Collaborative for Educational Services

FY18 Annual Report

July 2017 – June 2018
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Collaborative for Educational Services, 97 Hawley Street, Northampton, MA
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Executive Director Summary

Dear Commissioner Riley, 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:

I am pleased to present this report of the substantial work of the Collaborative for Educational Services in Fiscal Year 2018. Throughout the year, we supported and grew our many strong programs and services, all aimed at meeting our strategic goals of meeting member district needs; fostering the success of children, youth and families, especially those placed at risk; developing exemplary educators; and taking a leadership role in building and maintaining the support of local, state and federal bodies, agencies, and organizations for our work and for education.

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 FY18, 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 FY18, CES also successfully managed state and federal grants and contracts that benefited our member districts as well as statewide 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 2018 has been a successful year for our programs and services, as evidenced in this report. 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 third 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 on track and is our major guiding strategic document, in FY18 we recognized 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, almost all 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 in the local districts, as well as in expenditures for professional and direct services from CES.

Second, changes in state and federal leadership in areas that directly impact CES have created the need to invest more time and effort in building new relationships and cultivating new programs. These have included leadership changes at DESE, Commonwealth Corporation and DYS Education, as well as at the federal DOE. Towards the end of FY18, our region also lost most of our key legislators for a variety of reasons, including Senator Rosenberg and Representatives Kulik, Scibek, Goldstein-Rose, and Kocot.

Third, grant and contract funding for FY18 and beyond was not as clear as it had been in the past, leading CES be more assertive in pursuing grants and in expanding grants from foundations.

These challenging trends began in FY17 and continued in FY18. In response, we focused on seven strategic areas in FY18.

- We implemented, in FY18, an agency reorganization that was designed to make CES more prepared to meet these challenges by becoming more effective, collaborative, innovative, inclusive, and sustainable, with a diverse and empowered staff. The reorganization included 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 FY18, 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, led to the reorganization of our past departments, functions, platforms and staff into these broader areas of work.

- In addition to the Cabinet, we continued to prioritize our commitment to Social Justice, Equity, and Inclusion and continued an SJE Platform to carry forward the strategic planning. We also created a Leadership Council and Cross-Departmental group, both designed to enhance collaboration across the agency, develop new programs and services, and build internal leadership.

- Third, 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 significant progress towards that goal in FY18. Both fiscal and human resources and substantial time in staff training were invested in these efforts and, by the end of FY18, we achieved three important milestones: a) the implementation of most key parts of our new financial system – Infinite Visions; b) successful implementation of our customer relations management system – Salesforce; and c) the full implementation of Applicant Tracking for HR’s screening, interviewing, selection, and onboarding processes. With these three new systems, and other enhancements in procedures, we have been seeing 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 cost effective and sustainable in FY19 and into the future.

- Fourth, we placed a purposeful focus on increasing our direct services including: planning new Special Education schools (and opening one in North Adams); further developing and expanding the number of afterschool programs; substantially expanding the early childhood programs through several new grants; expanding our Internship program to include a new state-funded program for STEM internships; and increasing the range of successful programs by our Healthy Families and Communities group.

- Fifth, we continued to develop and implement new business and strategic plans for areas of the agency that needed increased focus. Previously, we reported that the agency had focused on our Mount Tom Academy; this resulted in the program meeting all expenses in FY17 and FY18. In FY18, we focused on our Occupational Therapy Center (OTC) and the Collaborative Center for Assistive Technology and Training (CCATT), and began similar work for our Special Education Itinerant Services.

- Sixth, we focused our energies and resources on key areas that are expected to grow in local, state, national, and foundation funding. This included professional development and courses: a) in trauma-informed practices; b) in preparing educators to meet the needs of ELL students and students with special needs; c) in social justice, equity, inclusion, implicit bias, and culturally-responsive classroom practices; d) in social-emotional learning and safe and supportive schools; e) for parents and early childhood providers, including in early childhood mental health; f) in methods to integrate technology in the curriculum; g) in personalized and competency-based learning; h) research and evaluation services; i) cooperative purchasing, especially as member districts struggle with decreasing enrollments and funding; j) in potential shared services / shared staff among districts; 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.

- Seventh, we looked for other expansion opportunities, both in professional services
and in geographical reach. For examples, we worked with superintendents in the northern Berkshires to establish a new Special Education program, run by CES, in FY18; and we expanded outreach to educators beyond our two counties, and even into Southern Vermont.

Leadership

- The CES Board of Directors, made up of one School Committee representative from each of our 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.

- As mentioned above, CES launched a reorganization in FY18, resulting in important internal leadership changes.

  These included:

  - re-configured and expanded responsibilities assigned to Directors of Finance and Operations; Professional Services; and Business Development and External Relationships;
  - the refilling of the Deputy Director position
  - the formation of a small and responsive Cabinet made up of the directors listed above, and the Directors of the DYS Educational Initiative; SEIS Contract; Human Resources; Evaluation; and Development; and myself.

Personnel changes included:

- CES hired a new Deputy Director, Terry Senio, who started September 1, 2017. This position provides a variety of leadership and support roles for CES and will directly oversee our Birth-22 Direct Services and the department directors of each (Special Education, Early Childhood, After School, and Secondary/Alternative Education). In addition, the Deputy Director now oversees Professional Services, via the Director of Professional Services (Angela Burke); this helps
ensure collaboration across all our direct services

- Barbara Siegel assumed the role and title of **Director of Finance and Operations**. She is overseeing these functions: a) Finance / Business; b) Human Resources; c) Administrative Services and Events Management; and d) Technology (internal)

- Kathy Levesque assumed the role of **Director of Business Development and External Relationships**. She is overseeing these functions: a) Communications; b) Development; c) Institutional Research and Evaluation; d) Web development

- Angela Burke assumed the role of **Director of Professional Services**. She is overseeing these functions: a) Professional Development; b) Licensure (with Suzanne Judson-Whitehouse assuming the role of Director of Licensure and Credentialing; c) Research and Evaluation; d) Healthy Families / SPIFFY

- Mike Maticke assumed the role of **Technology Director**

- In addition, new staffing or new assignments for existing staff included:  a) Development specialist;  b) Events manager;  c) Special Projects Coordinator; d) .4 FTE dedicated to help HR with the goal of having a diverse and empowered staff (Safire DeJong)

  - We also launched a new Leadership Council, comprised of formal and informal leaders across the agency, with a focus on collaboration and on providing input on the values, priorities, strategic planning, and overall work of CES. Similarly, we launched a Cross-Departmental group, comprised primarily of direct service staff, that focused on collaboration and new opportunities. A separate Operations Team provided leadership in shared services, policy and procedure development, and overall logistics.

