

Collaborative for Educational Services
FY17 Annual Report
July 2016 – June 2017

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Executive Director Summary

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

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

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

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

Strategic and Organizational Development

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

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

charter schools, private schools, and school choice; this has resulted in reductions in staff and educational services as well as in expenditures for professional and direct services from CES.

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

- First, during FY17, we undertook major planning of an agency reorganization that was designed to make CES more prepared to meet these challenges by becoming more effective, efficient, collaborative, innovative, inclusive, and sustainable, with a diverse and empowered staff. The reorganization, which we began to implement as of July 1, 2017, includes the formation of a nine-member Cabinet to work regularly with the Executive Director on leadership and management in the agency, and the appointment of a new Deputy Director. In FY17, we also planned for and began implementing a new and more efficient structure of broad functional areas – Birth-22 Direct Services; Professional Services; Finance and Operations; Business Development and External Relations; the Department of Youth Services Education Initiative; and the Special Education in Institutional Settings contract. This, in turn, will lead to the reorganization of our past departments, functions, platforms and staff into these broader areas of work during FY18. Our continued agency focus on work in Social Justice, Equity, and Inclusion is reflected in the continuation of that Platform, while other targeted Platform worked has been absorbed into our new structure.
- Second, and with the approval of the Board of Directors, CES had made a determined commitment, starting in FY15 to replace antiquated legacy information systems across the agency with sophisticated new systems. We made substantial progress towards that goal in FY17. Both fiscal and human resources and substantial time in staff training were invested in these efforts and, by the end of FY17, we achieved three important milestones: a) the initial launch of key parts of our new financial system – Infinite Visions; b) successful implementation of most parts of our new customer relations management system – Salesforce; and c) the implementation of Applicant Tracking for HR’s screening, interviewing, selection, and on-boarding processes. With these three new systems, and other enhancements in procedures, we began to see many benefits in improving our responsiveness to our member districts, schools, educators, and other users of our services and in building our ability to be cohesive and efficient across the agency. These innovations will help CES to be more efficient, cost effective and sustainable in FY18 and into the future.
- Third, we placed a purposeful focus on increasing our direct services in areas such as Special Education and afterschool programs – a strategy that began to pay off in FY17 with increased general fund revenue of 6%.
- Fourth, we continued to develop and implement new business and strategic plans for areas of the agency that needed increased focus. In FY16, that was Mount Tom Academy, resulting in the program meeting all expenses in FY17. In FY17, we focused on planning for the Occupational Therapy Center (OTC) and the Collaborative Center for Assistive Technology and Training (CCATT).
- Fifth, we focused our energies and resources on key areas that are expected to grow in local, state, national, and foundation funding: a) professional development and courses preparing educators to meet the needs of ELL students and students with special needs; b) social-emotional learning and safe and supportive schools; c) Social Justice and

Equity; d) early childhood education programs and services; e) technology services and professional development on integrating technology in the curriculum; f) personalized and competency-based learning; g) research and evaluation services; h) cooperative purchasing, especially as member districts struggle with decreasing enrollments and funding; and i) programs and services targeted at children and youth placed at the greatest risk of failure, including justice-involved and institutionalized youth, and children and youth with significant emotional, social or physical disabilities.

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

Leadership

- CES maintained its strong leadership team, both of senior administrators and of emerging leaders. The only changes in leadership that occurred in FY17 were: the appointment of Angela Burke as Director of Professional Services, replacing Albert Mussad who returned to his former practice at CES, providing high-quality professional development and coaching; and the appointment of Suzanne Judson-Whitehouse as Director of Licensure. Several other leadership changes were planned as part of the reorganization, but did not go into effect until July 2017.
- The Leadership Council, comprised of all senior managers, directors of major initiatives, and the Platform chairpersons, continued to provide key direction on shaping the values, priorities, strategic planning, and overall work of CES. A separate and smaller Operations Team provided leadership in shared services, policy and procedure development, and overall logistics.
- The CES Board of Directors, made up of one School Committee representative from each of our 36 member districts held six meetings, each well-attended, with members clearly vested in the success of CES. Notably, every meeting had a quorum-plus. The Board is also increasingly a place for cross-district collaboration on issues common across our small and rural districts. The Board had an active Executive Committee, Finance Committee; and Evaluation (of the Executive Director) Committee. At each meeting, the Executive Director shared a report of CES highlights since the last meeting; the Board representatives share these reports with their respective School Committees.
- The two Advisory Boards, comprised of superintendents from Hampshire and Franklin Counties, met monthly both to provide input to CES's services and to network among themselves about major issues and challenges they are facing and solutions being employed. The meetings were well attended and much appreciated by the Superintendents.
- CES's Social Justice and Equity (SJE) Platform continued to implement a 3-Year Strategic Plan for integrating SJE principles and practices in the agency. SJE also developed workshops, Professional Learning Communities, and significant consultative support for our member districts and others.
- CES continued to work on region-wide collaboration with and services to member districts as well as non-collaborative members in Hampden and Berkshire counties. In addition, CES served as the lead Collaborative for Pioneer Valley and Berkshires and worked closely with the Department of Elementary and Secondary Education and our 25 sister collaboratives.

Services and Programs for Member Districts and Beyond

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

Direct Services

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

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

Educator Professional Development and Support

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

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

Other Services

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

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

programs in four Hampshire County Districts;

- Cooperative purchasing programs for food, school and art supplies, legal services, and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%;

Large-scale Projects

CES continued to manage three large-scale statewide projects in FY17.

