28 families in Palmer, Warren, Ware, South Hadley, Belchertown.
- CEU classes taught by CES staff served 65 participants from family child care, center-based programs and public schools in Hampshire, Franklin, Hampden, and Worcester Counties.
- Approximately 120 professionals from family child care, center-based programs, and public schools in Hampshire, Franklin, Hampden, Berkshire, and Worcester Counties participated in CES-sponsored professional development.
- Coaching and mentoring was provided through the Educator and Provider Support grant to approximately 115 early childhood educators in Hampshire and Franklin, and Worcester Counties.
- The Conference in Spanish for Latino Early Educators drew more than 100 early educators and out-of-school time professionals from all over the state.



II. PROMOTE EDUCATOR, ADMINISTRATOR, PROVIDER, AND PARENT KNOWLEDGE AND SKILLS

Professional Development, Curriculum, and Educator Licensure

The Professional Development, Curriculum, and Educator Licensure Department offers extensive opportunities for educators and school systems to improve teaching and learning through high-quality, evidence-based, and data-driven professional development programs. Our statewide, regional, district-wide, and single school initiatives shape learning and leadership at each level: policy, program, and practice. We help administrators utilize data to assess critical staff development needs and build local capacity through customized professional development. The department works with districts to customize implementation of the Educator Evaluation System, Tiered Support Systems, Common Core state standards, and mandated trainings in working with English Language Learners. Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, interventionists, and content teachers. Teachers, administrators, and career changers access our face-to-face and online programs to achieve Highly Qualified Educator status, Initial Licensure, and renewal of Professional Licensure.

SERVICES PROVIDED

The Professional Development Department offers a range of services, including:

- Educator licensure (17 Initial Licensure programs for teachers and administrators)
- Center for English Language Education (Category trainings, policy development, and program improvement)
- Emerging America colloquia: Teaching American History and Library of Congress Teaching with Primary Sources
- Professional Learning Communities (PLCs) for networks of educational staff (e.g., Curriculum, English Language Learning, Technology)
- School- and district-based math and literacy consultation, coaching, and courses
- Preparation of instructional and learning team coaches
- Curriculum mapping and planning, curriculum revision to reflect Common Core state standards
- Regional professional development days
- Reading Recovery Teacher training
- Online and hybrid courses
- Parent and community engagement
- Technical assistance and training



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.

POPULATIONS SERVED AND OUTCOMES

During the 2011-2012 school year the Professional Development Department worked with over 5,000 educators. Below are some highlights of the services provided to state and local partners:

Educator Licensure

28 licensure courses were held this year, in a total of 59 sections in Northampton, Holyoke, and Marlborough and as hybrid online courses. Most courses are offered in both online and face-to-face format. The Online Facilitation course for instructors was offered in each of three terms last year, to ensure consistent quality of instruction in the Hybrid Online course environment.

865 students took courses during this time period. 82 students were admitted to the Initial Licensure program; an additional 10 candidates were admitted to gain an additional license. Endorsements for 69 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of these candidates, 17 were working in 10 member districts (Amherst, Easthampton, Greenfield, Hadley, Hampshire Regional, Northampton, Smith Vocational, Pioneer, South Hadley, and Southampton) when endorsed. The remainder are educators who were working in 25 non-member districts, in the DYS system, or for the Massachusetts Department of Elementary and Secondary Education when endorsed.

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

Collaborative staff worked on long-term projects building district capacity to address student achievement challenges in 25 member and non-member districts. Member districts served included Amherst, Conway, Deerfield, Easthampton, Granby, Hadley, Mohawk, New Hingham, Southampton, South Hadley, Ware, Westhampton, and Whately. The focus of the work varied with the district. Highlights include:

- Creating guides for improving student reading and writing
- Implementing co-teaching
- Improving standards-based mathematics teaching and assessment,
- Conducting workshops on writing and the effective use of readers
- Using formative assessment in ELA instruction

The Collaborative secured funding for professional development addressing literacy learning, a three-year grant providing \$170,000 annually for services provided in 11 districts, including Amherst, Easthampton, Southampton, Ware, and Westhampton, and 6 non-member districts. 2011-2012 was the third year of this grant.



Center for English Language Learning (CELE)

Staff provided trainings to 1,110 teachers in 46 districts across the state, serving 16 member districts (Belchertown, Conway, Deerfield, Easthampton, Erving, Frontier Regional, Granby, Greenfield, Hatfield, Leverett, Northampton, Shutesbury, South Hadley, Sunderland, Wendell-New Salem, and Whately), and non-member districts.