  - 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. The FY18 SJE Platform co-chairs were Jill Robinson, Darnell Thigpen Williams, and Safire DeJong.

  - 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 24 sister collaboratives.
Services and Programs for Member Districts and Beyond

CES programs flourished in FY18. 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 follow.

Direct Services

In FY18, 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 3,000 individuals in our member districts, as well as other school districts. In addition to our Special Ed programs -- HEC Academy, North Berkshire Academy, and CBWE – we served 750 students in afterschool programs, 1,008 in our Perkins Consortium, Connecting Activities, and STEM internships and over 1,500 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 1,800 children and youth in over 80 settings.

Educator Professional Development and Support

In FY18, over 5,600 educators participated in CES professional development (PD), a slight increase from FY17. 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, numeracy, STEM and Social Studies; ESL and ELL education, including SEI Endorsement; trauma-informed practices; social justice, equity, inclusion, implicit bias, and culturally-responsive classroom practices; social-emotional learning and safe and supportive schools; methods to integrate technology in the curriculum; personalized and competency-based learning; research and evaluation; differentiated instruction; authentic assessment; and professional learning communities and other collaborative staff development strategies.

We also continued or expanded 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; we provided PD in support of these efforts.

CES also continued its highly successful Licensure program, with 625 course registrations, 29 course offerings, and 27 program completers who were endorsed for their initial license.

Other Services

CES provided many more services to member districts and beyond in FY18. 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 20 districts (an increase from 15 in FY17) 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, impacting 350 youth; STEM internships, involving 33 students; and a Perkins Consortium to provide career and technical education in three member districts, involving 475 students.
- 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%; 16 member and 19 non-member districts participated in FY18, with purchases of over $4,000,000.

Large-scale Projects

CES continued to manage large-scale statewide projects in FY18.

- 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.

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 FY18, CES received and managed 64 new or continuation local, state, federal, private, and foundation grants and contracts. This was an increase from 56 in FY17, and from 60 in FY16, and a decrease from 75 in FY15. This trend is quite positive, especially in light of the continuing reduction in available grants from both state and federal sources, as mentioned
earlier. In this regard, CES recognized special fund revenue of $30,089,914.

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 Arts, the Library of Congress, foundations, and others. 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 FY18.

I hope this report will provide the reader with a succinct yet comprehensive view of the significant and impactful work done by CES in 2017-2018.

Respectfully Submitted,

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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 objectives 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 2017-2018, 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.

FY18 BOARD OF DIRECTORS (as of June 30, 2018)

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<th>Hampshire County</th>
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<td>District</td>
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<td>Wendell Public Schools</td>
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<td>Jennifer Haggerty, Superintendent</td>
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<td>Whately Public Schools</td>
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<td>Lynn Carey, Superintendent</td>
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</table>
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
  - Assistive Technology (Collaborative Center for Assistive Technology and Training--CCATT)
  - Occupational Therapy/Sensory Integration (Occupational Therapy Center--OTC)
  - Special Education Programs
- North Berkshire Academy
- Mt. Tom
- 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.

FY18 Program Highlights

- During the FY18 school year, between various enrollments and terminations, we served a total of (49) different students:
  - (46) students at the Academy and (3) 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 table below),
which is calculated based on the actual numbers of students enrolled from month to month.

- **Average Enrollment Data for FY18:**

<table>
<thead>
<tr>
<th>TOTALS:</th>
<th>AVERAGE SCHOOL YEAR ENROLLMENT = 31 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAMPSHIRE COUNTY</td>
<td>16 students (or 53%)</td>
</tr>
<tr>
<td>FRANKLIN COUNTY</td>
<td>6 students (or 19%)</td>
</tr>
<tr>
<td>HAMPDEN COUNTY</td>
<td>8 students (or 25%)</td>
</tr>
<tr>
<td>OTHER COUNTIES</td>
<td>1 student (or 3%)</td>
</tr>
</tbody>
</table>

- **New Hires / Resignations / Retirements:**
  - **Hires:** Over the course of the school year, we hired: two new clinicians (both of whom were art therapists); a speech and language pathologist to provide programmatic and itinerant services; a certified occupational therapy assistant (COTA) to provide itinerant services; and a new Assistant AT specialist to join the specialists on our CCATT Team. In addition, we welcomed a new group of (3) clinical interns who supported the Academy through the year while they completed Master’s Level internship requirements for their LICSW programs.
  - **Retirees:** Two outstanding, passionate, and dedicated long-term employees retired from CES in 2018. Eva Gibavic retired in February after 29 years with the special education department; Eva was our school psychologist extraordinaire, LD expert, and CCATT Center specialist. Dale Gardner-Fox retired in June after 39 years with the agency; Dale was a founding member of the CCATT Center, she was licensed as a PT, and she was a nationally recognized expert in the field of AAC.
  - **Resignations:** At the end of the school year, several of our Academy staff and related service specialists resigned; our part-time clinician/art therapist, our COTA, our SLP, our PT, and one of our paraprofessionals all moved on to pursue other opportunities either in the private sector, or to pursue additional schooling.

- **HEC Academy Programmatic:**
  - The Academy implemented a successful rollout of Chromebooks to every classroom, replacing our previously leased laptops. The switch to Chromebooks increased accessibility for students, and provided greater ease and security in device management.
  - Staff engaged in a Google Classroom Training during the course of the school year with internal staff from the professional development department, to support the development and use of Google Classroom as a platform for academic classes.
○ One of our special education teachers, Chrissy Beebe, piloted a trial use of LiFT with her Social-Emotional Learning (SEL) class. LiFT is a personalized learning platform that is powerful, engages students on an individual level, and is intended to help students focus on personal and transition-related goals by using a user-friendly social media type of approach.

○ The Academy took ownership of a new 11-passenger Ford Transit van, on December 22, 2017.

○ One HEC Academy student attended HCC through the 2017-2018 school year. He was awarded a grant from HCC to pay for his tuition, and he also joined HCC’s ALAANA (Asian, Latino, African, and Native American) Club. Based on the student's midterm grade, this student was one of our best performing dual-enrolled student to date;

○ As we have for the last 6-7 years, HEC Academy students participated in a community service learning project for Monte’s March on November 20, 2017. The students raised a total of $1200.00 to donate to the cause!

