

**Collaborative for Educational Services  
FY13 End of Year Report  
Activities July 2012 – June 2013**

## Collaborative for Educational Services

### FY13 End of Year Report

For just under 40 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 challenged children and youth. We continue to work to assess member needs and respond with innovative and timely solutions for schools, districts, educators, and students.

This report focuses on the work we have done with and for our member districts, to make progress toward our four goals during FY13; and it is organized according to those goals as described in our Articles of Agreement.

It should be noted that with 76% of our annual revenues coming from grants and contracts from either the state of Massachusetts, or the federal government, our work also extends beyond the borders of Hampshire and Franklin Counties. You will find a listing of key grants and contracts under which CES performed work during FY13. Many of these brought resources and events to our region that might not otherwise have been offered locally. We hope you will go to [collaborative.org](http://collaborative.org) to see the full extent of the work we do to change the lives of our most vulnerable youth.

Among the major accomplishments achieved during Fiscal Year 2012-13 were these highlights:

- The CES Special Education Department very successfully completed its first Coordinated Program Review in May 2013; several minor findings were pointed out in the draft report issued by the Department and subsequently corrected for the Department's consideration prior to issuance of the Final Report. Programs continue to provide needed services and education for special needs students with a range of cognitive impairments, learning disabilities, and/or emotional disorders who require a high degree of individualized academic and behavioral support, and a high staff-to-student ratio to be successful.
- In FY13, we expanded our professional development offerings and assisted teachers and administrators as they began to address the new Massachusetts Educator Evaluation System requirements and standards. CES stepped up to the need for state-approved RETELL trainers during FY13 as well.
- CES has continued to educate and prepare teachers for licensure, helping to create new pools of special education, math and science teachers in our region through our licensure education program.
- CES Early Childhood specialists broadened the scope of their programs in response to state needs when they added the System Change for Successful Children (SCSC) project to the many existing quality interventions, professional development and mental health consultation in early childhood. The System Change for Successful Children project brings training and early childhood mental health consultation to professionals working with families and young children served by the Franklin/Hampshire Area Office of the Massachusetts Department of Children and Families (DCF).
- CES, in partnership with the Commonwealth Corporation, developed and submitted an extensive proposal to continue the work for the Division of Youth Services Education Initiative. The joint

proposal was selected for the four-year term plus three one-year extensions, in early July of 2013.

- A newly redesigned CES website with an online registration feature for PD and other events and licensure courses was designed and developed during FY13, and launched on July 1, 2013.
- The first annual stakeholder satisfaction and needs survey was fielded in April of 2013, generating 478 responses. Responder satisfaction with CES services and programs was overwhelmingly positive; and the report out of survey results has provided new insights into the development of new and innovative programs and services to address needs expressed by our members and stakeholders
- The first annual Technology in Education (TiE) Conference was planned and took place in January of 2013 at the Holyoke Community College's Kittredge Center, with over 250 in attendance.
- CES completed our second year as Educational Management Organization at Wm. J. Dean Technical Vocational High School. By May of 2013, student attendance rates had increased, the drop-out rate declined by 33%, and out of school suspension rates were cut in half. Fundamental improvements in school culture created a student body ready to learn. At the end of the 2013 fiscal year, CES made the decision not to continue as Dean Tech's EMO; but we remain proud of the accomplishments of the two years of work at the school.
- CES After School Programs have achieved excellent results and a strong track record: two programs have recently achieved the Promising Practices level; three are at Exemplary Site level; and two more have achieved the highest Demonstration level.

Joan E. Schuman, Ed.D.

Executive Director

## Mission and Purpose

### Purpose:

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

### Goals:

In carrying out this mission, CES shall have the following focus and objectives (1):

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

## Governance and Membership

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Directors is 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.

1. Collaborative for Educational Services Articles of Agreement, 2013

**FY13 Board of Directors**

<b>HAMPSHIRE COUNTY</b>	<b>FRANKLIN COUNTY</b>
Kip Fonsh Amherst-Pelham Regional School District	John Carey Franklin County Technical School
Amilcar Shabazz Amherst	Robert Decker, III Frontier Regional School District
Trevor Baptiste Pelham	Drin Beaudet Conway Elementary
Beverly Phaneuf Belchertown	Douglas Fulton Sunderland Elementary
Lori Ingraham Easthampton Public Schools	Kenneth Cuddeback Deerfield Elementary
Dawn Cooke Granby Public Schools	Nathanael Fortune Whately Elementary
Robie Grant Hadley Public Schools	Sandy Brown Gill-Montague Regional School District
Cathy Englehardt Hatfield Public Schools	Vacant Greenfield Public Schools
Lisa Minnick Northampton Public Schools	Patricia Bell Mohawk Trail Regional School District
Trish Colson-Montgomery Hampshire Regional School District	Vacant Rowe Elementary
Nichole Walden Chesterfield-Goshen	Vacant Hawlemont Regional School District
Jeff Gelbard Williamsburg Elementary	Vacant Pioneer Valley Regional School District
Kim Schott Southampton Public Schools	Peter Cross R.C. Mahar Regional School District
Brigid O'Riordan	Vacant

Westhampton Elementary	Orange Elementary (on leave)
Dale Carey South Hadley Public Schools	Vacant School Union 28
John Cotton Smith Vocational and Agricultural School	Sarah Chase Wendell
Vacant Ware Public Schools	Sarah Dolven Leverett
	Daniel Hayes Shutesbury
	MacKensy Bailey Erving Elementary
	Carla Halpern New Salem