CELE staff also provided ESL teaching, program and curriculum planning, assessment, staff coaching, and presentations to over 2,000 individuals across and outside the state. Presentations were made at the Massachusetts Early Intervention Consortium and the MATSOL conference. The program director wrote district policies for Bridgewater-Raynham, Dean Technical High School, and Worcester.

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

Emerging America / Teaching American History (TAH)

The Emerging America history education program at CES began in 2006 with a U.S. Department of Education Teaching American History grant. Since then, the program has provided high quality professional development to hundreds of teachers, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history education.

Teaching American Freedoms: Rights and Responsibilities from the Puritans to the Present

The overall goal of this TAH project is to improve teacher knowledge and appreciation of traditional American history, which will result in improved classroom instruction and student achievement. Participating teachers attend scholarly presentations that deepen and broaden their knowledge of American history and work with veteran teachers to learn and apply effective methods for teaching U.S. history at their grade level. The project is organized around three project objectives:

- To deepen teachers' content knowledge of traditional American history by revealing the roots of freedom and responsibility in American democracy, rising from the American Revolution and U.S. Constitution and evolving through key periods of change in American history.
- To improve teacher's ability to apply new knowledge and to improve the effectiveness of their teaching of American history as a separate academic subject, particularly in schools that have been identified for improvement, corrective action, or restructuring under NCLB.
- To increase student knowledge and achievement in American history

In total, 141 individual teachers (with 98% completing more than 75% of the required hours) participated in this year's offerings, completing the equivalent of a three-graduate credit course (subset of this group took the course for credit, at their own expense). These teachers represent 7 member districts: Amherst-Pelham, Amherst Regional, Deerfield, Easthampton, Erving, Northampton, and South Hadley.



Emerging America / Library of Congress, Teaching with Primary Sources

The Library of Congress selected CES to join its national Teaching with Primary Sources Consortium, providing professional development throughout Massachusetts. The Collaborative is the only Consortium member in New England. The Library is especially interested in tapping the expertise of CES in working with English language learners, special education students, court-involved youth, and other struggling learners. The Collaborative also emphasizes its experience with online resources.

In 2011-12, this project:

- Provided workshops on history and Common Core state standards for nearly 209 teachers from school districts throughout Massachusetts, 31 of whom were from member districts: Amherst, Chesterfield-Goshen (New Hingham), Deerfield, Easthampton, Granby, Northampton, Orange, Pioneer, South Hadley, Southampton, Westhampton, and Williamsburg.
- Coached and supported six teacher-leaders statewide presenting TPS workshops.
- Implemented a one-credit graduate course for regular classroom teachers on how to create High Quality Learning Environments for Struggling Learners.
- Aided teachers at a Mass DESE model curriculum-writing workshop led by Jay McTighe to incorporate Library of Congress primary sources into their model lessons, as a means of addressing new state graduation standards.

The CES Project Director led the Library's TPS Evaluation Committee and the Assistant Director co-led its TPS Technology Committee.

Reading Recovery

CES is a regional Reading Recovery Teacher Training site serving western Massachusetts districts in four counties. In FY12, our site provided training, coaching, consultation, and data analysis to 30 elementary schools in 15 school systems, representing 48 teachers serving 394 first grade students. Of the students served, 44% are on free or reduced lunch, 24% are non-white, 18% were designated with a previously diagnosed learning disability, and 14% spoke a language other than English in their homes. Of the districts served, Amherst, Deerfield, Easthampton, Hatfield, Southampton, Pioneer Valley Regional, Whately, and Williamsburg are members.

Regional Professional Development Days and Open Enrollment Seminars

Leaders from both Hampshire and Franklin Counties planned a summer academy in 2012 with 77 workshops and courses. Over 250 educators participated in the workshops, all from member districts.

Attorney Regina Williams Tate presented the Annual Legal Issues Seminar to 118 administrators in 23 member districts including Amherst, Amherst-Pelham, Belchertown, Conway, Deerfield, Easthampton, Erving, Franklin County Regional Vocational Technical High School, Frontier, Gill-Montague, Granby, Greenfield, Hampshire Regional, Hatfield, Mohawk Trail, Northampton, Pioneer Valley, Mahar Regional, Smith Vocational & Agricultural High School, South Hadley, Ware, Westhampton, and Whately.