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

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

Grants and Contracts

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

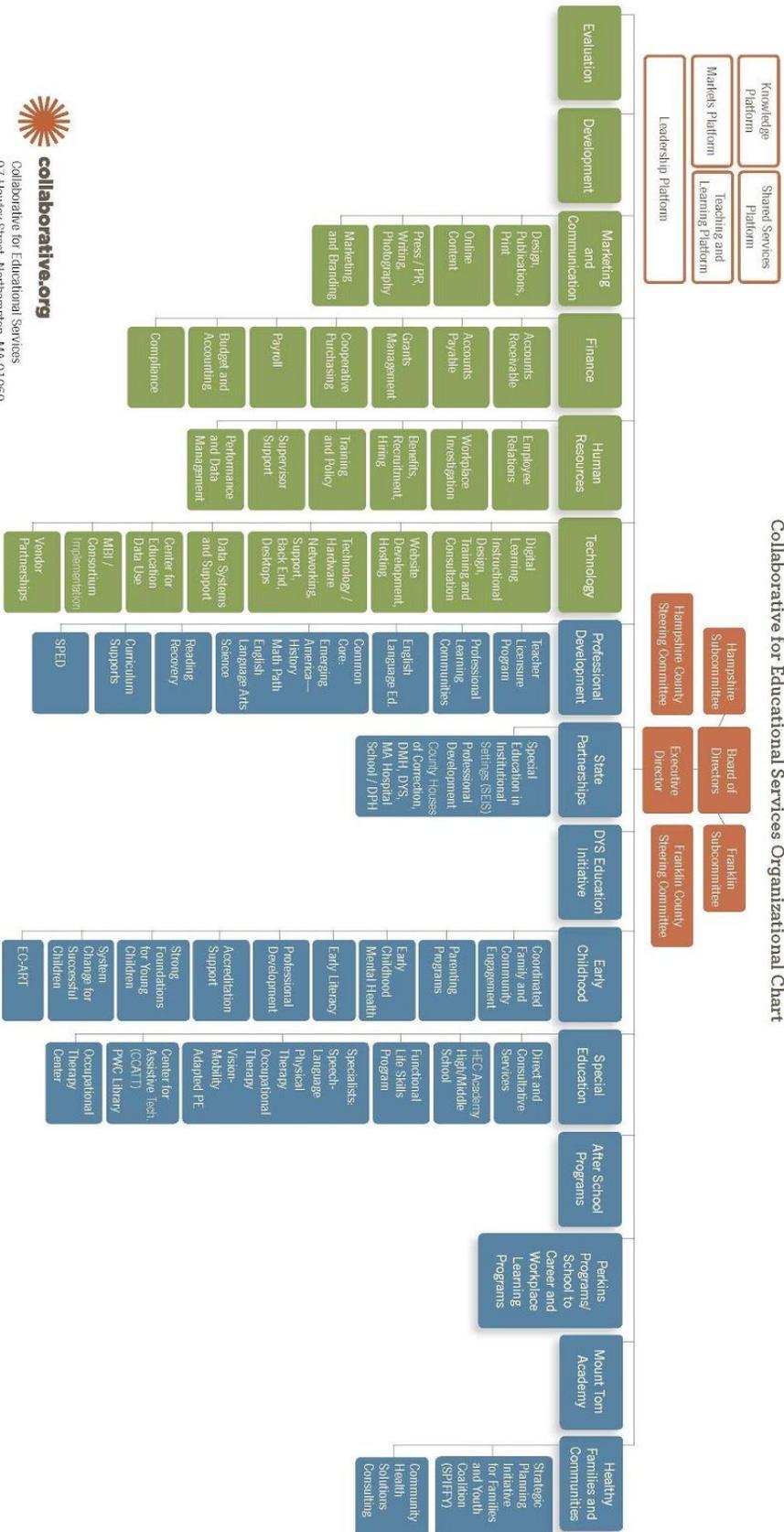
I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2016-2017.

Respectfully Submitted,



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Collaborative for Educational Services Organizational Chart



collaborative.org

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Everyone is a learner.

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Mission and Purpose

MISSION

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

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

We value:

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

GOALS AND OBJECTIVES

Our goals and objectives¹ are to:

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

¹ CES Articles of Agreement, 2014

Governance and Membership

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Directors comprised of an elected school committee representative from each member school district. In 2016-2017, Dan Hayes from the Shutesbury School Committee served as the Chairperson of the Board, and Cathy Englehardt from the Hatfield School Committee served as the Vice-Chairperson.

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

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

FY17 BOARD OF DIRECTORS

Franklin County		Hampshire County	
District	Board Member	District	Board Member
Conway	Ashley Dion	Amherst	Vira Dougmany-Cage
Deerfield	Jan Flaska	Amherst-Pelham Regional	TBD
Erving Elementary	Katelyn Mailloux	Belchertown	Michael Knapp
Franklin County Technical Schools	Don Sluter	Chesterfield-Goshen	Janice Gibeau
Frontier Regional School District	Lyn Roberts	Easthampton	Cynthia Kwiecinski
Gill-Montague Regional School District	Cassie Damkoehler	Granby	Michael Simpson
Greenfield Public Schools	Cameron Ward	Hadley	Humera Fasihuddin
Hawlemont Regional School District	Hussain Hamdan	Hampshire Regional	Carl Schlerman
Leverett	Craig Cohen	Hatfield	Cathy Englehardt (Vice Chair)
Mohawk Trail Regional School District	Suzanne Crawford	Northampton	Howard Moore
New Salem	Melissa Burke	Pelham	Tara Luce
Orange Public Schools	Stephanie Conrod	Smith Vocational	John Cotton

Pioneer Valley Regional School District	David Young	South Hadley	TBD
R C Mahar Regional School District	Patricia Smith	Southampton	Virginia Ahart
Rowe Elementary	TBD	Ware	TBD
Shutesbury	Daniel Hayes (Chair)	Westhampton	Brigid O'Riordan
Sunderland	TBD	Williamsburg	David Chase
Wendell	Johanna Bartlett		
Whately	Katie Edwards		