○ Under the direction of our full-time clinician and art therapist Adid Roman, students completed the first mural at HEC Academy. It is an 8 ft. x 11 ft. amazing piece of work in the TLC atrium that speaks to the power of one’s voice, and commitment to change.

○ On June 1st, (4) students graduated from HEC Academy. Three students planned on going onto Community College, while one student had plans to complete an additional year of transition-related services back in his sending district. One of our graduates was a recipient of the Joan Schuman Scholarship in the amount of $500.

○ In May, the special education department completed its online self-assessment as part of the 2018-2019 Coordinated Program Review Process.

  ● Community Based Work Experience Program (CBWE):

    ○ Per mutual agreement between Springfield Public Schools and CES, the program closed its doors as of March 2, 2018 due to low enrollment, as only two students remained in the program after one student aged out; all three students enrolled at CBWE were from Springfield Public Schools.

    ○ The closing of CBWE, while in the best interests of the students, represented the end of an era of special education programming for CES. The first special education programs that the (then-named) Hampshire Educational Collaborative started were programs like CBWE, intended to serve students with cognitive impairments. As our districts increased their own capacity over the years to program for this population of students, our enrollments for this population subsequently slowly declined.
While it was bittersweet for us at CES, it represents both school district growth, and implementation of best practice that our districts are able to now primarily maintain these students in their community school systems.

- **Center for Assistive Technology and Training (CCATT):**
  - Two members of the CCATT team, along with the director, presented a 3 hour workshop to DESE on September 28th entitled: *Introduction to Assistive Technology Planning Using the SETT Framework.* The workshop focused on an introduction to the framework that helps guide AT decision-making, as well as a brief introduction to AT tools, and, barriers to implementation. The workshop was well-received by the Department, and helped inform their efforts to monitor assistive technology discussions during IEP team meetings over the course of the year.
  - The CCATT team completed presentation of a year-long DESE-funded institute for assistive technology entitled *Assistive Technology: From Access to Success in the Classroom.* Fifteen 2-person teams of one special educator and one general educator were accepted into the institute; the focus of the training was on using a variety of AT tools and software within the general education setting, with a focus on meeting the needs of all learners through the utilization of UDL principles.

- **DESE Regional Meetings**
  - In conjunction with MOEC and through a grant funded by DESE, CES hosted three Regional Meetings for special education administrators over the course of the year. CES was one of five regional collaboratives chosen to participate in this effort; Sherry Smith, Director of the Special Education Department, served as the liaison to the MOEC group, and facilitated setting up the meetings for the Western Region on behalf of CES. All events were well-received and well-attended, with 48 participants in each of the first two sessions. However, given space constraints, the last regional meeting was moved from CES to the Hadley Farms Meeting House, which allowed 66 registrants to attend the event. The regional meeting initiative was renewed by DESE for the FY19 school year, and once again MOEC (and CES as the regional representative) was awarded the grant.

**Related Services (therapeutic)**

(40) Different Districts (represented by 246 different referrals) were served via Itinerant Services, CCATT and OTC contracts. This includes public schools, private schools, charter schools. In addition to school contracts, OTC provided services to 40 private-pay clients.

- (19) Member Districts: Amherst, Belchertown, Easthampton, Erving, Franklin Co. Tech, Frontier, Gateway, Gill-Montague, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Mohawk, Northampton, Pioneer Valley, South Hadley, Ware, Worthington
  - (12) Hampshire County
  - (7) Franklin County

From July 1, 2017 - June 30, 2018

These numbers represent referrals and related contracts 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)

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<th></th>
<th>OT</th>
<th>VISION</th>
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<th>PT</th>
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<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
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<td>245</td>
</tr>
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</table>

**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:

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

### Cost Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Hourly Rate (Average*)</th>
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</thead>
<tbody>
<tr>
<td>Occupational Therapy</td>
<td>$88</td>
<td>$76.50-$85</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$88</td>
<td>$210</td>
</tr>
<tr>
<td>Speech Therapy</td>
<td>$88</td>
<td>$76.50</td>
</tr>
<tr>
<td>Vision and Mobility</td>
<td>$88</td>
<td>$100-$135 plus mileage</td>
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</table>

*Private Sector Rates represent an average between providers in the region, including Cutchins (OT), Futures (OT/SLP), and Pediflex (PT).

### 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:

(32) 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.

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

#### Cost-Effectiveness
## 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 FY18, OTC provided a combination of evaluation, direct and consultative services to a range of clients.

### Populations Served:

- **(45) 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.
- **(21) total evaluations** were provided.
- **OTC served a total** of 40 private clients

### Cost-Effectiveness

<table>
<thead>
<tr>
<th>Service</th>
<th>CES Hourly Rate</th>
<th>Private Sector Hourly Rate (Average*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapy Center / Sensory Integration</td>
<td>$99</td>
<td>$145-$185</td>
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</tbody>
</table>

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

● Needs Assessment for Program Development

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

   ● Ongoing review of current literature on evidence-based practices for low incidence populations
   ● Regular surveys/interviews of member school districts to ascertain the need for specific low incidence program development
   ● Regular review of current data on school district special education low incidence populations and programs
   ● Determination of program goals; staffing, curriculum, equipment, and technology needs; specialized support and training needs

● Program development occurs in collaboration with school districts after students are identified for referral

● Sites (school-based, community-based) for programs are determined based on program goals, population needs, 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

Populations Served:

<table>
<thead>
<tr>
<th>Totals: AVERAGE SCHOOL YEAR ENROLLMENT = 31 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAMPSHIRE COUNTY 16 students (or 53%)</td>
</tr>
<tr>
<td>FRANKLIN COUNTY  6 students (or 19%)</td>
</tr>
<tr>
<td>HAMPDEN COUNTY    8 students (or 25%)</td>
</tr>
<tr>
<td>OTHER COUNTIES    1 student (or 3%)</td>
</tr>
</tbody>
</table>

HEC Academy and CBWE Graduation 2018

- A total of (4) students graduated from HEC Academy High School on June 1st, 2018 at Sage Hall, Smith College. Students who graduate from HEC Academy pass the necessary MCAS tests, meet the graduation requirements of their home high schools, and receive high school diplomas from their sending districts.
- The (4) graduates represent the following districts:
  - (1) Frontier Regional School District
  - (2) Northampton Public Schools
  - (1) Pioneer Valley Regional School District
- (1) Student from CBWE reached the age of 22 in December, and aged out of the program. The student was from the Springfield Public Schools.