Attorney Tate also presented a "Seminar on the Investigation Process" to 82 administrators from the following 19 member districts: Amherst, Amherst-Pelham, Belchertown, Easthampton, Frontier, Gill-



Montague, Hadley, Hampshire Regional, Hatfield, Hawlemont, Mohawk Trail, Northampton, Pelham, Rowe, Smith Vocational & Agricultural High School, South Hadley, Ware, Westhampton, and Whately.

Professional Learning Communities

CES supported Professional Learning Communities (PLCs) for networks of educational staff in our member districts; these included PLCs for Curriculum Directors, English Language Learning, Technology, and Curriculum.

As one example, the Math Professional Learning Community supported collaborative work with the Common Core in grades K-8, helping 91 teachers and leaders from member districts work with new expectations around the Common Core, Early Education and Care guidelines, and DESE ELL guidance.

PRICING AND 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:

- Ongoing review of member districts' District Improvement Plans, student achievement and attendance data and demographics, Accountability Levels, and licensure/staffing needs
- Ongoing 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
- Ongoing review of written/electronic evaluation data from course and workshop completers
- Ongoing communication with DESE staff regarding Department priorities and mandates impacting school districts, and licensure regulations
- Ongoing communication with our higher education licensure partner Fitchburg State University regarding content of courses and program articulation, and collaboration on federal and state grants funding educator licensure in high-need areas
- Meetings with education service agency staff from other Massachusetts collaboratives and from other states regarding effective and efficient practices
- Collaborative planning and implementation of annual Summer Academy and school year professional development programs for administrators, teachers, and support personnel
- Collaborative planning and development of proposals to state and federal agencies, and private foundations, to support staff development programs
- Facilitation of professional learning communities
- Annual review of rate schedule for staff training onsite at schools (see accompanying rate schedule) and licensure courses



Comparison of CES Rates

37.5 Hour Course Costs	
Institution	Course Cost
Boston College	\$3,498/course
Springfield College	\$2,565/course
UMass	\$2,082/course
Elms College	\$1,914/course
Western New England University	\$1,770/course
Lesley University	\$1,650/course
American International College XCP Program	\$1,257/course
Bridgewater State University	\$1,023/course
Framingham State University	\$995/course
Collaborative for Educational Services	\$670/course only \$945/ course plus graduate credit through Fitchburg State University

Consultant Costs		
Consultant/Organization	Daily Rate for Specialized Workshops & Trainings and Consultation	Daily Rate for Member Districts
TERC	\$4,500/presentation day	
November & Associates	\$2,000/day	
Ribas Associates	\$1,600/day	
Teachers 21	\$1,600/day	
Collaborative for Educational Services	\$1,500/day	\$1,275/day



III. SUPPORT EDUCATIONAL PROGRAM IMPROVEMENT AND CAPACITY-BUILDING IN SCHOOLS AND DISTRICTS

Technology

CES Technology projects strive to build internal capacity and infrastructure, support educators, schools, and districts in effective use of technologies, and partner with state agencies to implement systems that increase efficiency. The goals of CES Technology services are to:

- Support student achievement by developing and offering online courses that allow students to progress at their own pace with 24/7 access to content.
- Support educator skill development through expanded distance learning and face-to-face instruction to develop the skills of teachers, administrators, and coaches, preparing them to better serve their students.
- Build the Collaborative's capacity to provide efficient services by enhancing our IT infrastructure and security, and further developing program websites.
- Build school and district capacity by providing network management services, website development, access to online courses, and MOODLE course design and management.
- Increase the efficiency of regional and statewide efforts by developing and promoting the effective use of technology and data (e.g., Technology and Curriculum PLC, student information systems for DYS and Special Education in Institutional Settings).

SERVICES PROVIDED AND POPULATIONS SERVED

Enhancing Educator Skills

- Provided training to teachers on self-directed learning for online learners at MassCUE 2011 Fall Conference.
- Completed development of e-Learner Coach online course and submitted it to the Department of Elementary and Secondary Education for use by districts statewide.