### FY13 Steering Committee

HAMPSHIRE COUNTY	FRANKLIN COUNTY
Mary Elizabeth Beach, Superintendent Ware Public School District <a href="http://www.warepublicschools.com">www.warepublicschools.com</a>	Regina Nash, Superintendent Frontier Regional School District/Union 38 School District <a href="http://www.union28.org">www.union28.org</a>
Nancy Follansbee, Superintendent Easthampton Public School District <a href="http://www.easthampton.k12.ma.us">www.easthampton.k12.ma.us</a>	Michael Buoniconti, Superintendent Mohawk Trail Regional School District <a href="http://www.mohawkschools.org">www.mohawkschools.org</a>
Maria Geryk, Superintendent Amherst-Pelham Regional School District <a href="http://www.arps.org">www.arps.org</a>	Dayle Doiron, Superintendent Pioneer Valley Regional School District <a href="http://www.pioneervalley.k12.ma.us/PVRSD">www.pioneervalley.k12.ma.us/PVRSD</a>
Judith Houle, Superintendent Belchertown Public School District <a href="http://www.belchertownps.org">www.belchertownps.org</a>	Susan Hollins, Superintendent Greenfield Public School District gpsk.12.org

<p>Craig Jurgensen, Superintendent Hampshire Regional School District <a href="http://www.hr-k12.org">www.hr-k12.org</a></p>	<p>James Lavery, Superintendent Franklin County Technical School <a href="http://www.fcts.org">www.fcts.org</a></p>
<p>Donna Moyer, Superintendent Public Schools of Hadley <a href="http://www.hadleyschools.org">www.hadleyschools.org</a></p>	<p>Joan Wickman, Superintendent Erving School Union #28 <a href="http://www.union28.org">www.union28.org</a></p>
<p>Brian Salzer, Superintendent Northampton Public School District <a href="http://www.nps.northampton.ma.us">www.nps.northampton.ma.us</a></p>	<p>Mark Prince, Interim Superintendent Gil-Montague Regional School District <a href="http://www.gmrdsd.org">www.gmrdsd.org</a></p>
<p>Jeffrey Peterson, Superintendent Smith Vocational and Agricultural High School smith.tec.ma.us</p>	<p>Michael Baldassarre, Superintendent R.C. Mahar Regional School District <a href="http://www.rcmahar.org">www.rcmahar.org</a></p>
<p>John Robert, Superintendent Hatfield Public School District <a href="http://www.hatfieldpublicschools.net">www.hatfieldpublicschools.net</a></p>	<p>Michael Baldassarre, Superintendent Orange Public School District <a href="http://www.orange-elem.org">www.orange-elem.org</a></p>
<p>Isabelina Rodriguez, Superintendent Granby Public School District <a href="http://www.granbyschoolsma.org">www.granbyschoolsma.org</a></p>	

## **PROGRAMS AND SERVICES**

### **Cost effective, quality programs and services for low incidence populations – p.10**

- Special Education Programs and Services – p.10
  - Itinerant Services – p.10
  - Assistive Technology (CCATT) – p.11
  - Occupational Therapy Center – p.12
  - Special Education Programs – p.12
- Mount Tom Academy – p.18
- After School Programs – p.19
- Academic Support Programs (Reunion Center, The Third Place) – p.21
- Connecting Activities and Perkins Programs – p.21

### **Staff development and other training opportunities – p. 23**

- Professional Development, Curriculum, and Educator Licensure – p.23
  - Educator Licensure
  - School- and District-Based Coaching, Training, and Consultation
  - Educator Evaluation System
  - Center for English Language Education
  - Emerging America colloquia and graduate credit courses
  - Library of Congress Teaching with Primary Sources (TPS) Program and CES
  - Reading Recovery Teacher training
  - Regional Professional Development Days and Open Enrollment Seminars
  - Project Management and Facilitation Contract Services Provided to Massachusetts Department of Elementary and Secondary Education (ESE)
  - Professional Learning Communities (PLCs)
- Early Childhood Educator Professional Development – p.25
- Technology in Education and Data Use Professional Development – p.25
- CCATT Center (Assistive Technology) Professional Development and Training – p.25

### **Other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies – p. 32**

#### **Early Childhood Services – p.32**

- Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services
- Early childhood mental health consultation services
- Success by Six in Easthampton
- Program Evaluation
- Data Analysis and Interpretation



Technology Services – p.33

- Cooperative Purchases and Vendor Discounts
- The Technology in Education Professional Learning Community (PLC)
- Online course access
- Website Hosting

Cooperative Purchasing/Other (Food, supplies, etc.) – p.35

Strategic Partnership for Families and Youth (SPIFFY) – p.36

Technical Assistance/Consultation – p.38

- Policy Writing for ELLs and Special Populations
- Special Education and Assistive Technology
- Grant Writing and Development Initiatives
- State Initiatives (e.g., Educator Evaluation Implementation and Planning)
- Early Childhood Training and Consultation
- Conditions for School Effectiveness and School Turnaround
- Curriculum, Assessment and Instructional Support/Coaching – see Professional Development

**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, including RETELL and WIDA training
- Special Education Training/Consulting

**CES is a contractor/subcontractor for the following statewide initiatives:**

- Division of Youth Services (DYS) Education Initiative
- Special Education in Institutional Settings (SEIS)

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

### Special Education Programs and Services

- Itinerant Services
- Assistive Technology (CCATT)
- Occupational Therapy Center
- Special Education Programs

Mount Tom Academy

After School Programs

Academic Support Programs (Reunion Center, The Third Place)

Connecting Activities and Perkins Programs (Career counseling)

### **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.

### **ITINERANT SERVICES**

#### **Services Provided**

In FY13, CES provided itinerant specialist services to students in member and non-member districts, including:

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

#### **Populations Served During FY13**

- Number of Students served: 87  
This number does not include the students who were served in groups or who were served during ½ day or full day service agreements with districts—we do not collect numbers of students for these ½ or full day arrangements
- Districts served: Total of 28 (16 member districts, and 12 non-member districts)

## Cost-Effectiveness: Comparison Data

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
Speech Therapy	\$65	\$77
Occupational Therapy	\$65	\$77
Physical Therapy	\$65	\$143
Vision and Mobility	\$65	\$120

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

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

### Services Provided

The CCATT Center is located at 228 Pleasant Street, Northampton, MA. CCATT specialists provided assistive technology evaluations and consultative services to students in member and non-member Districts. Additionally, training was provided during FY13. For more detail on training and PD, see Goal 2, Professional Development.