Student Achievement/MCAS Results
## 2017 - 2018 MCAS RESULTS

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<th>NUMBER OF STUDENTS TESTING</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
<th>FAILED</th>
<th>PERCENT PASSED</th>
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<td></td>
<td>March 2018</td>
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<td>ELA RETEST</td>
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<td>4</td>
<td>1</td>
<td>83%</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Name of Private School</th>
<th>#days</th>
<th>School year tuition</th>
<th>day/rate</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.E. Adolescent Research Institute</td>
<td>185</td>
<td>$53,789</td>
<td>$286</td>
<td>FY17</td>
</tr>
<tr>
<td>Cutchins Program for Children &amp; Families</td>
<td>185</td>
<td>$46,893</td>
<td>$249</td>
<td>FY17</td>
</tr>
<tr>
<td>Clearway School, Inc.</td>
<td>180</td>
<td>$46,737</td>
<td>$260</td>
<td>FY17</td>
</tr>
<tr>
<td>Organization</td>
<td>Capacity</td>
<td>FY18 Budget</td>
<td>Savings</td>
<td>Year</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>RFK Action Corps</td>
<td>185</td>
<td>$57,905</td>
<td>$313</td>
<td>FY18</td>
</tr>
<tr>
<td>Northeast Center for Youth &amp; Families</td>
<td>180</td>
<td>$50,085</td>
<td>$278</td>
<td>FY17</td>
</tr>
<tr>
<td>Compass, Inc.</td>
<td>180</td>
<td>$56,396</td>
<td>$313</td>
<td>FY18</td>
</tr>
<tr>
<td>Valley West Day School</td>
<td>180</td>
<td>$39,997</td>
<td>$222</td>
<td>FY18</td>
</tr>
<tr>
<td>Cotting School</td>
<td>180</td>
<td>$75,457</td>
<td>$419</td>
<td>FY17</td>
</tr>
<tr>
<td>Margaret Gifford School</td>
<td>180</td>
<td>$60,177</td>
<td>$334</td>
<td>FY17</td>
</tr>
<tr>
<td>Children’s Study Home</td>
<td>185</td>
<td>$41,852</td>
<td>$222</td>
<td>FY17</td>
</tr>
<tr>
<td>CES HEC Academy School Year</td>
<td>180</td>
<td>$49,404</td>
<td>$274</td>
<td>FY18</td>
</tr>
<tr>
<td>CES CBWE Program</td>
<td>180</td>
<td>$64,266</td>
<td>$357</td>
<td>FY18</td>
</tr>
</tbody>
</table>


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.

### North Berkshire Academy

North Berkshire Academy (NBA) is a public day special education program that offers a small-school learning environment for high school students, accepting students in grades 7-10 with learning disabilities and/or social, emotional, or behavioral disorders. We offer a structured, consistent, emotionally supportive community, based on positive reinforcement. NBA opened its doors on January 2, 2018 as the first special education public day school in Berkshire county.

Students work individually and in small groups on academics, social skills, recreation and community service, and earn credits towards high school graduation from their sending schools. We work to provide our students with the tools, knowledge, and support they need to fully reach their potential and successfully transition back to their sending schools or into the community.

### Services Provided
We believe in the potential and capacity of our students to learn, grow, and develop. To accomplish this, we provide a learning community that offers a broad range of evidence-based academic and therapeutic supports for our students that are strength-focused, empowering and restorative in nature.

Students are provided:

- A high-quality academic instruction, including language arts, mathematics, science, social studies, and health/P.E., consistent with MA curriculum frameworks
- Low teacher-to-student ratio and the ability to be highly individualized and responsive to the unique social-emotional needs of each student
- Differentiated learning experiences including project-based and experiential learning, and educational technology supporting every student's academic and vocational learning
- Small group work on social skills, recreation, and community-service learning projects
- Evidence-based therapeutic and behavioral supports that are relational and restorative in nature

The therapeutic environment at the Academy provides a calm, safe place and daily structure that supports your student's unique social-emotional needs.

Full-time on-site clinical support is an integrated part of the program, and your student will have access to highly qualified specialists including speech, physical therapy, occupational therapy, vision-orientation and mobility, adapted physical education, and assistive technology/augmentative communication assistance, depending on the needs outlined in the IEP.

Teaching staff and clinical staff take a team approach to working with our students, and the team includes and embraces the student, parents, and families to ensure that students feel they have a safe and supportive community.

**Populations Served and Outcomes**

We offer programming for students with autism, learning disabilities, or social, emotional, or behavioral disorders. Students generally have average to above average cognitive ability and have demonstrated the need for more intensive levels of academic, social and emotional support than most public schools can provide.

Students must have Individualized Education Programs (IEPs) in place from their sending school districts.

We accept students from all across Berkshire County, and are located close to the Berkshire communities from which our students are drawn. During the 2017-2018 school year, seven students from four different districts were served; four from North Adams, two from North Berkshire School Union, one from Adams-Cheshire School District, and one from Pittsfield School District.

**Outcomes**

- Six students returned to NBA in the fall.
- One student transferred to a more conventional school environment.
• One student started his transition to the local high school by successfully attending lunch and one class period, Monday - Friday for fourth quarter.

• 100% of parents and families participated in school meetings.

**Cost Effectiveness**

Cost savings are noted in the decrease in transportation costs. Given the start-up costs and that NBA is the only Approved Public Special Education Day School in Berkshire County it is difficult to compare tuition costs.

**Mount Tom Academy**

We believe that every student can succeed when given an opportunity to learn in the right setting. The program offers an open, diverse environment that challenges students while providing a high level of support. It employs Summit Learning as its main curriculum platform as well as supplementary self-directed learning methods. All platforms engage students in their own process and promote achievement through independent, small group and project based learning. Throughout its 15-year history, Mount Tom Academy has provided a safe, flexible environment for learning that has meant the difference between success and high school failure for young men and women from 15 area high schools.

**Services Provided**

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.