Enhancing School and District Capacity to Access and Effectively Use Technology

We have formed partnerships with many technology companies and have negotiated a range of price reductions for our member districts on their products. Through June 30, 2012, partner vendors included:

- Global Compliance Network for online compliance training
- SchoolNet—Gradebook and Data visualization tools
- Virtual High School offering supplemental distance learning courses



- GovConnection providing technology supplies (hardware/software) at prices below state contract for member districts
- One Call Now providing home message service and emergency communication services
- Atomic Learning, which provides online technology training and professional development tools for educators and other professionals
- Certica /Testwiz, which provides testing-related software and data visualization tools for educational institutions

The Technology and Curriculum Professional Learning Community (PLC)

Facilitated by the Collaborative, the PLC offered a series of Collaborative Conversations around topics of interest in the Technology and Curriculum realms. The PLC fosters increased technology utilization in member districts and disseminates effective practices among district staff. The PLC conducted the following activities in 2011-12:

- Held monthly meetings
- Researched products of interest to member districts
- Worked to establish the framework for a technology conference for the region
- Facilitated exploratory conversations regarding the development of a regional consortium for internet bandwidth services
- Convened technology experts in diverse areas, such as:
 - Data tools
 - Interactive White Boards
 - Student Interactive Response Systems
 - Student Information Systems
 - Bring Your Own Device Initiatives
 - Mobile Solutions
 - Mobile Device Management

Online Course Access

Expanded school access to online course offerings to better meet student needs, securing grants for course development and delivery and building partnerships with online course vendors.

Website Hosting

Provided web hosting services at a cost that is considerably lower than market pricing to these member districts: Hatfield Public Schools and R.C. Mahar Regional Schools.

Building State and Regional Capacity or Supports

- CES technology staff work closely with our DYS and SEIS statewide projects to enhance the use of technology for instruction and program management. We expanded implementation of a statewide student information management system (ASPEN) to support sharing of data across projects and to enable effective sharing of data with DESE and DYS partners.



- Technology staff assisted SEIS and DYS in offering webinars as part of the professional development offerings, allowing participants to train in one place, lowering project costs.
- Technology’s management of hardware and software purchasing, distribution, and supports allows for standardized systems and lower costs to schools and the Commonwealth.
 - SchoolNet—Gradebook and Data visualization tools
 - Global Compliance Network—Online compliance training
 - Virtual High School—Supplemental distance learning courses
 - GovConnection—Technology supplies (hardware/software) at prices below state contract for member districts
 - One Call Now—Phone Message service and emergency communication services

Cooperative Purchasing

By joining together for purchasing purposes districts should realize a cost savings since their quantities are aggregated. While we do not have cost-savings data from districts, we know that they are required to find the lowest bid on purchase categories over \$25,000. We assume their participation in the program indicates that they are saving money through the aggregate quantities of our collaborative bids. Larger volume of purchased goods should drive down the cost.

All bids are conducted online; thereby saving districts on staffing and time that would be spent on conducting their own bidding process.

FY12 Purchases

Bid Category	Expenditures
School & Art Supplies	\$ 394,200
Bread	\$ 648,609
Milk	\$1,142,018
Ice Cream	\$ 35,690
Paper Goods & Cleaning Supplies	\$ 162,617
Food	\$1,648,749
TOTAL	\$4,031,883

Participating School Districts

Members	Non-members
Belchertown	Athol-Royalston
Franklin County Tech.	Central Berkshire
Frontier Regional	Chicopee
Gill Montague	East Longmeadow
Hadley	Gateway
Hatfield	Hampden Wilbraham
Hawlemont	Monson
Mohawk Trail Regional	Rowe Elementary
Pioneer Valley Regional	Southwick-Tolland
South Hadley	West Springfield
	Westfield
TOTAL: 10 Districts	TOTAL: 11 Districts



IV. BUILD REGIONAL AND SYSTEMS CAPACITY, AND TAKE AN ACTIVE ROLE IN BUILDING AND MAINTAINING LEGISLATIVE AND DESE SUPPORT FOR COLLABORATIVES

The Collaborative for Educational Services has always maintained a close relationship with the Massachusetts Great and General Court and the local legislators from Western Massachusetts. For the past 20 years, it has also had a very close working relationship with the Department of Elementary and Secondary Education. During this fiscal year, the executive director met with the co-chairs of the Joint Committee on Education, testified before the joint committee and discussed with local legislators and the co-chairs the proposed legislation on educational collaboratives that became Chapter 43.