### Populations Served During FY13

- Total number of CCATT evaluations completed: 26 (14 for member districts)
- Assistive Technology Consultations completed: 34 different consults (does not include ½ day or whole day consults or groups); provided for 10 school districts (6 member districts)

In collaboration with DESE, the Center also developed and provided The **Assistive Technology & Accessible Instructional Materials Institute**. For more detail on the Institute, see Goal 2, Professional Development.

### Cost-Effectiveness

Comparable evaluation and consultation services for assistive technology are not readily available from the private sector within the CES member regions. Wherever possible, CES strives to train and educate specialists and professionals from member districts in assistive technology tools, practices, and approaches.

## OCCUPATIONAL THERAPY CENTER (OTC)

## **Services Provided**

The Collaborative Occupational Therapy Center, also located at 228 Pleasant Street, Northampton, MA, provides individual and small group treatment services on motor development, handwriting, and sensory processing issues, as well as services to families, schools and childcare centers, and other agencies. During FY13, we provided evaluation, consultation, and treatment.

## **Populations Served During FY13**

- 22 students in 12 school districts received ongoing therapy services throughout the year (7 member districts) were served in FY13.
- The specialists in OTC also serviced 24 private clients, and provided one full day/week at Inspire for Autism in Brattleboro, VT

## **Cost-Effectiveness**

Comparable evaluation and consultation services for occupational therapies around sensory integration are not readily available from the private sector within the CES member regions.

## **SPECIAL EDUCATION PROGRAMS**

### **Services Provided**

The Collaborative offers special education programs for children and youth ages 12-21 in both public and private settings. In FY13 the following programs were available for students with autism, developmental disabilities, intellectual impairment, learning disabilities and emotional / behavioral disorders.

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

### **Needs Assessment for Program Development**

The process for examining and determining need, and developing and providing cost-effective quality services and programs to serve students with low incidence disabilities includes:

- Ongoing review of current literature on evidence-based practices for low incidence populations
- Regular surveys/interviews of member school districts to ascertain the need for specific low incidence program development
- Regular review of current data on school district special education low incidence populations and programs
- Determination of program goals; staffing, curriculum, equipment, and technology needs; specialized support and training needs
- Program development occurs in collaboration with school districts after students are identified for referral
- Sites (school-based, community-based) for programs are determined based on program goals, population needs

### **Determination of Tuitions**

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

### **HEC Academy and TALP IV (High School and Middle School Programs)**

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

TALP IV is a satellite alternative learning program located at 267 Amherst Road, Sunderland, MA.

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

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

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

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

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

### **Populations Served During FY13:**

**During FY13, 9 students graduated** from HEC Academy High School. (6 students from member districts, 3 students from non-member 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.

**The yearly average for school year Student Enrollment** during 2012 – 2013 was 52 students total (Members 35, Non-member 17)

- HEC Academy High School active enrollment: 25 students
- HEC Academy Middle School active enrollment: 4 students
- TALP IV: 7 students (program closed end of SY 2013)

**The total Summer Enrollment** (2012): 57 students total (42 from Member Districts, 15 from Non-members)

**Program Referrals** during FY13: Total of 40 students (22 from Member Districts, 18 from Non-members)

**Number of new enrollees:** 23 students (14 Member, 9 Non-member)

**Outcomes**

**Student Achievement / MCAS Results**

- November 2012 Grade 10 *Retest*: 6 students were proficient in Math
- February 2013 Test: 3 students were proficient in Biology
- March 2013 *Retests*: 1 student was proficient in ELA, 1 student was proficient in Math
- Spring Grade 10 MCAS Tests: 9 students were proficient on ELA, 4 students were proficient on Math, and 3 students were proficient in Biology

<b>Disability Categories</b>	<b>Primary</b>	<b>Secondary</b>
Autism (Asperger's)		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	

**Accelerated Learning Program (ALP)**

This after-hours special education high school program seeks to meet the needs of disaffiliated, nontraditional 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 programs utilize 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

**Populations Served During FY13:**

**Average Yearly Enrollment during 2012 – 2013** was 3 students

*(Please note that this program was closed in February of 2013 due to low enrollment.)*

<b>Disability Categories</b>	<b>Primary</b>	<b>Secondary</b>
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	

**Cost-Effectiveness: Comparison Data for HEC Academy, TALP and ALP Special Education Programs**

CES strives to keep our Special Education program tuitions at a level that is lower than comparative private school options within the region. In addition, tuitions for these programs are offer to our member districts at a rate that is 20% lower than those outside of our member districts.

<b>Program</b>	<b>CES Tuition/day rate</b>	<b>Private Sector Tuition/day rate (Average*)</b>
Full day, school year (180 days)	\$223	\$235

Extended Year (Summer - 25 days)	\$160	\$249
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\*Private Sector rates are comprised of average day rates within specific types of comparable private programs, charged by vendors including:

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

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

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

### 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

### Populations Served During FY13:

**Average Yearly Enrollment during 2012 – 2013 was 7 students**

Disability Categories	Primary	Secondary
Autism (Asperger's)	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

### 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

### Populations Served During FY13:

**Average Yearly Enrollment** during 2012-12: 5 students

Disability Categories	Primary	Secondary
Autism (Asperger's)	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

### Cost-Effectiveness: Comparison Data – CBWE and Prevocational

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

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

In comparison with other programs, CES' CBWE Program represents a savings of over 40%.

### **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. Course work is matched to the sending high school curriculum

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.

### **Populations Served During FY13**

In 2013, Mount Tom Academy served 16 from school districts throughout the Pioneer Valley.

Of the 8 sending districts, 5 were Collaborative member districts.

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

### **Outcomes**

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

### **Cost Effectiveness/Comparative Data**

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

<b>Program</b>	<b>CES Per Student Tuition</b>	<b>Private Sector Tuition*</b>
Mount Tom Academy	\$7,000/year Member, \$8,000/year Non-member	\$8,559/year

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

Hence, in a comparison with a similar school offering, CES' Mount Tom Academy represents a savings over Springfield of more than 18% for member districts.