FY17 STEERING COMMITTEE

Franklin County	Hampshire County
Conway Public Schools Lynn Carey, Superintendent	Amherst-Pelham Regional Schools Michael Morris, Interim Superintendent
Deerfield Public Schools Lynn Carey, Superintendent	Amherst Public Schools Michael Morris, Interim Superintendent
Erving Elementary Schools Jennifer Haggerty, Superintendent	Belchertown Public Schools Karol Coffin, Superintendent
Franklin County Technical School Richard Martin, Superintendent	Chesterfield-Goshen Public Schools Craig Jurgensen, Superintendent
Frontier Regional School District Lynn Carey, Superintendent	Easthampton Public Schools Nancy Follansbee, Superintendent
Gill-Montague Regional School District Michael Sullivan, Superintendent	Granby Public Schools Sheryl Stanton, Superintendent
Greenfield Public Schools Jordana Harper, Superintendent	Hadley Public Schools Anne McKenzie, Superintendent
Hawlemont Regional School District Michael Buoniconti, Superintendent	Hampshire Regional Schools Craig Jurgensen, Superintendent
Leverett Public Schools Jennifer Haggerty, Superintendent	Hatfield Public Schools John Robert, Superintendent
Mohawk Trail Regional School District Michael Buoniconti, Superintendent	Northampton Public Schools John Provost, Superintendent
New Salem Schools Jennifer Haggerty, Superintendent	Pelham Public Schools Michael Morris, Interim Superintendent
Orange Public Schools Tari Thomas, Superintendent	South Hadley Public Schools Nicholas Young, Superintendent
Pioneer Valley Regional Schools Ruth Miller, Superintendent	Southampton Public Schools Craig Jurgensen, Superintendent
RC Mahar Regional School District Tari Thomas, Superintendent	Smith Vocational & Agricultural School Kevin Farr, Superintendent
Rowe Elementary Schools Jonathan Lev, Superintendent	Ware Public Schools Marlene DiLeo, Superintendent
Shutesbury Public Schools Jennifer Haggerty, Superintendent	Westhampton Public Schools Craig Jurgensen, Superintendent
Sunderland Public Schools Lynn Carey, Superintendent	Williamsburg Public Schools Craig Jurgensen, Superintendent
Wendell Public Schools Jennifer Haggerty, Superintendent	
Whately Public Schools Lynn Carey, Superintendent	

Programs and Services

This section of the report is organized by the four goals (or objectives) of the CES Collaborative Agreement.

This section includes:

- Programs and Services Provided
- Populations Served
- Cost-Effectiveness of Programs and Services
- Progress that Specific Programs and Services Made Toward Achieving the Purpose and Goals Set Forth in the Collaborative Agreement

GOAL I: COST-EFFECTIVE QUALITY SERVICES AND PROGRAMS FOR LOW INCIDENCE

POPULATIONS, PARTICULARLY THOSE MOST AT RISK OF SCHOOL FAILURE

- Special Education Programs and Services
 - Itinerant/Related Services (Therapeutic)
 - Assistive Technology (CCATT)
 - Occupational Therapy Center
 - Special Education Alternative Learning
- Mount Tom Academy
- Perkins Programs (Career counseling)
- Connecting Activities
- After School Programs

SPECIAL EDUCATION PROGRAMS AND SERVICES

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

FY17 Program Highlights

- During the FY17 school year, between various enrollments and terminations, we served a total of **(61)** different students:
 - **(56)** students at the Academy and **(5)** students at CBWE
 - Please note that the number of total students served over the course of the year is **not** the same as our average program enrollment (as shown in the tables below), which is calculated based on the actual numbers of students enrolled from month to month.
- **Special Olympics**
 - School Day Games were held in Granby on October 20, 2016 and again in South Hadley on March 2, 2017.
- **Monte's March for Hunger**

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

ITINERANT/RELATED SERVICES (THERAPEUTIC)

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

- (19) Member Districts: Amherst, Belchertown, Easthampton, Erving, Frontier, Gateway, Gill-Montague, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Northampton, Orange, Pioneer Valley, Smith Vocational, South Hadley, Ware, Worthington
 - (13) Hampshire County
 - (6) Franklin County
- (17) Non-Member Districts: BART Charter, Baystate Academy Charter, Berkshire Hills Music Academy, Berkshire Hills Regional, Center Berkshire Regional, Common School, East Longmeadow, Holyoke, Longmeadow, New Hampshire, Palmer, Pathfinder, Pioneer Valley Chinese Immersion Charter, Pioneer Valley Performing Arts, Southern Berkshire Regional, Springfield, West Springfield

From July 1, 2016 - June 30, 2017							
These numbers represent requests for individual services, group services, and/or evaluations; they do not represent the total number of students served, nor do they represent OTC private clients. (Members are marked by an asterisk)							
	OT	VISION	APE	SLP	PT	CCATT	OTC
Amherst *		11				1	
BART Charter							1
Baystate Academy Charter, Springfield			1				
Belchertown *		11	3			2	
Berkshire Hills				1			
Berkshire Hills Music					1		3
Central Berkshire Regional						1	
Common School							1

Easthampton*	1	1	2		1		
E. Longmeadow						3	
Erving*					5		
Frontier *	2	10				2	
Gateway*						2	
Gill-Montague*	1			1		3	3
Granby*						3	1
Greenfield*					1	2	1
Hadley*	1						7
Hampshire Regional*	5	5				1	
Hatfield*	2				1	1	
Holyoke				1			
Longmeadow						1	
Northampton*	2			1			
Orange*						1	
Palmer		2					
Pathfinder		1					
PVCICS						1	
PVPA							4
Pioneer Valley Reg.*						1	
Smith Vocational*				1			

Southern Berkshire Regional						1	
South Hadley*	5	4			2	11	6
Springfield	3				1		1
Union #29 New Hampshire		1			1	1	
Ware*			1				
West Springfield	1	1		2	1		
Worthington*	6	2			6	2	1
TOTALS	29	49	7	7	20	40	29
	OT	VISION	APE	SLP	PT	CCATT	OTC
						Grand Total	181

Populations Served by Itinerant Clinical Services:

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

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

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

Cost Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
Occupational Therapy	\$88	\$76.50-\$85
Physical Therapy	\$88	\$210

Speech Therapy	\$88	\$76.50
Vision and Mobility	\$88	\$100 -\$135 plus mileage

*Cutchins (OT) = \$85/HR, Futures (OT/SLP) = \$76.50/HR, Pediflex (PT) = \$210/HR

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

Services Provided

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

Populations Served by CCATT Services:

(29) Direct/consultative service contracts were carried out. This reflects the number of service contracts provided by CES. It does not include the total numbers of students served as some service contracts are arranged for individual students, groups of students, ½ day, or full day services.