Mount Tom Academy at Holyoke Community College is an alternative high school designed to meet the learning needs of students in Hampshire and Hampden counties who have had difficulty in the traditional high school setting due to economic, mental health, traumatic, emotional, or social stressors. Whatever the case, Mount Tom offers a safe, supportive environment where students can excel and work productively towards high school graduation. For students at risk of dropping out of school, Mount Tom Academy has been a place to succeed in finishing high school ready for college or careers. All students are prepared to take credit bearing classes when completing Mt Tom; 100% have successfully completed the Accuplacer in Math, English or both!

• Typically students are in grades 11 and 12, but Mt Tom serves up to 15 students in grades 9-12 at any one time.

• Students receive full high school credit in standards based curriculum aligned with the sending school.

• Students can recover credits, accelerate learning in credit bearing classes, and take college level courses in one school year.

**Populations Served and Outcomes**
In 2017-2018, Mount Tom Academy served 16 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
- 7 students completed high school studies and graduated.
- 1 student moved on to a four year college
- 9 students continued with the program for the 2018-2019 school year
- 2 students successfully completed a dual enrollment semester at HCC, one student continued full-time in the fall of 2018

**Cost Effectiveness**

Tuition rates cover the program costs (primarily teacher salary and fringe). Program - Per Student Tuition Mount Tom Academy: in the 2017-2018 school year, tuition was $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**

CES has organized and managed a consortium of local school districts to access Perkins funding (from CARL B. PERKINS VOCATIONAL TECHNICAL - SECONDARY ALLOCATION GRANT) to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers. In 2017-2018, the participating districts were South Hadley, Amherst, and Easthampton.

**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 475 students from these schools received occupational training and academic support in coursework offerings such as Graphic Design, Computer Applications, Culinary Arts,
Commercial Art, and Carpentry and Woodworking.

- Three member Hampshire County districts participated in FY18—South Hadley, Easthampton and Amherst.
- In FY 2017-2018, our Perkins districts received over $67,000 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, Smith Academy, the Chinese Immersion Charter School, and Amherst High School. (The Regional Employment Board serves districts in Franklin County.) In 2017-2018, 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.

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.

STEM@Work Paid Internship Program

The STEM@Work Paid Internship program was submitted by CES in partnership with the Franklin/Hampshire REB. The grant provided one year of funding (at $40,000) to cover the director’s time in recruiting students and employers for the program.

Services Provided

The STEM@Work Paid Internship grant set the goal of establishing 18-20 paid STEM internship slots in Hampshire and Franklin counties in STEM fields. The program succeeded in securing 33 paid placements, 30 of which resulted in full-scale paid internship placements.

Population Served

The program sought to prioritize placements for populations traditionally underserved in STEM fields and in STEM higher education pursuits. The program succeeded in serving a majority of women and individuals meeting other demographic criteria (such as income, ethnicity, etc.).

Outcomes

The 30 student placements resulted in over 4,000 hours of student internship time. Students worked in STEM fields ranging from biology to polymer science, computerized millwork, biophysics, ecology, graphic design, home improvement, and other fields. Students earned more than $60,000 in income by the end of summer 2018.

Cost-Effectiveness

The program was exceptionally cost-effective. In terms of investment of state funding ($40,000, $35,000 of which came to CES), the program delivered a return in matching student wages exceeding 150%. The program exceeded its initial goals of 20 placements by a factor of 1.5x, and increased the outcome of its partnership from the previous year with UMass, resulting in an increase of over 500% in paid STEM placements for students. The performance of the Year 1 program qualified CES for a second year of funding at $35,000.

After School Programs - 21ST Century Community Learning Centers (CCLC)

CES 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 disabilities, High Needs students, and ELL students can attend.

- Ten CES 21st CCLC programs served approximately 750 students during the 2017-2018 school and summer programs.
- Approximately 60% of students were from economically disadvantaged homes and 25% were students with special needs.

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-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. A new site is still operating within its first three years of its inception. The list below displays where each CES 21st CCLC currently ranks:

- Amherst Regional Middle School is a 21st CCLC Promising Practices site.
- Easthampton High School is a new site.
- Greenfield High School is a Promising Practices site.
● Maple Elementary (Easthampton) is a Demonstration level site.
● Memorial Elementary (W. Spfld) is a Promising Practices site.
● Neil. A. Pepin Elementary (Easthampton) is a Demonstration level site.
● Palmer Middle is a Demonstration level site and CES’ longest running site. It's been in operation since 1998.
● Philip G. Coburn Elementary (W. Spfld) is a Demonstration level site.
● Sheffield Elementary (Gill-Montague) for 2017-2018 was a new site. (That site achieved the Promising Practices level in for 2018-2019.
● West Springfield High is a new site.
● 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 in past years.

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 FY18 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
- 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 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, ETLs, reading and math
interventionists, content teachers, and early childhood providers. Teachers, administrators, and career changers accessed our hybrid online programs during FY18 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 and work to create teacher leaders.

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 families 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
- Convening and facilitating meetings with member school district administrators in multiple job roles 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 partners including Fitchburg State University (our licensure partner), 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 Annual CES Satisfaction and Needs Assessment Survey and other surveys

FY18 Professional Development Program and Staff Highlights

- In our fourth full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 12 Teacher courses and 4 Administrator in FY18, each course enrolling 23 to 30 educators.
• CES continued to grow its Social Justice in Education (SJE) Initiative and offered open enrollment professional development workshops to local educators and districts, including: Introduction to Social Justice in Education, and Implicit Bias. Safire DeJong has done extensive SJE consulting and training with the Easthampton Public Schools, Northampton Public Schools, Greenfield Public Schools and the Frontier Regional School District. The 2nd Transforming Education for Social Justice Conference was held in March of 2018.

• CES provided the second offering of the Leading Educational Access Project (LEAP) training-of-trainers program. The LEAP Training-of-Trainees (ToT) Program was delivered to 33 individuals representing 6 Collaboratives, a New York State BOCES and 6 school districts. 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 LEAP program is sponsored by DESE.

• The Professional Development Department continued its work under the Title III grant for English Language Learners increasing this year from 15 districts participating to 20 districts participating.

• Year 2 of the Special Education Team Leaders Institute (SETLI) a project funded by DESE began in July. Due to the success of year one - DESE doubled the number of participants to 60 for this year long professional learning opportunity. Laurel Peltier and Sharon Jones lead this innovative program.

• The Educational Equity for Personalized Learning Institute was created and offered the first year long cohort to 18 educators from across the state. This Institute was led by Casey Daigle, Safire DeJong, Jose Lugo and Angela Burke.