## **AFTER SCHOOL PROGRAMS**

### **21st Century Community Learning Centers (CCLC)**

The Collaborative school year and summer programs provide students with a balance of academic and social-emotional skill development through a variety of student-centered enrichment activities, which promote academic achievement and healthy adult-to-youth and peer-to-peer relationships. These out-of-school programs are largely grant-funded, and represent an extremely cost-effective resource for our member area schools as a result.

#### **Services Provided**

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

CCLC programs are located in the following member districts: Amherst Regional (1 site), Easthampton (4 sites), and Greenfield (2 sites).

The Collaborative also operates CCLC programs in the non-member districts of Palmer (1 site), West Springfield (2 sites), and Gateway Regional (1 site).

#### **Needs assessment:**

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

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

## Populations Served During FY13

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.

Eleven CES 21st CCLC programs served 685 students during the 2012-2013 school years. Approximately 58% of students were from low-income homes and 25% were students with special needs.

## Outcomes

CES has managed a network of after school programs since 1998 and has demonstrated the ability to start up new sites and develop some of those sites into the next phases of quality. Once a 21st CCLC site has finished its three-to-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.

- Maple Elementary and Neil A. Pepin Elementary both recently achieved the Promising Practices level of funding.
- White Brook Middle School and Philip G. Coburn Elementary (West Springfield) both recently achieved the Exemplary site level.
- Gateway Regional and Converse Middle School (Palmer) have achieved the highest level of Demonstration level.
- CES staff from these aforementioned sites actively mentors non-21st CCLC programs towards more academically focused and age appropriate programming.
- The Collaborative's own after school central office is also considered Exemplary and has been tasked with mentoring both 21st Century programs in Holyoke and Montague.

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

**Crucial to the success of CES's 21st CCLC programs is high 'average attendance hours' or 'dosage' by participating students.** To keep students engaged in programs, Project-Based Learning (PBL) and Service Learning activities are offered to immerse at-risk students in hands-on learning experiences that develop both their academic and social-emotional skills. The PBL approach makes connections between learning and real world applications.

Since our network implemented PBL activities at all of its programs starting in FY05, the average attendance hours for FY13 was **110 hours**. This exceeded the minimum of 80 hours as mandated by Massachusetts and is especially encouraging considering half of the CES after school network services middle and high school aged youth who are harder to reach than elementary aged youth. The CES network average attendance hours have far surpassed that benchmark for a number of years.

## Cost-Effectiveness: Comparison Data

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

Other after school opportunities offered in our region include

- The Girls Club: Approximately \$500 a month for two children from the same family to attend. Thus a family with two elementary aged children to attend after school from September through May would cost approximately \$4,000.

## **ACADEMIC SUPPORT PROGRAMS**

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

### **Services Provided**

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

During FY13, the Reunion Center in Easthampton launched a new program called Mentoring Mondays. The initiative recruits high-achieving high school students to tutor struggling middle-schoolers one afternoon a week

### **Populations Served During FY13**

Students enrolled:

Reunion Center: 37

Turners Falls: 10

## **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.

### **Populations Served During FY13**

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 2012-2013, the program placed over 310 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.

### **Cost-Effectiveness: Comparison Data**

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

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

### Professional Development, Curriculum, and Educator Licensure

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

### Early Childhood Educator Professional Development

### Technology in Education and Data Use Professional Development

### CCATT Center (Assistive Technology) Professional Development and Training

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

The Professional Development, Curriculum, and Educator Licensure Department 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
- Improving outcomes for struggling learners.

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers accessed our face-to-face and online programs during FY13 to achieve Initial Licensure and renewal of Professional Licensure.

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

## Services Provided

CES Professional Development offered a range of services during FY13, including:

- **Educator licensure** (14 Initial Licensure programs for teachers and 6 Initial Licensure programs for administrators) 29 licensure courses were offered this year, in a total of 64 sections. Courses were delivered in both face-to-face and delivered in hybrid online format, with face-to-face sessions held in Northampton, Holyoke, and Marlborough.
- **School- and District-Based Coaching, Training, and Consultation:** including school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; and curriculum mapping and planning, curriculum revision to reflect Common Core state standards. The Collaborative is in its fourth year as a DESE pre-qualified vendor for a range of consulting and professional development services, including:
  - Project management for school/district performance reviews or assistance services
  - Targeted assistance for school or district improvement
  - Assessment and evaluation services, including the development of survey, assessment, and review protocols/instruments
  - Educational leadership evaluation, development, coaching, and interim leadership services
  - Curriculum, performance, and achievement frameworks/standards, protocol and/or process development, review and updating
  - Dissemination of standards, research finding, best practices, etc., including planning, implementation, and management of dissemination activities
  - Event and Project management
- **Educator Evaluation System:** CES is approved by DESE to provide training in implementing the Massachusetts Educator Evaluation Model System. CES provided direct training of district leadership and faculty as well as a train-the-trainer model.
- **Center for English Language Education** (WIDA, Sheltered English Immersion, family and community engagement, policy development, and program improvement). CES is approved by MA DESE to provide professional development in English Language Education, including Category trainings (through 8/31/12), RETELL courses, and WIDA training.
- **Emerging America colloquia and graduate credit courses:** Teaching American History and Library of Congress Teaching with Primary Sources. The Emerging America history education program at CES began in 2006 with a U.S. Department of Education Teaching American History grant. Since then, the program has provided high quality professional development to hundreds of teachers in the region, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history education. All Emerging America programs are free.
  - **Library of Congress Teaching with Primary Sources (TPS) Program and CES:** The Library of Congress selected CES to join its national Teaching with Primary Sources Consortium, providing professional development throughout Massachusetts. The Collaborative is the only Consortium member in New England. The Library is especially interested in tapping the expertise of CES in working with English language learners, special education students, court-involved youth, and other struggling learners. CES has



also pioneered links between the teaching of history content and the literacy standards of the Common Core.