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

Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
CCATT Center / Assistive Technology	\$99	\$115-200

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

OCCUPATIONAL THERAPY CENTER (OTC)

Services Provided

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

Populations Served:

- **(18) Direct/Consultative Services** were carried out. This reflects the number of service contracts provided by CES. It does not include the total numbers of students served as some

service contracts are arranged for individual students, groups of students, ½ day, or full day services.

- **(19) Total evaluations** were provided.
- **OTC served a total** of 52 private clients

Cost-Effectiveness

Service	CES Hourly Rate	Private Sector Hourly Rate(Average*)
Occupational Therapy Center / Sensory Integration	\$99	\$145-\$185

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

SPECIAL EDUCATION ALTERNATIVE LEARNING

Services Provided

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

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

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

Determination of Tuitions

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

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

HEC Academy (High School Program)

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

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

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

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

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

Community-Based Work Experience (CBWE)

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

abilities. Each student participates in small group and individualized instruction throughout the day across all curriculum areas. Related services are incorporated based on individual student needs. A weekly clinical consultant is provided for the program throughout the school year.

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

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

Populations Served and Outcomes:

Special Education Program Enrollment:

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

HEC Academy and CBWE Graduation 2017

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

Student Achievement / MCAS Results

2016 - 2017 MCAS RESULTS							
TEST	SESSION	NUMBER OF STUDENTS	NEEDS IMPROVEMENT	PROFICIENT	ADVANCED	FAILED	PERCENT PASSED

		TESTING					
MATH RETEST	November 2016	6	2	0	0	4	33%
	March 2017	2	1			1	50%
GRADE 10 MATH	Spring 2017	13	3	4	1	5	62%
GRADE 10 ELA	Spring 2017	10	3	6	1	0	100%
BIOLOGY	February 2017	2			1	1	50%
	June 2017	13	4	5	1	3	77%

Special Education Alternative Programs Cost Effectiveness

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

APPROVED AREA PRIVATE SCHOOL RATES							
Name of Private School		#days	tuition	day/rate	Effective	summer tuition	summer day rate
N.E. Adolescent Research		220	\$61,930	\$282	10/7/2015		
Cutchins - New Directions (Northampton)		218	\$53,498	\$245	10/7/2015		
May Institute		242	\$84,079	\$347	10/7/2015		

RFK Experiment with Travel	216	\$55,081	\$255	10/7/2015		
Northeast Center (Tri-County)	180	\$41,801	\$232	10/7/2015		
Springfield Home (Children's Study Home)	216	\$47,311	\$219	10/7/2015		
Valley West Day School	180	\$38,724	\$215	10/7/2015		
CES HEC Academy School Year	180	\$41,836	\$238	10/7/2015	\$4747	\$190
Name of Private School	#days	tuition	day/rate	Effective	summer tuition	summer day rate
May Institute	242	\$84,079	\$347	10/7/2015		
LPVE Compass/C-Tech	180	\$27,697	\$154	10/7/2015		
Northeast Center(Tricounty)	180	\$41,801	\$232	10/7/2015		
CES CBWE	180	\$31,535	\$175	10/7/2015	\$4607	\$184

*Private Sector rates are obtained from:

<http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>

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

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

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

MOUNT TOM ACADEMY

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

Services Provided

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

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

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

Populations Served and Outcomes

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

Outcomes

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

Cost Effectiveness

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

Program - Per Student Tuition

Mount Tom Academy: \$9,000/year Member, \$9,900/year Non-member

Private Sector Tuition*: \$8,559/year

- Starting in the 2017-2018 school year, tuition will be \$10,800 for member districts and \$11,880 for non-members.

*Comparable private programs: CSP (Community Support Program) - \$36,330; Twain (Specialized Academic Program) - \$38,325; BHA - \$13,072

PERKINS CONSORTIUM (from CARL B. PERKINS VOCATIONAL TECHNICAL - SECONDARY ALLOCATION GRANT)

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

Services Provided

Each school receives specific allocations for PD assistance, equipment, and non-expendable supplies to support career / vocational / technical education (CVTE) programs in the school. CVTE programs seek to improve performance in Mathematics, Language Arts and high school completion and graduation. Perkins CVTE programs receive assistance to set goals; measure competencies in occupational skills; upgrade programs; develop new programs; develop entrepreneurship opportunities; understand high skill/high demand/high wage opportunities in Western Massachusetts; develop local support and advisory boards; and develop internship, mentorship, and work study opportunities for students.

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

Populations Served

- Approximately 500 students from these schools received occupational training and academic support in coursework offerings such as Graphic Design, Computer Applications, Culinary Arts, Welding and Metal Fabrication, Commercial Art, and Carpentry and Woodworking.
- Two member Hampshire County districts participated in FY15—South Hadley and Amherst; Gateway is a non-member.
- In FY 2016-2017, our Perkins districts received over \$63,000 in support and materials for their programs.

Cost Effectiveness

Perkins programs are supported by grant funding, and represent services offered to districts at no cost. By organizing and managing the consortium, CES helps districts access the resources that might not otherwise be used.

CONNECTING ACTIVITIES

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

Services Provided

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

Populations Served and Outcomes

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

- More than 150 students participated in job shadowing, field study, job fairs, community shows, and employer site visits. The internship placements ranged from simple after school placements tracked with a Work-based Learning Plan, to more complex work-and-learning experiences where the tasks and skills emphasized in the placement are also developed, in parallel, in a classroom setting. Students range from those who are A+ and college-bound, to those who are developmentally challenged.
- In FY '17, the Hampshire County program continued to develop the STEM Employer Action Group. The intent of the group is to bring together business leaders and representatives from area higher educational institutions to work to intentionally engage high school students and provide opportunities for exposure to STEM pathways in education and careers. In FY '17, the Hampshire County Connecting Activities Coordinator successfully reached out to the University of Massachusetts, GlowLime Games, Valley Gamers, and the Massachusetts Life Sciences Center. Collaboration with these groups resulted in students from South Hadley High, Amherst, and the Chinese Immersion Charter School having access to a tech “hack-a-thon” at Hampshire College, two afterschool workshop series at Amherst High in Unity game design and quadcopter photogrammetry, and for three students from the Chinese Immersion School, paid summer internships (approximately \$3,000 each) in UMass science departments.