State-Qualified Vendor Services

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

Conditions for School Effectiveness

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

- Principal certification and training
- Teacher recruitment, hiring, and support
- Data systems for ensuring student success, school success, and for making instructional and management decisions
- Teacher preparation
- Teacher coaching
- Teacher licensure
- Professional development services
- Collaboration models/facilitation



As a result of this approval, CES was awarded a three-year contract by the Holyoke Public Schools to be the partner to carry out the RESTART of the Level IV designated Dean Technical High School. The work at Dean began in FY12. Funding for the contract comes from a School Improvement Grant issued by the Department of Elementary and Secondary Education.

Educator Evaluation Training

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. Trainings are built around 8 DESE-designed modules:

- Overview of the System
- Unpacking the Rubric
- Self-Assessment and Goal-Setting
- Educator Plan Development and Implementation
- Gathering Evidence Through Artifacts
- Gathering Evidence Through Observation
- Rating Educator Performance
- Rating Impact on Student Learning

Consulting/Professional Development

The Collaborative is in its second 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 finding, best practices, etc., including planning, implementation, and management of dissemination activities

English Language Learners Professional Development

CES is approved by MA DESE to provide professional development in ELL, including training in both WIDA and RETELL, the new assessment and teaching / learning initiatives from DESE.

Special Education Services

CES is approved by DESE to provide services about special education to school and district staff, DESE 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. Topic areas include, but are not limited to:

- Disability related assistance
- Work with English Language Learners with disabilities
- District leadership (program evaluation; team facilitation; laws and regulations; IEP process; transition planning; parent and community partnerships; dropout prevention)
- Assessment of students with disabilities
- Training on the use of a range of academic and behavioral supports in the school/district

Early Childhood Training and Consulting

CES is an EEC-approved vendor for training and consulting services for a variety of early education and care providers statewide. Childcare centers, family day care centers, and public preschool and kindergarten providers can contract with the Collaborative in a range of areas, such as:

- Partnering with parents
- Promoting school readiness
- Accreditation validation
- Cultural awareness in child rearing practices
- Attention deficit disorder/attention deficit disorder with hyperactivity
- Autism spectrum disorders
- Child abuse and neglect
- Gender bias awareness

Education Data Warehouse

Since 2010, the Collaborative has been a source for Education Data Warehouse training. The Collaborative is one of only five DESE-approved providers, and the only approved provider west of Worcester, for the EDW training curriculum, which includes the following courses:

- Introduction to the Data Warehouse
- Understanding MCAS Reporting
- Informing Instruction with Data
- Multi-Dimensional Analysis
- Report Builder I and II



Grants and Contracts

Grants and contracts made up 73% of the CES total budget in FY12. Forty three percent (43%) of these grants and contracts come from DESE, comprising 31% of the total agency budget.

FEDERAL, STATE, PRIVATE GRANTS, AND CONTRACTS

21st Century	HCOG
21st Century Community Learning	HOPE LEAP
228 Pleasant Street	Literacy Partnerships
Academic Support Services	MA Family Network
ACLS Teacher Quality and Effectiveness	MA Leadership Action
Adult Basic Education	Mental Health Consultation
After School Academic Support	Mind in the Making
After School Learning Centers	Model Curriculum
After School Program	Music Matters
Afterschool Music and Art	Northampton Coalition
Alternative Education	OST Programs
ASOSTQ	PALMS
BSAS	Perkins
Bully Busters	P.L. 94-142
CCLC High School	Professional Development for Art/Music Educators
Clean Energy Center	PV Readiness
Community Learning	Regional Network Development
Community Learning	Safe Schools
Community Learning Expansion	Social Norms Marketing
Community Partnerships Easthampton	Special Education in Institutional Settings
Community Service Learning Network	SPED Program Improvement
Connecting Activities	STEP Services
CSEFEL	Striving Readers
Disability Outreach	Summer Assistive Technology Institute
Drug Free Communities	Summer PD Institute
DSAC	Teacher Training Project
DYS Education Programs	Teaching American Freedoms
Early Childhood Policy Coalition	Teaching with Primary Sources
Early Intervention Literacy	Title I Support
Early Learning Opportunities	Title II D
EC Professional Development	Training RETELL
ELL Regional Trainers	United Way Success By 6
Enhance SDP - Gateway	Unlocking the Beat
FOCUS	Verizon - Florence Heights
Food and Fitness	Work and Learning
Governor's Alliance - High Risk	
Greenfield Middle School Program	
Hasbro Summer Learning	