- **Reading Recovery Teacher training:** CES is a regional Reading Recovery Teacher Training site serving western Massachusetts districts in four counties.
- **Regional Professional Development Days and Open Enrollment Seminars** included Legal Issues seminars and Summer Academy workshops, among other offerings
- **Professional Learning Communities (PLCs)** for networks of educational staff (e.g., Mathematics Teaching , English Language Learning, Curriculum Directors, Principals, and Technology)

Professional Development and training support was also offered during FY13 in coordination with the following distinct departments at CES:

### **Early Childhood Educator Professional Development**

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

### **Technology in Education Professional Development**

Training activities included presentations at the MASSCue Annual Conference, the development, production and delivery of the 2013 Technology in Education Conference, and workshops sponsored by the CES Center for Education Data Use (CEDU), which has been a source for Education Data Warehouse training since 2010. CES is one of only five DESE-approved providers, and the only approved provider west of Worcester, for the EDW training curriculum.

### **CCATT Center (Assistive Technology) Professional Development and Training**

Trainings included workshops on Augmentative and Assistive Communication, as well as work in collaboration with DESE to provide the ***Assistive Technology & Accessible Instructional Materials Institute***. The purpose of the Institute was to enhance teacher skills in using assistive technology to support effective instruction. 9 school districts from across the Commonwealth attended the training, selected based on criteria set by DESE.

### **Populations Served During FY13**

During the 2012-2013 school years, the Professional Development Department worked with over 6350 educators. Below are some highlights of the services provided to state and local partners:

## **Educator Licensure**

- 1048 students registered for courses during the 2012-2013 licensure year
- 91 students were admitted to CES' Initial Licensure programs, an increase of 10% over the prior year; an additional 9 candidates were admitted to gain an additional license, 1 fewer than enrolled in the prior year. 11 of the new enrollees currently work in member districts.
- Endorsements for 70 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of these candidates, 18 were working in member districts when endorsed. The remainder were educators who were working in non-member districts, in the DYS system, or for the Massachusetts Department of Elementary and Secondary Education when endorsed.

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

Collaborative staff worked on

- 23 site-based professional development consulting efforts,
- including 7 long term initiatives designed to build district capacity to address student achievement challenges, and
- one third of our site-based work was in member districts.

CES staff also worked on problems of practice in reading, writing, and mathematics instruction.

- In one member district, we conducted a curriculum mapping audit that will inform data-driven curriculum revision in the 2013-2014 school year.
- In two other member districts, CES staff provided embedded staff development to teachers seeking to improve student outcomes in reading and writing: demonstration lessons, coaching, and leading trainings that produced observable changes in student work and teacher expectations.

## **Massachusetts Educator Evaluation System Training**

- Services including the direct training of district leadership and faculty as well as a train-the-trainer model were provided to 671 educators in 19 school districts.
- 411 of these participants in Educator Evaluation training were from member districts;
- 10 member districts chose CES as their Educator Evaluation training and accessed subsidies available from the Massachusetts Department of Elementary and Secondary Education for the required training.
- Three member districts and 1 nonmember district extended their Educator Evaluation work with CES to include Advanced Administrator training.

## **Center for English Language Learning (CELE)**

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

- Staff provided training and/or technical assistance to 3496 educators in 60 districts and at state and national conferences during FY13.
- Districts served included 24 member districts.
- The CES ELL PLC served 25 participants, primarily from Member Districts
- CELE provided WIDA training to over 910 attendees across Massachusetts
- CELE provided 15 total days of Category Trainings to a total of 107 attendees from Member Districts
- CELE provided RETELL training to 175 people across 7 districts
- 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)**

### **Teaching American History**

- **2013 Summer Colloquia** examined issues of conflict and resistance and means to apply that learning to the classroom for 13 days with 80 local teachers; 46 from Member Districts.
- **2013-2014 CES-UMass Amherst History Institute** engaged 20 teachers in study of the industrial history of the Pioneer Valley as a way to understand national themes and events.
- **History and Literacy** in Holyoke immersed two dozen 4th and 5th grade teachers in best practices for combining content (in this case the American Revolution) and literacy education.
- CES also offered two online content courses for DYS teachers.

The overall goal of this TAH project is to improve teacher knowledge and understanding of traditional American history and to strengthen classroom instruction and student achievement. Participating teachers attend scholarly presentations on core topics in U.S. history. They work closely with veteran history teachers at elementary, junior high, and high school levels to learn and apply high quality methods for teaching. All participating teachers receive stipends for participation in summer colloquia.

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

- In 2013-2014 engaged 40 local teachers participated in workshops on the American Revolution and on Disability History. CES also presented its TPS workshops in partnership with the Westfield Public Schools and Westfield State University, the Northeast Regional Conference for the Social Studies, and the TEC Collaborative in Needham.
- The CES Project Director is also actively involved at the national level, serving as the lead for the Library of Congress Teaching with Primary Sources Evaluation Committee. The Assistant Director serves in a co-leadership role on the Library of Congress Teaching with Primary Sources Technology Committee.

### **Reading Recovery**

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

- In FY13, our site provided training, coaching, consultation, and data analysis to reading interventionists in 31 elementary schools in 18 school districts, representing 45 teachers serving 325 first grade students.
- Of the school systems served, 8 were member districts.
- Of the students served, 45% are on free or reduced lunch, 20% are non-white, 16% were designated with a previously diagnosed learning disability, and 14% spoke a language other than English in their homes.

### **Regional Professional Development Days and Open Enrollment Seminars included:**

**The Summer Academy in 2012** offered over 40 workshops and courses. Summer Academy content was shaped by a planning committee representing member districts. The focus this year was Common Core State Standards, tiered systems of support, and improving teacher skills in working with English Language Learners.

- 379 educators participated in the workshops;
- Of these, 368 were from member districts; 28 member districts were represented.

**Attorney Regina Williams Tate presented the Annual Legal Issues Seminar** in the fall of 2012 to 154 administrators, 81 of which work in 25 member districts.

**Attorney Tate also presented three half-day seminars**, at the request of member district administrators:

- An update on implementation of Section 504, presented to 59 educators, 47 of whom work in 20 member school districts
- Legal Issues for School Nurses, presented to 77 school nurses and administrators, 39 of whom work in 22 member districts
- Implications of Chapter 222, presented to 27 educators, 20 of whom work in 11 member districts

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

The Professional Development Department provided project management for trainings and conferences in support of

- statewide Literacy Partnership/Striving Readers conferences,
- the arts integration conference,
- PARCC Fellows, and
- Writing Standards in Action Project.