• Casey Daigle continued her Professional Development trainings for Google Apps for Education by offering open enrollment courses as well as site based consultation with a multitude of districts/sites including: DYS, SEIS, Belchertown Public Schools and the Worcester Public Schools.

• Richard Cairn served on the state panel reviewing curriculum frameworks for History and Social Science as well as continuing his award winning work with the Library of Congress in the area of Teaching with Primary Sources.

• Albert Mussad started the Planning for Success strategic planning process with the Amherst Public Schools.

• 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 was awarded, in conjunction with Lesley University, the Special Education Institute Course Understanding and Teaching Students experiencing Poverty. Audrey Morse taught the course in the Spring of 2018.
CES Professional Development offered a range of services during FY18

During the 2017-2018 school year, professional development was provided to over 3,840 district based K-12 educators, 1,195 educators attended open-enrollment workshops at CES, and over 1,810 early educators. Courses or workshops were delivered to a total of over 5,600 participants during the year.

Below are highlights by service area describing the services provided and populations served in FY18.

**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, 25 candidates completed teacher licensure programs and were endorsed for the Initial license by the Massachusetts Department of Education; 4 endorsees are from member districts. 29 teacher licensure courses were offered in FY2018 in a total of 42 sections serving 308 distinct participants; and there were 551 total teacher course registrations during the year. Six courses in the Administrative Leadership program were offered in FY2018, serving 35 distinct participants; and there were 74 total administrative leadership 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. Our first Administrative Leadership cohort completed their program with two candidates endorsed for their Administrative licenses. Two candidates continue to work to complete their practicum hours.

**Populations Served**

- 625 course registrations occurred during the 2017-2018 licensure year, split between teacher licensure (551) and administrative leadership (74).
- 50 member district educators and 14 CES educators completed licensure courses.
- 49 new teacher candidates were admitted to CES’ Initial Licensure programs, 10 of whom currently work in member districts or for CES. Nine new candidates were admitted to the CES Administrative Leadership Program, 3 of whom currently work in member districts.
- Endorsements for 25 teacher candidates and 2 administrative leadership candidates were submitted to the Massachusetts Department of Elementary and Secondary Education during this period. Of the teacher candidates, 4 were working in member districts when endorsed and 2 were working for CES. One administrative leadership endorsee worked for a CES member district.
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 eighth 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 125** site-based professional development consulting efforts, continuing with 3 long term initiatives designed to build district capacity in effective co-teaching practices, the effective use of technology in the classroom, and a Training of Trainers for teaching to students living with poverty.
- CES conducted a number of Special Education and English Language Learner program reviews for both our member districts and non-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 SEI Endorsement 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 280 teachers and 56 administrators 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

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 thousands 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.

Civics Education Institute - Department of Elementary and Secondary Education

In 2018, Emerging America led the July Civics Education Institute for 250 educators from 92 districts as they developed plans to implement the brand new Massachusetts History and Social Science Curriculum Framework. Emerging America continues leadership through the fall for the state’s History and Social Science Network.

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. In 2017-2018, Emerging
America continued its Accessing Inquiry project to support the teaching of social studies and humanities content to English Learners and to Students with Disabilities.

- Emerging America taught many sections of Accessing Inquiry graduate courses throughout Massachusetts and in several states nationwide, including California, Florida, Kansas, Louisiana, and Pennsylvania. 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 close to 2,000 teachers.

- Other TPS course topics this year included: K-5 Social Studies, World Fascism, the American War in Vietnam, and Immigration/Migration.

- 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**

- Training of Trainers programs for 20 educators.
- Accessing Inquiry grad courses 114 teachers.
- CES worked with 44 pre-service teachers to develop strategies for using primary sources at Westfield State University.
- 192 teachers participated in other content-based Library of Congress Teaching with Primary Sources courses.
- Emerging America presented to 186 educators at conferences.

**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 FY18, our site provided training, coaching, consultation, and data analysis to reading interventionists in 27 elementary schools in 14 school districts (4 of which are member districts); representing 37 teachers serving 299 first grade students. Massachusetts school districts served by the CES Reading Recovery Training Site include Agawam, Easthampton, Frontier Regional, Ludlow, South Hadley, Southwick, West Springfield, and Westhampton. Districts in Rhode Island include Barrington, 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

299 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, 54% are on free or reduced lunch, 22% are non-white, 9% were designated with a previously diagnosed learning disability, and 22% spoke a language other than English in their homes. Additionally, 28% were from small town/rural communities and 68% were from suburban/large town communities.

Regional Professional Development Days and Open Enrollment

The 2017 Summer Academy offered over 15 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. 289 educators participated in the workshops, including 99 from 20 member districts.

- Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2017 to 165 administrators, 72 of whom work in member districts.

- In addition, CES ran 46 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 2017-18 school year.

Professional Learning Communities (PLCS)

Services Provided

CES supported 10 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, Social Justice in Schools, Public Preschool Teachers, Technology In Education, Educators Using Google Apps, and Health Prevention.

Populations Served

Close to 125 professionals attended these groups on a recurring basis.

Project Management and Facilitation Contract Services for Mass Dept. of Elementary and
Secondary Education (DESE)

Services Provided

During the 2017-2018 school year, the Professional Development Department provided project management for DESE contracts as follows: Leading Educational Access Project (LEAP) and Special Education Team Leader Institute (SETLI).

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.

<table>
<thead>
<tr>
<th>Program</th>
<th>CES</th>
<th>Private Sector Fees (Avg*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Course; primarily Licensure</td>
<td>$775</td>
<td>$1,657</td>
</tr>
<tr>
<td>Professional Development Workshop, 1-Day</td>
<td>$100/ members, $110 non-members</td>
<td>$195/ members, $260 non-members</td>
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<tr>
<td>Consultant Costs</td>
<td>Per day: $1,500 Non-members, $1,275 Members</td>
<td>$2,425/day</td>
</tr>
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</table>

*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.