Outcomes

CES does not collect comprehensive assessments of skill development, or longitudinal data for Connecting Activities. However, studies clearly indicate that supported internship placements have an important effects for all students and especially for the at-risk population. Supported internship placements give these students a feeling of engagement and a sense of efficacy and success (even if they do not excel in the academic realm). Supported internships demonstrably help prevent students from dropping out of school.

Cost-Effectiveness

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

AFTER SCHOOL PROGRAMS

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)

The Collaborative school year and summer programs provide students with a balance of academic and social-emotional skill development through a variety of student-centered enrichment activities, which promote academic achievement and healthy adult-to-youth and peer-to-peer relationships. These out-of-school programs are largely grant-funded, and represent an extremely cost-effective resource for our member area schools as a result. The main office for CES After School program management is at 123 Hawley Street, Northampton, MA

Services Provided

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

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

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

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

Needs assessment:

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

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

Populations Served and Outcomes

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

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

Outcomes

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

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

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

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

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

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

Cost-Effectiveness

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

Other after school opportunities offered in our region include the Girls Club: Approximately \$500 a month for two children from the same family to attend.

Thus a family with two elementary aged children to attend after school from September through May would cost approximately \$4,000.

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

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

PROFESSIONAL DEVELOPMENT, CURRICULUM, AND EDUCATOR LICENSURE

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

The department works with districts to customize implementation of

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

Services also include regional and multi-district programs to meet professional development needs for specialized educator groups, such as special education directors, reading and math interventionists, content teachers, and early childhood providers. Teachers, administrators, and

career changers accessed our hybrid online programs during FY17 to achieve Initial Licensure and renewal of Professional Licensure.

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

NEEDS ASSESSMENT FOR PROGRAM DEVELOPMENT

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

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

FY17 PROFESSIONAL DEVELOPMENT PROGRAM AND STAFF HIGHLIGHTS

- In our third full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 13 in-district courses and 3 open-enrollment courses enrolling 23 to 30 educators in the teacher full course, per course.
- CES continued to grow its Social Justice in Education Initiative and offered open enrollment professional development workshops to local educators and districts, including Introduction to Social Justice in Education, and Implicit Bias. On October 15th, 2016, CES welcomed 220 educators to the first Transforming Education in Social Justice Conference, held at Holyoke Community College.
- The Massachusetts Department of Elementary and Secondary Education (ESE) and the Collaborative for Educational Services (CES) provided the first offering of the Leading

Educational Access Project (LEAP) training-of-trainers program. The LEAP Training-of-Trainers (ToT) Program included members from 12 educational collaboratives participated in this first-cohort training. This statewide cadre of trainers is available to support all districts, regardless of a district's regional affiliation. Trainers are equipped to bring qualified training and consultative services to schools and districts and can bring access to resources and best practices to support district efforts.

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

CES Professional Development offered a range of services during FY17.

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

EDUCATOR LICENSURE

Services Provided

Approved and accredited by the Massachusetts Department of Elementary and Secondary Education and serving students all across the Commonwealth with hybrid online programs, the Collaborative for Educational Services Licensure Programs are a post-baccalaureate route to a license as a teacher or principal, supervisor, director across Massachusetts. This year, 62 candidates completed licensure programs and were endorsed for the Initial license by the Massachusetts Department of Education; 7 endorsees are from member districts. 29 licensure courses were offered in FY2017 in a total of 64 sections serving 417 distinct participants; and there were 664 total course registrations during the year.

All courses are delivered in hybrid format, in which coursework is completed online and at face-to-face classes held in Northampton and Marlborough. The 2016-2017 year saw the end of our TESEL grant with Leominster, Fitchburg and Lowell, with the majority of participants having made their way through their coursework. Our first Administrative Leadership cohort completed their first year of the program.

Populations Served

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

SCHOOL AND DISTRICT BASED COACHING, TRAINING AND CONSULTATION

Services Provided

These services include school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; and curriculum mapping and planning, curriculum revision to reflect Common Core state standards. The Collaborative is in its **seventh** year as a DESE pre-qualified vendor for a range of consulting and professional development services, including:

- Project management for school/district performance reviews or assistance services
- Targeted assistance for school or district improvement
- Assessment and evaluation services, including the development of survey, assessment, and review protocols/instruments
- Educational leadership evaluation, development, coaching, and interim leadership services
- Curriculum, performance, and achievement frameworks/standards, protocol and/or process development, review and updating
- Dissemination of standards, research findings, best practices, etc., including planning, implementation, and management of dissemination activities
- Event and project management

Populations Served

CES staff worked on

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

- Over half of our site-based work was in member districts.
- CES staff also worked on problems of practice in reading, writing, and mathematics instruction.

ENGLISH LANGUAGE LEARNERS – SEI ENDORSEMENT CENTER

Services Provided

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

Populations Served

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

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

EMERGING AMERICA WORKSHOPS AND GRADUATE CREDIT COURSES

Services Provided

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

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

CES joined the Library of Congress Teaching with Primary Sources Consortium in 2010, providing professional development throughout Massachusetts. The Collaborative is the only Consortium

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

Library of Congress Teaching with Primary Sources workshops

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

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

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

Populations Served

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

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

READING RECOVERY TEACHER TRAINING

Services Provided

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

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

Populations Served

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

REGIONAL PROFESSIONAL DEVELOPMENT DAYS AND OPEN ENROLLMENT SEMINARS

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

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

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

Services Provided

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

Populations Served

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

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

Services Provided

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

Cost-Effectiveness

The department conducts an annual review of rate schedule for staff training onsite at schools (see accompanying rate schedule) and licensure courses. Rates for Professional Development are based on cost, and Non-member District fees are 15% higher than those charged to our Member Districts.

Exceptions are professional development opportunities funded and supported in whole or in part by an external grant.

Program	CES	Private Sector Fees (Avg*)
Full Course; primarily Licensure	\$775	\$1,657
Professional Development Workshop, 1-Day	\$100/ members, \$110 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.

SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT

Services Provided

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

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

Populations Served

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

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

- New Bedford
- North Adams
- Northbridge
- Northampton
- Norton
- Palmer
- Revere
- River Valley Charter School
- Sharon
- Shrewsbury
- Smith Agricultural Vocational
- Southbridge
- Stoneham
- Tantasqua Regional
- Triton Regional
- Topsfield
- Union 38
- Waltham
- Walpole
- Ware
- Webster
- Westfield
- West Springfield
- Westwood
- Worcester
- Worthington

EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

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

Services Provided

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

Early Childhood Professional Development calendar trainings held included the following topics and number of participants:

1. Building Success: Supporting Children with ASD in an Inclusive Setting - 27 participants

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

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

FY17 additional EC PD Work

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

Assessment for Responsive (ART) Teaching

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

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

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

Statewide data:

- # of Trainings 43
- # of Participants 961
- # of Programs 445

Member districts:

- 8 Participants

Cost Effectiveness

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

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

TECHNOLOGY IN EDUCATION PROFESSIONAL DEVELOPMENT

Services Provided

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

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

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

Instructional Design: Coaching & Course Development

Populations Served

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

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

Cost Effectiveness

CES Technology professional development offerings provide training to teachers, administrators, data specialists, and technology specialists that is not otherwise available in the region; and would likely not be offered/provided to our member districts through other means.

GOAL 3: OTHER PROGRAMS AND SERVICES THAT WILL FROM TIME TO TIME MEET THE ASSESSED NEEDS OF SCHOOL DISTRICTS, MEMBER COMMUNITIES, STATE AGENCIES, AND OTHERS

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

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

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

FY17 PROGRAM HIGHLIGHTS

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

DEPT. OF EARLY EDUCATION AND CARE (EEC) – COORDINATED FAMILY AND COMMUNITY ENGAGEMENT (CFCE) GRANT-FUNDED SERVICES

Services Provided

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

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

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

Parent workshops were offered on topics such as

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

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

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

13 "Welcome Baby" visits with baby bags were provided.

Support to children transitioning from program to program and into kindergarten families received transition support: (99 families were served, representing 125 children.) (489 families received kindergarten transition information.)

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

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

Early literacy activities included the following:

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

Early literacy and parent support activities were held at low-income housing in Amherst and Ware. These activities included story-time, parent discussion, and providing information on local resources as needed.

Kindergarten Transition Resources: In addition to the Making the Transition to Kindergarten” information-rich booklet, this year we also created and provided a summer calendar filled with activities that families can do together to prepare themselves and their kindergartner for kindergarten.

Spanish programming

Held 4 special events

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

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

Playgroups twice a month in Southpoint

Playgroups once a month in North Village

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

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

Populations Served

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

- The Parent-Child Home Program served families in Amherst, Belchertown, Bondsville, Easthampton, Monson, Palmer, South Hadley, Three Rivers, Ware, and Warren. The program served 33 children, ages 18 months to 4 years.
- There are 6 family centers and 11 playgroup sites serving approximately 930 children/month
- Parenting workshops were attended in FY17 by a total of more than 545 participants, at no cost.

EARLY CHILDHOOD MENTAL HEALTH CONSULTATION SERVICES

Services Provided

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

Populations Served

- 44 children served
- 50 parents received collateral and support services
- 24 different programs
- 48 educators
- 5 classroom referrals - with 10 educators

STRONG FOUNDATIONS FOR YOUNG CHILDREN

Services Provided

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

Populations Served, Easthampton and Ware

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

EARLY CHILDHOOD ASSESSMENT FOR RESPONSIVE TEACHING (EC-ART)

Services Provided

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

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

EARLY CHILDHOOD TRAINING

Services Provided

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

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

Cost-Effectiveness: Comparison Data

Comparison Data The majority of Early Childhood Programs are grant funded, and/or offered at low/no cost to participants. Each provider or parent workshop is offered in 2 to 4 communities, which maximizes the amount of time used in the preparation of the workshop.

FAMILY CHILD CARE – PARENT CHILD HOME PROGRAM (FCC-PCHP) Project

Training: 2 Coordinators and 3 Early Learning Specialists were trained in PCHP FCC model in winter, 2017 - 40 hours total

Services provided

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

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

TECHNOLOGY SERVICES

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

Support Services

- Help desk
- Business office support
- Database support
- Data use and data analysis

FY17 PROGRAM HIGHLIGHTS

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

COLLABORATIVE INFRASTRUCTURE UPDATE FY17

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

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

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

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

COOPERATIVE PURCHASING

COOPERATIVE PURCHASING ARRANGEMENTS

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

Populations Served:

29 school districts, including 14 member districts, participated in the CES Cooperative Purchasing program in FY17. This was almost double the number of school districts participating over FY16.

Bid Category Expenditures Members Non-members

Category	FY 2017
School & Art Supplies	\$381,021
Bread	\$284,701
Milk	\$806,201
Ice Cream	\$50,536
Paper Goods & Cafeteria Cleaners	\$222,505
Food	\$1,157,066
Legal Services (retainer)	\$24,000
TOTAL	\$2,926,030

COMMUNICATIONS

- In FY17, the CES Newsroom at blog.collaborative.org published 110 articles on national, state, and local news on education issues as well as news about developments in CES programs to our member educators, schools and districts. The CES Newsroom generated 3,199 page views from 1,751 users over the course of the year.
- As in previous years, CES provided design and print services to the Massachusetts Organization of Educational Collaboratives (MOEC) for their annual report.
- The CES Communications Department successfully launched the “Proud of Western Mass Public Schools” Facebook page, which continue to be managed on behalf of western Mass schools and districts, posting and sharing news and activities of our member and local non-member schools.
- During FY17, the CES main website generated 3,910 online registrations for CES events. Over the course of FY17, over 95,731 visitors (+8.5% v. FY16) made 150,865 visits (+1.5% v. FY16) to the CES website; an average of over 12,572 visits per month.