Professional development also facilitated the Model Curriculum Unit Expert Review Panels, bringing together national, state, and regional experts to review over 50 model units in core content areas for ESE. Professional development department facilitators worked with the ESE's Adult and Community Learning Services program in developing policies and procedures for improving teacher effectiveness throughout the Commonwealth.

### **Professional Learning Communities**

CES supported 5 Professional Learning Communities (PLCs) for networks of educational staff in our member districts; these included PLCs for Math Teachers, Curriculum Directors, English Language Learning, Principals, and Technology Directors. Over 81 professionals attended these groups on a recurring basis.

### **Early Childhood Educator Professional Development**

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

- CEU classes taught by CES staff served 273 participants from family child care, center-based programs and public schools in Hampshire, Franklin, Hampden, and Worcester Counties.
- Approximately 320 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.
- Early Childhood mental health consultation was provided to 95 early educators and collateral parent work to 33 families.

### **Technology in Education**

- Provided training to teachers at the 2012 Mass CUE Fall Conference
- Produced and provided the 2013 Annual Technology in Education Conference to attendees, presenters, and vendors totaling 250. 94 attendees and 11 presenters were from Member Districts

### **CCATT Center (Assistive Technology) Professional Development and Training**

- During FY13, the CCATT center provided training to 22 specialists and educators in two separate Augmentative and Assistive Communication Workshops.
- In collaboration with DESE, the Center also developed and provided The **Assistive Technology & Accessible Instructional Materials Institute**. The purpose of the Institute was to enhance teacher skills in using assistive technology to support effective instruction. 9 school districts from across the Commonwealth attended the training, selected based on criteria set by DESE.

### **Overall Process: Needs Assessment for Program Development**

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

- Review of member districts' District Improvement Plans, student achievement and attendance data and demographics, Accountability Levels, and licensure/staffing needs
- Review of current literature on evidence-based practices for professional development, curriculum, instruction, and assessment, and improving student outcomes for special populations

- Meetings with member school district administrators regarding educator professional development, curriculum, and licensure needs
- Review of written/electronic evaluation data from course and workshop completers
- Communication with DESE staff regarding Department priorities and mandates impacting school districts, and licensure regulations
- Communication with our higher education licensure partner Fitchburg State University regarding content of courses and program articulation, and collaboration on federal and state grants funding educator licensure in high-need areas
- Meetings with education service agency staff from other Massachusetts Collaboratives and from other states regarding effective and efficient practices
- Collaborative planning and development of proposals to state and federal agencies, and private foundations, to support staff development programs
- Facilitation of professional learning communities
- Survey response and feedback provided by over 475 teachers, specialists and administrators through the April 2013 Collaborative Satisfaction and Needs Assessment Survey

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

**Cost-Effectiveness: Comparison Data**

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

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

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

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

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

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

### Early Childhood Services

- Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services
- Early childhood mental health consultation services
- Success by Six in Easthampton
- Program Evaluation
- Data Analysis and Interpretation

### Technology Services

- Cooperative Purchases and Vendor Discounts
- The Technology in Education Professional Learning Community (PLC)
- Online course access
- Website Hosting

### Cooperative Purchasing

### Strategic Partnership for Families and Youth (SPIFFY)

### Technical Assistance/Consultation

- Policy Writing for ELLs and Special Populations
- Special Education and Assistive Technology
- Grant Writing and Development Initiatives
- State Initiatives (e.g., Educator Evaluation System Implementation Support)
- Early Childhood Consultation
- Conditions for School Effectiveness and School Turnaround
- See Professional Development (Goal 2) for Curriculum, Assessment and Instructional Support/Coaching

## **EARLY CHILDHOOD SERVICES for Educators, Administrators, Providers, and Parents**

### **Services Provided**

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

**Department of Early Education and Care's Coordinated Family and Community Engagement (CFCE) grant funded services** we provided during FY13:



- Financial support to Family Centers serving the communities listed above as well as centers in Amherst, Gateway, and Northampton. Centers provide playgroups for parents/guardians and children from birth to Kindergarten and support to parents in their parenting role. A weekly playgroup was started in Hatfield.
- 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. A home visitor makes two half-hour visits weekly to demonstrate use of a toy or book in developing literacy skills. Referrals to services for families with young children.
- Referrals for parents in need of comprehensive services
- Welcome Baby Visits with baby bags.
- Support to children transitioning from program to program and into kindergarten.
- Brain Building in Progress activities during the Week of the Young Child.
- Early literacy activities such as community *StoryWalks*, and parent/child workshops.

### **Populations Served During FY13**

The CES Early Childhood Department provided important services in FY13 to communities throughout and beyond Franklin and Hampshire Counties.

- The Parent-Child Home Program served 28 families in Palmer, Warren, Ware, South Hadley, Belchertown, Easthampton. The program serves 26 children ages 18 months to three years.
- How many family centers—9 family centers, serving approximately 2,800 children?
- Parenting workshops were attended in FY13 by a total of 180 participants, at no cost.

### **Early childhood mental health consultation services**

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

### **Populations Served During FY13**

Thirty seven families were served in 12 programs.

### **Success by Six in Easthampton**

### **Populations Served During FY13**

This program provided mental health consultation, parent aides, and community collaboration to 11 families and 6 programs.

### **Cost-Effectiveness: Comparison Data**

Programs are grant funded, and offer at low/no cost to participants. We offer each workshop in 2 to 4 communities which maximizes the amount of time used in the preparation of the workshop.

## **TECHNOLOGY SERVICES**

CES Technology projects strive to build internal and district capacity and infrastructure, support educators, schools, and districts in effective use of technologies, support the development and offering of online courses to students, and partner with state agencies to implement systems that increase efficiency.