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.
Early Childhood Educator Development

Services Provided

The CES Early Childhood Department provides training, consultation, coaching and support to early childhood centers, family child care providers, and early educators in public school settings (preschool through first grade), within the region and across the Commonwealth. 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 PD topics for early educators and providers within the region, including the following topics and number of educators:

1. Sensory Motor Development in Young Children: Activities and Strategies that Help
   a. Northampton - 15 ppl
   b. Holyoke - 12 ppl
2. Creativity, Imagination and Big Ideas!
   a. Springfield - 12 ppl
   b. Northampton - 14 ppl
3. Promoting Brain Building Through Curriculum
   a. South Hadley - 17 ppl
4. Having Difficult Conversations with Parents
   a. South Hadley - 21 ppl
   b. Greenfield - 11 ppl
5. ONLINE - Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning and Approaches to Play and Learning
   a. Spring - 15 ppl
   b. Fall - 15 ppl
6. Understanding and Addressing Young Children's Challenging Behaviors
   a. Northampton - 35 ppl
7. Early Childhood: An Important Time to Introduce Social Justice and Diversity to Young Children
   a. Greenfield - 18 ppl
   b. Holyoke - 9 ppl
8. Public Preschool Teachers PLC - 4 participants

Total of 13 workshops (including a PLC) engaged 198 early educator participants

FY18 additional site based EC PD Work

1. Identifying and Supporting Children with Special Needs in Your Program - 36 ppl
2. Using CLASS to Address Behavior Management in the Preschool Years - 19 ppl
3. "Bears, Bears Everywhere!" Supporting Children's Social Emotional health in the Classroom - 13 ppl
4. Supporting Positive Guidance in your Classroom - 16 ppl
5. Trauma, Children, Educators and School Environments - 24 ppl
6. Infants and Toddlers: Areas of Development and Beyond - 9 ppl
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 FY18, statewide and for member districts:

Statewide data:
For 2018, there were 41 trainings for 961 people from 622 programs
For 2018, there were 31 PLC sessions for 400 participants

Member districts:
- I count 15 ART training participants from member districts in FY18
- I count 9 ASQ/QRIS training participants from member districts in FY18

Training and Technical Assistance: Developmental Screening to Support QRIS Improvement

There were 17 ASQ trainings for 174 people in FY18.

Cost Effectiveness
Early Childhood professional development sessions are free or reduced fee 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 PD provides 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.
GOAL 3: Other Programs and Services That Will 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, Marketing, Graphic Design
- 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.

FY18 PROGRAM HIGHLIGHTS

New grant funded projects in FY18 includes:
- Building Inclusive Communities Series
- Growing Gratitude and Generosity
- Pyramid Model (SEL) Implementation in Public Preschool (ESE)
- Pyramid Model (SEL) Implementation in Early Education and Care Programs (EEC)
- Training and Technical Assistance on Developmental Screening to Support QRIS Improvement

Other positive highlights include:
- Increased ECMH funding.
- Updated SFYC to serve all of Hampshire County.
- PCHP highlight
- July 2017 the Assessment for Responsive Teaching project increased its capacity to serve early educators whose primary language is non-English. Our foundational observation course, Using Observation Skills for Planning and Assessment, is now available in Chinese, Haitian Creole, Spanish, Portuguese, and English. Engaging Families in the Assessment Process is now available in Chinese, Spanish, Portuguese, and English. Assessing Diverse Learners is now available in Spanish, Portuguese and English.
- CFCE project held a Morning at Look Park for all the families in our communities. We had storywalks, bark rubbing, bubbles, ball games, train rides, splash fountain fun and a music session for 93 adults, 100 children from our 17 town CFCE catchment area.
Grant Funded Services

Services Provided

The Early Childhood Department administers and coordinates a grant that provides parenting education and support for families with children birth to age 8 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 Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY18 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 (separate English and Spanish sessions), 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. Baby Sign Language
7. Dads Rock
8. Early Reading Skills
9. Grandparents, Let’s Talk
10. Hola Amigos y Amigas/Hello Friends
11. Raising Bilingual Children
12. Raising Healthy Eaters
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. Services also include providing parents/caregivers with resources to support family stability. Referrals to services for families are provided as needed. PCHP served 30 families, representing 30 children.

CFCE staff support families with referrals for needed of comprehensive services (335 families provided referrals, representing 382 children)

26 “Welcome Baby” visits were provided to families who welcomed new children through birth or adoption. Families were also gifted with a bag filled with local information, resources, services, a parent/caregiver gift, and a book for baby.
Support to children and families experiencing transitions (e.g. divorce, death, moving to a new home/town) was provided to 88 families representing 100 children. Resources and support was provided to 286 families with children transitioning to kindergarten.

**Kindergarten Transition Resources:** We provided families, schools, child care programs, libraries and WIC with 638 English and 38 Spanish copies of Making the Transition to Kindergarten” information-rich booklet, and a summer calendar filled with activities that families can do together to prepare themselves and their kindergartner for kindergarten.

**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 Family Center had Big Truck Day, Little Artist Day, and an Art Walk
- Easthampton Family Center had two music programs, a Book Fest, and two storywalks
- Granby Playgroup had Zoo on the Go come to the group
- Westhampton Playgroup had a music program
- Chesterfield Playgroup had a presentation from the Hitchcock Center for the Environment titles “How Wind Moves”
- Palmer/Monson Family Network has townspeople come visit - Police Office and Dog Officer, Librarians, Firefighter, Conversation Agent, and Town Administrator. They read stories, did activites, and of course, played with the police dog.
- South Hadley Family Center had a student from Berkshire Hills Music Academy read a story, had a magic show, and had a storywalk
- Ware Family Center displayed children's artwork in town for the week, had a storywalk, brought in a local author to do a program about insects (Corinne Dema, author of *Do Doodle Bugs Doodle?*), and brought Tanglewood Marionettes to perform “The Dragon King”.
- Warren Playgroup had a music program.
- The Southpoint playgroup (Spanish) had a storywalk and visiting the UMass Greenhouse.

In addition to those offered during the Week of the Young Child, additional Early literacy activities included the following:

- 12 Story Walks™
- A Morning at Look Park - storytime and reading corners
- Two First Steps to Reading workshops that were scheduled.
- Early Reading Skills was offered in all playgroups and centers

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.

**Spanish programming**

Held 2 special events
- Early Reading Skills
Positive Solutions Session 1 - Making a Connection!

Hola Amigos y Amigas at least once in every playgroup/center. Most of our CFCE programming sites had two sessions with different themes.

Playgroups twice a month in Southpoint
Playgroups once a month in Village Park?

Chinese programming - A total of 7 events were held with a total attendance of 80 adults and 55 children 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 FY18 to communities throughout and beyond Franklin and Hampshire Counties as we implemented three different EEC funded statewide projects (ART, ASQ and BIC).