- The CES Communications Department maintained and updated our email outreach capabilities in FY2017, bringing our email contacts 20,569 active contacts in June of 2017. Over the past FY, we have created and sent 305 separate email campaigns on behalf of our own and partner programs. During the 2016-2017 school year, the Communications Department developed and launched a new biweekly e-newsletter to share updates related to CES student programs and technical assistance services, as well as providing current news updates about initiatives, funding opportunities, and presentations from ESE, EEC, the Massachusetts Dept. of Public Health, our fellow community agencies across the state, and others. The newsletter has been well-received, and over 550 members of our community have subscribed to this free service.

HEALTHY FAMILIES AND COMMUNITIES

COMMUNITY HEALTH SOLUTIONS

Services Provided

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

Our consultants have expertise in the following areas:

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

Populations Served

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

Healthy Hampshire Highlights

Supporting the roll-out of the Healthy Incentives Program

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

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

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

Whirlwind Food Planning Process Results in Many Exciting Next Steps

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

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

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

Testimonials from participants:

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

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

Healthy Hilltowns: Engaging municipalities to design for health

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

STRATEGIC PARTNERSHIP FOR FAMILIES AND YOUTH (SPIFFY)

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

Services Provided

Youth Prevention Needs Assessment (PNA): Data are always at the forefront of coalition conversations, and strategies address identified community needs. SPIFFY has administered a Youth Prevention Needs Assessment Survey (PNA) for 8th, 10th and 12th graders in Hampshire County schools since 2002. The PNA was designed to assess adolescent substance use, school climate, anti-social behavior and the risk and protective factors that predict adolescent problem behaviors. These data are utilized by SPIFFY partners and by local school districts to assess current conditions, prioritize areas of greatest need, and develop effective strategies aimed at those issues.

Full Coalition Meeting: Over 100 partners attended the SPIFFY Coalition meeting in October, where the 2017 PNAS data and trends were released. The meeting was co-sponsored by Hampshire HOPE.

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

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

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

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

Population Served

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

GOAL 4: TAKE A LEADERSHIP ROLE IN BUILDING AND MAINTAINING THE SUPPORT OF LOCAL, STATE AND FEDERAL LEGISLATIVE BODIES; STATE AND FEDERAL AGENCIES; NATIONAL ORGANIZATIONS; INSTITUTIONS OF HIGHER EDUCATION; AND NON-PROFIT AGENCIES AND FOUNDATIONS; FOR THE WORK OF EDUCATIONAL COLLABORATIVES IN MASSACHUSETTS

LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

Local Leadership Activities - FY17

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

groundwork for a new Educational Collaborative and establishing a cross-district special education program for a specific group of high-need high school students.

- The Executive Director served on the Berkshires Shared Services' *Collaborative / Shared Services Working Group*.
- The Executive Director and Director of Licensure were members of the *Diversifying Teacher Workforce Coalition*; this is a project on Diversifying the Educator Workforce in the Pioneer Valley, in collaboration with Five Colleges; Lower Pioneer Valley Educational Collaborative; Greenfield, Northampton and Hadley Schools; Holyoke and Springfield Schools; Holyoke and Greenfield Community Colleges; Teach for America; and other colleges with teacher preparation programs).
- CES organized and conducted a very successful region-wide conference on Social Justice and Equity at Holyoke Community College in FY17. CES staff, regional educators, and students participated. At the conference, the Executive Director organized and participated on a panel presentation on "Diversifying the Educator Workforce." Panelists included Annie McKenzie, Superintendent of Hadley; John Provost, Superintendent of Northampton; Sam Intrator, professor and chair of the Education and Child Study Program at Smith College; Kwame Webster, Regional Director for Teach for America; and Rachel Bowen, Human Resources, Amherst Public Schools and member of ESE's Diversity Task Force.
- CES continued work on region-wide collaboration with and services to member districts, as well as outreach to the Berkshire districts; CES is the lead collaborative for this region.
- CES provided data and educational opportunities around topics of concern to member districts, such as issues of rural schools and the impacts of changing demographics, school choice, and charter schools on area districts.
- The Executive Director gave presentations at three public forums concerning the disproportionate impact of charter schools on small and rural districts. Presentations were at the University of Massachusetts, sponsored by local media; at Smith College, sponsored by their Department of Education; and for the Amherst League of Women Voters.
- The CES Communications Department, with approval of the CES Board of Directors and member district superintendents, implemented a branding and awareness campaign titled "Proud of Western Mass Public Schools", in support of creating awareness of positive work and programs in Franklin, Hampshire, and Berkshire county schools and school districts.

State-Level Leadership Activities:

- The Executive Director was active with the Massachusetts Organization of Educational Collaboratives (MOEC) – as a member, as part of the Executive Committee, and as the Western MA Liaison to MOEC and the Department of Elementary and Secondary Education. In these roles, the Executive Director was able to promote the development of all collaboratives as well as help expand and deepen partnerships and initiatives with ESE. He also co-wrote the successful proposal to ESE for all of the collaboratives to develop a cadre of Inclusive Practice Ambassadors

across the state to share inclusive practice guides and materials with at least 1,000 principals (see below).

- The Executive Director served as an Appointed Member, representing MOEC, on the statewide Safe and Supportive Schools Commission (established by the 2014 Safe and Supportive Schools Act and convened by DESE). In FY17, he was convener of the workgroup “Revising the SaSS Framework Through an Equity Lens” and he assisted the Commission in rewriting the Framework for Safe and Supportive Schools.
- The Executive Director was a member of the Massachusetts Association of School Superintendents and attended the Spring, Fall, and Summer Leadership Convenings. In addition, the Executive Director completed the third and final year of the New Superintendent Induction Program, sponsored by MASS. He also participated in a consultancy group with new superintendents in western MA.
- The Executive Director co-presented at the MASS/MASC Joint Conference in November of 2016 on *Your Educational Collaborative: A Partner in Addressing Barriers to Learning in Your Region, in Your Schools, and in Our Programs*.
- CES was a founding member and was active in the *Massachusetts Rural Schools Coalition*.
- The Executive Director and Director of Early Childhood were co-planners and facilitators (with MA ESE, EEC, and MA Advocates for Children) of the statewide conference, *Safe and Supportive Learning Environments: Bringing together Social/Emotional Learning, Trauma Sensitivity, and Positive Behavioral Approaches*.
- The Executive Director and Director of Early Childhood were invited participants in the Infant and Early Childhood Mental Health Summit, convened by DMH, DPH, EEC on June 6, 2017.
- CES’ Director of Finance, Barbara Siegel, was an active participant in MASBO,
- In FY17, ESE contracted with collaboratives across Massachusetts to develop a cadre of Inclusive Practices Ambassadors. CES Ambassador, Sharon Jones, along with three other regional Ambassadors, met with principals and other administrators in multiple districts to introduce them to the wealth of resources developed by ESE to support the inclusion of all types of learners in classrooms and schools.
- CES’ Richard Cairn, Director of Emerging America, continued on ESE’s Civic Learning and Engagement Task Force.