## **Services Provided**

**Professional Development: See Section on Professional Development under Goal 2.**

### **Cooperative Purchases and Vendor Discounts**

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, 2013, partner vendors included:

- Global Compliance Network for online compliance training
  - A 50% discount on the Unlimited Tutorials package (unlimited access to all tutorials, as well as any tutorials released on future dates)
- SchoolNet offering Gradebook and Data visualization tools
- Virtual High School offering supplemental distance learning courses
  - Variable discount based on their number of seats and level of commitment
- 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
- Certica /Testwiz, which provides testing-related software and data visualization tools for education

### **Populations Served During FY13**

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

### **The Technology in Education Professional Learning Community (PLC)**

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.

### **Populations Served During FY13**

- A total of 99 people attended a total of 9 meetings. (Those attending multiple meetings were counted for each time attended.) Participants are almost exclusively from member districts.

### **Online Course Access**

CES offered expanded school access to online course offerings through Moodle to better meet student needs, securing grants for course development and delivery and building partnerships with online course vendors.

### **Populations Served During FY13**

- Member: 5 Member Districts participated in Moodle courses, taking 24 total courses (9 live)

- Non-member: 4 schools in non-member districts participated in Moodle courses (including students at Dean Technical Vocational High School), taking 11 total courses (6 live)

### Website Hosting

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

### Populations Served During FY13

- Number of districts making use of our hosting services:
  - 3 member districts
  - 2 non-member organizations

### Cost Effectiveness/Comparison Data

- For hosting services, we offer member districts a 15% discount off of major hosting providers such as Digital Ocean and Rackspace.
- For web development services, we offer member districts a 25% discount off of comparable for-profit development companies

Service	CES	Private Sector Fees (Average*)
Web Hosting-Rackspace	\$612 Annual	\$720 Annual
Web Hosting-Digital Ocean (2GB Basic Server)	\$204 Annual	\$240 Annual
Web Development Services	\$75/Hour	\$100/Hour

### COOPERATIVE PURCHASING/OTHER

By joining together for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over \$25,000. All bids are conducted online, saving districts on staffing and time that would be spent on conducting their own bidding process.

### Bid Category Expenditures Members Non-members

School & Art Supplies	\$ 394,200
Bread	\$ 648,609
Milk	\$1,142,018
Ice Cream	\$ 35,690
Paper Goods & Cleaning Supplies	\$ 162,985
Food	\$1,648,749

Legal Services (retainer)	\$14,000
TOTAL	\$4,046,251

TOTAL member districts participating: 24 Districts

## STRATEGIC PARTNERSHIP FOR FAMILIES AND YOUTH (SPIFFY)

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

### Services Provided

SPIFFY's initiatives are developed through a collaborative process that follows the Strategic Prevention Framework, a national model of community building.

SPIFFY has initiated several strategies aimed at creating a culture within communities that discourages underage drinking and other risky behaviors, and promotes positive opportunities for youth development. These initiatives include decreasing youth access to alcohol and other drugs through "environmental strategies" such as compliance checks of retail stores selling alcohol.

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

## **Population Served and Program Outcomes**

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

### **Bach Harrison PNAS Data Collection**

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

- Data showed that 30-day use of alcohol and binge drinking dropped for all grades between 2007 and 2013.
- Data also showed that 30-day use of marijuana leveled off for 8<sup>th</sup> and 12<sup>th</sup> grades since 2007, and that use of certain drugs, such as amphetamines, increased since 2007. 30-day marijuana use for 10<sup>th</sup> and 12<sup>th</sup> graders is significantly higher than the national norm. As a result, SPIFFY is working with partner coalitions and prevention networks to identify effective strategies for reducing marijuana use by teens.

### **Social Norms Campaigns**

- At Amherst Regional Middle School and High School, the campaign targeted students around school climate, the achievement gap, and drinking/drug use.
- At Easthampton High School, the campaign targeted drinking at prom and graduation. Campaigns targeted parents in Easthampton. Campaign messages were displayed on billboards, posters, napkins at school/sports events, and in newspaper ads.

### **Easthampton Prevention Task Force**

The Easthampton Prevention Task Force met monthly and is developing a strategic plan for the group. They conducted a youth Photo Voice campaign, developed a Safe Homes directory for the High School. CES staff assisted the Easthampton Public Schools in writing and securing a SAHMSA Drug Free Communities grant worth \$125,000/year for five years. The Easthampton Prevention Task Force is now an independently funded coalition.

### **South Hadley Prevention Coalition**

CES staff assisted the South Hadley Public Schools in writing and securing a SAHMSA Drug Free Communities grant worth \$125,000/year for five years.

### **Healthy Hampshire**

Examples of FY13 projects included: assisting school districts with development of district wellness policies, adherence to national nutrition guidelines, increasing the amount of locally

grown products served in the cafeteria, and helping negotiate food service contracts; and increasing the number of local schools participating in the Safe Routes to Schools program.

## **TECHNICAL ASSISTANCE/CONSULTATION**

CES worked in FY13 to bring together and develop specialized expertise and consultation services that were made available to members.

Initial guidance in these areas of expertise is free to members, while more extensive on-site consultation is provided at a discount to member districts. In addition, CES provided tools, resources and services to members through several special projects during FY13.

### **Services Provided**

- **Policy writing for ELLs and Special Populations**
- **Special Education and Assistive Technology:** 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 consultation on initiatives; program reviews; evaluation of programs and leadership; mentoring programs for staff, and other areas related to special education. (special projects: PWC Lending Library, and CCATT Center Facebook page)
- **Curriculum, Assessment and Instructional support and coaching** (see Goal #2)
- **Grant Writing and Development Initiatives**
- **State Initiatives:** Requirements and implementation (special project: Educator Evaluation Beacon, development of Ed Eval tour guide online and print)
- **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 promoting school readiness, partnering with parents, cultural awareness, ADD/ADHD, ASD, and child abuse and neglect
- **Conditions for School Effectiveness and School Turnaround:** 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.

### **FY13 Projects and outcomes:**

- 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 and continued through the end of FY13. Funding for the contract came from a School Improvement Grant issued by the Department of Elementary and Secondary Education.
- CES provided 92 hours of ESL services in member districts South Hadley and Hatfield, and provide policy writing, consultation, and on-site training and presentations to 16 non-member clients.