National-Level Leadership Activities

- CES was an active member of the national Association of Educational Service Agencies (AESA) and CES staff attended and presented at the FY17 Annual Conference.
- Bill Diehl and Safie DeJong were participants in AESA’s Social Justice, Equity, and Inclusion Special Interest Group.

- CES also maintained active membership in ASCD (formerly the Association for Supervision and Curriculum Development), and the International Association for K-12 Online Learning (iNACOL).
- Angela Burke, Director of Technology, was President of National Association of Media and Technology Coordinators.
- Bill Diehl was an invited participant in the U.S. Department of Education’s Personalized Learning Summit during the summer of 2016. The Summit, “Keeping it Personal – Sustaining our Commitment to Personalized Learning” brought together leaders and practitioners in personalized learning to network, share best practices, discuss barriers and opportunities, and discuss the important role that truly personalized learning plays in advancing equity of opportunities and outcomes for all students.
- Rich Cairn, Director of Emerging America served as a member of the Library of Congress Teaching with Primary Sources (TPC) Advisory Board. He also received a grant in FY17 to train other Education Service Agencies in using primary sources in Teaching American History to EL students and students with Special Needs.

STATEWIDE CONTRACTS

DYS EDUCATION INITIATIVE

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

SPECIAL EDUCATION IN INSTITUTIONAL SETTINGS (SEIS)

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

Federal, State, Private Grants and Contracts

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

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

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

- Title III Consortium formation (for English Language Acquisition and Academic Achievement Programs for Limited English Proficient Students) - 18 member districts

GRANTS AND CONTRACTS: OTHER STATE AGENCIES

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

GRANTS AND CONTRACTS: FEDERAL

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

FOUNDATIONS, INDIVIDUALS, OTHER

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

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

PRE-APPROVED VENDOR

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

- **Pre-qualified List of Vendors Supporting Sustainable District and School Improvement – (16MARSSKJ1)** This Departmental Master Agreement approves vendors with a demonstrated capacity to successfully support district and school improvement. This replaces the list of pre-qualified vendors approved under Master Service Agreement #13ATAKJ1 (Pre-qualified List for Consultant Services) and the list of vendors identified as Priority Partners for Turnaround under 10APAJ1.
- **Pre-qualified List of Educational Consultants Supporting Curriculum and Instruction – (17MACCING1)** Approved vendor under the Center for Curriculum and Instruction to provide a wide variety of services in curriculum and instruction and assessment services. This replaces the Master Service Agreement under #13CCING1.
- **Curriculum, Instruction, and Assessment: Technical Assistance and Professional Development (13CCING1):** CES is a DESE-approved vendor for the provision of technical assistance and professional development, also in support of the Conditions for School Effectiveness.
- **DSAC Professional Development Courses (13RSSDP2):** CES is prequalified to offer five DSAC professional development in literacy, math, and data use.
- **Educator Evaluation Training (multiple, e.g. 12EPLKC1, 13EPLSW1):** CES is approved by DESE to provide training in implementing the Massachusetts Educator Evaluation Model System. CES offers direct training of district leadership and faculty or a train-the-trainer model to district teams.
- **English Language Learners Professional Development – ELL; RETELL; WIDA (several contracts, e.g. 12ELADN3, 13ELADN4, 13RSSDP1, 13ELAES1, 13ELAES2):** CES is approved by MA ESE to provide professional development in ELL, including training in both WIDA and RETELL, the new assessment and teaching / learning initiatives from ESE.
- CES is also approved to provide several **SEI Endorsement Courses (RFR14ELAES1).**
- **Special Education Consultant Services (11SEPBM1):** CES is approved by DESE to provide services about special education to school and district staff, ESE staff, and community organizations working with schools and districts. Services include: professional development courses and institutes; consultation on initiatives; program reviews; evaluation of programs and leadership; mentoring programs for staff, and other areas related to special education.
- CES is also approved to provide courses, professional development, technical assistance, and other support for **Special Education and Tiered System of Support (14OTSLT2).**
- **Early Childhood Training and Consulting (2009 EEC Training 002):** CES is an EEC-approved vendor for training and consulting services for a variety of early education and care providers statewide. Child care centers, family day care centers, and public preschool and kindergarten providers can contract with the Collaborative.

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

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

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

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

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

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

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

In the 5th annual customer satisfaction and needs survey fielded in March 2017, approval levels for our key services remain high, consistent with last year’s findings; with well over 60% of services participants indicated they would actively recommend the services from CES. Special Ed PD and SJE are both new service areas, already exhibiting high level of satisfaction and willingness to recommend at close to 70%. There were 527 completed responses from teachers, principals, specialists, early childhood providers, and district leadership, the highest level of response so far since we began fielding the survey. In addition to developing and providing the range of services and programs described earlier, CES continues to make substantial progress in *determining the needs of member districts and exploring new programs and services to meet those needs in the future*. We have also made significant progress in supporting

improved documentation and sharing of expressed stakeholder needs, utilizing customized structures developed by us for that purpose in our new customer relations information system, Salesforce. In preparation and planning for the FY18 year, CES leadership and staff reviewed over 423 individual comments on customer goals and needs for specific assistance and information – this analysis provided important input for planning across all departments during the spring of 2017. Comments continued last year’s trend of educator concerns around mentally and emotionally challenged students and children with trauma. CES continued work in FY2017 to establish a consistent, agency-wide common events feedback form to improve evaluation data related to CES events and PD.

Contact Information

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