### **Cost Effectiveness/Comparison Data**

CES Member Districts can access Technical Assistance consultation services at a fee structure 15% below that charged to Non-members. Additionally, our per diem rates for on-site consultation are 38% below the average costs charged by comparable competing private sector consultants.

Program	CES	Private Sector Fees (Average*)
Consultant Costs	Per day: \$1,500 Non-members, \$1,275 Members	\$2,425/day

\*Private Sector rates are comprised of average rates within specific types of comparable private programs, charged by vendors including: TERC, November & Associates, Ribas Associates, and Teachers 21

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

### **COLLABORATIVE LEGISLATION**

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, as well as fellow Education Collaboratives represented in the Massachusetts Organization of Educational Collaboratives (MOEC).

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. In addition CES participated in planning activities along with other MOEC member agencies to develop and present a proposed structure for ECs in Massachusetts.

### **STATEWIDE CONTRACTS**

Contracts with the Department of Youth Services and Special Education in Institutional Settings Education Initiatives to bring exemplary programming to students and educators across the Commonwealth.

- **Department of Youth Services:** From July 2012 - June 2013, this program served and educated 1,701 young people in 53 programs, with a staff of 151 employees. By July 1 of 2013, CES in collaboration with partner Commonwealth Corporation won the new contract for four years with three one-year extensions.
- **Special Education in Institutional Settings:** From July, 2012 – June 2013, this program served and educated 1,024 young people in the care of in the care of the Department of Youth Services (DYS), Department of Mental Health (DMH), Department of Public Health (DPH), and the County Houses of Correction (CHC); with a total staff of 147.4. FY13 saw the last year of a five year contract. However, rather than issuing a new RFP, the contract was extended for one additional year with CES as the vendor.

### **WORK WITH STATE AND NATIONAL ASSOCIATIONS**

Activities included participation in the Massachusetts Organization of Educational Collaboratives (MOEC), and the Association of Educational Services Agencies.

- Staff attended and presented at the national AESA conference in November of 2013



- State Sen. Sonia Chang-Diaz and Rep. Alice Hanlon Peisch, D-Wellesley, were awarded the 2012 Walter G. Turner Award by the American Educational Service Agency (AESA). The two co-chairs of the Joint Committee on Education were selected for their outstanding contributions to the advancement of regional education programs in Massachusetts. Joan Schuman, executive director of CES, nominated Chang-Diaz and Peisch for the award, and introduced them at the award ceremony at the AESA Annual Conference in November of 2012

## FEDERAL, STATE, PRIVATE 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. In many cases, work developed through grants and contracts enabled CES to bring resources and offerings to our region that may not otherwise have been possible for our member educators to easily access.

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

- 21<sup>st</sup> Century Community Learning Regional Network for Western MA
- Academic Support Services – DYS
- Academic Support Services – HEC Academy
- Academic Year Work and Learning – Reunion Center (Easthampton) and Third Place (Turners Falls)
- Afterschool Programs (21st Century Community Learning Centers) – 7 grants for member districts; 4 grants for non-members
- Afterschool Programs – Enhanced programs for Students with Disabilities
- Alternative Education
- Conditions for School Effectiveness – professional development and TA (Renewal)
- Connecting Activities (school to career) for Hampshire County
- Coordinated Family and Community Engagement (CFCE) – including 9 member districts
- Coordination of Model Curriculum Advisory and Review for ESE
- Curriculum Alignment and Mapping PD (with LPVEC and DSAC)
- Curriculum & Instruction /Assessment – approved for professional development and TA
- DSAC - Regional Coordination and Support for Delivery of Professional Development & Targeted Assistance Activities – Pioneer Valley, Berkshires, Worcester
- DSAC – Approval of five professional development courses
- Early Childhood Policy Coalition
- Early Literacy Intervention – collaborative of area districts
- Educator Evaluation Training Support
- ELL – Administrators SEI Endorsement Course trainers
- ELL – Approval of three SEI Endorsement Extension Courses
- ELL - Curriculum development trainers
- ELL Enrichment Academy (for Dean Tech)
- ELL - RETELL Trainers – regional and statewide
- ELL – WIDA trainers for Commissioner's Districts
- Information Text and Oral Language PD (with Pioneer Valley DSAC)
- Literacy Partnerships Professional Development
- Massachusetts Focus Academy – Course on Implementing Collaborative Teaching
- Perkins Consortium – 4 Hampshire County districts for Career Technical Ed
- Special Education in Institutional Settings – statewide
- Special Education and Tiered System of Support, approved PD and course provider

- Special Education - Pre-qualified List of Consultant Service Providers
- Summer Assistive Technology Institute
- Summer Regional Professional Development Institute
- Summer of Work and Learning – Reunion Center and Third Place
- Summer of Work and Learning – Dean Tech
- Supplementary Support (HEC Academy)
- Supplementary Support (DYS)
- Supplementary Support (Dean Tech)
- Title III Consortium formation (for English Language Acquisition and Academic Achievement Programs for Limited English Proficient Students) - 12 member districts

### **Grants and Contracts: Other State Agencies**

- Department of Youth Services – provide education state-wide
- Massachusetts Clean Energy Center - PD in educating about clean energy
- Massachusetts Cultural Council – STARS residency for DYS education
- Massachusetts Life Science Foundation – Equipment for Dean Tech

### **Grants and Contracts: Federal**

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

### **Foundations, Private, Other**

- Children’s Trust Fund – approved vendor for Family Support and Child Abuse Prevention Training (*Foundation*)
- Cisco Academy – for Dean Tean – from Holyoke Community Foundation (*Foundation*)
- Community Foundation of Western MA – Early Childhood playscape initiative (*Foundation*)
- Community Partnerships Easthampton (*private donations*)
- Gibney Family Foundation – Becoming Helen Keller web educational project (*Foundation*)
- Hasbro Summer Learning program (*Foundation*)
- Music Matters – arts project with DYS (*Foundation*)
- Nellie Mae Education Foundation for the Early Childhood Policy Coalition (*Foundation*)
- Schott Foundation for early education and care leadership (*Foundation*)

- United Way of Hampshire County – early childhood initiatives in Ware and Easthampton