Early Childhood Mental Health Consultation

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

54 children served. 95 parents received collateral and support services.
27 programs. 58 educators
10 classroom referrals with 20 educators
Number of kids at risk of expulsion: 14
Expulsions prevented: 10
Number of kids at risk of expulsion placed in new school: 3
Number of children at risk of expulsion that were not placed in a new school: 1 (stayed home with his mother)
Free professional development was provided to 30 programs that received ECMH services.

Strong Foundations for Young Children

Services Provided
Strong Foundations for Young Children (SFYC) provides free support for families with children birth to five (or kindergarten). The model was changed in 2018. In the past, families that had children in childcare programs and resided in Easthampton and Ware were eligible for services. The current model offers support services around social emotional development, behavioral challenges, trauma history, among others issues to families who reside in Hampshire county with a child birth to five (or kindergarten) and the child in need is not in any childcare program. This project is funded through a private donor and fundraising activities that included a Teddy Bear Tea for young children and their families.

**Populations Served**
- Between January 2018 and June 2018, the number of children served was:9; 17 caregivers. Of the 9 families, three were low income and 9 members of the families had disabilities.

**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.

**Pyramid Model Work**

**EEC:**
In spring 2018, we were contracted through the PYramid Consortium, which was funded by EEC, to provide services to three childcare programs for implementation of the PYramid Model within their programs. The Pyramid Model is a positive behavioral intervention and support (PBIS) framework that uses systems-thinking and implementation science to promote evidence-based practices. The Pyramid Model is designed to help early educators build skills for supporting nurturing and responsive caregiving, create learning environments, provide targeted social-emotional skills, and support children with challenging behavior in the classroom. The programs are located in Agawam, Gardner and Ware. All three programs were supported by an external coach from CES to support the implementation of the Pyramid Model. Statewide trainings were provided to the staff from our participating programs, as well as multiple coaching meetings each month. All three programs were found to be in good standing in their implementation of the model at the conclusion of the first year of the grant.

**DESE:**
In spring 2018, we were contracted through the Pyramid consortium to provide external coaching to Gardner school district around the implementation of the Pyramid Model within their preschool program.
The grant is a 4 year Federal grant (currently in year 3) with the possibility of a 5th year. Gardner has opted to continue working with the grant around the implementation of the model.

**Training and Technical Assistance on Developmental Screening to Support QRIS Improvement**

**Feb-March**

We were awarded an exciting new grant from the Massachusetts Department of Early Education and Care called *Training and Technical Assistance on Developmental Screening to Support [the Quality Rating Improvement System’s] FY2018 QRIS Improvement Grant*. It extends through the 2020 fiscal year. Our expanding staff will educate educators across the state in using the social-emotional and developmental screening Ages and Stages Questionnaires (ASQ-3 and ASQ-SE2) tool, and in aggregating data for EEC use in assessing the impact of this initiative. We have begun hiring trainers to provide ASQ Screening Trainings and Technical Assistance throughout the state, and they will attend a 3 day in-person "Training of Trainers" in Worcester next week, on March 26, 27 & 28. This grant will provide up to $4,300,000 for statewide programming through June 2020. This project is intended to promote universal developmental screening of young children in MA through us of.

EEC approved 68 child care programs to work with us in the first phase of this grant, and we began 5 hour training presentations for them on May 12. Five more trainings will be held on May 19, and up to another eight will be conducted across the state in May and June. EEC approved opening the trainings up to CFCE programs, and staff from EPS and EEC, resulting in additional trainings being offered. The 68 grantees will also receive up to 5 hours of technical assistance from an assigned ASQ Specialist before June 30.

This project is intended to promote universal screening of young children using Ages and Stages, by having child care providers support parents in using the observation tool. Data will be uploaded to the ASQ Online database, and the information may be used to assist programs in determining needed interventions for the children in their care, as well as affording EEC a better sense of early childhood program strengths and needs. Additionally, using the observation tool may help parents better understand the developmental stages of their young children in a variety of domains: social, emotional, physiological and cognitive.

The FY 18 EEC deliverables had a very quick timeline to engage the 68 approved grant recipients in a full day training, then begin to provide 5 additional hours of Technical Assistance for each grantee before June 30, 2018.

Ten full day ASQ Trainings were scheduled on two Saturdays in May, and another eleven sessions were established between June 10-20. EEC opened the training sessions up to EPS coaches and other CFCE and FCC programs who had not been awarded the grant, looking to provide additional support to programs in our state. Our eight ASQ Specialists have been in contact with every approved grantee and have scheduled technical assistance with providers, at their convenience. ASQ Specialists have had their own continuing trainings with Brookes Publishing with the ASQ Online data system and cohort support among themselves.
Early Childhood Training

Services Provided

During FY18 the EC department provided multiple sessions on 8 different topics for a total of 198 (this is for 13 workshops) early educators. These topics addressed the various aspects of understanding young children's development, working with parents, and introducing social justice to young children. 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 3 communities, which maximizes the amount of time used in the preparation of the workshop.

Family Child Care – Parent Child Home Program (FCC-PCHP) Project

Services Provided

At twice weekly visits to 5 Family Child Care Programs over 8 weeks, the PCHP FCC program provided high quality books and toys, modeling their use and mentoring the FCC educators to provide stimulating early literacy activities and experiences. In FY 18 we served 6 programs and provided 12 books and 12 toys to each program. There were 13 adults and 8 children at our family engagement event in May at the Eric Carle Museum. A total of 47 children in 40 families were served in FY 18. Program evaluations demonstrated measurable improvements in the FCC educators’ capacity to enhance early literacy skills in the children they served and progress in the CQIP.

Growing Gratitude and Generosity

This two-year parenting program grant funded by the Greater Good Science Center in Berkeley, CA began in April 2018 and will continue through March 31, 2020. The first year is a planning year, with special emphasis on designing a high quality evaluation. Desiree Lalbharie-Josias and Corky Klimczak attended a convening of the 16 programs in our grant cohort in Berkeley in June. Since then, we have been recruiting collaborators and members for our Steering Committee and seeking recommendations of children’s books to use in our programming.

G3 goals are to generate both parent/caregiver and community investment in intentionally encouraging gratitude and generosity in children through experiences that foster grateful and generous feelings and behaviors. G3 is one of 16 international projects that are funded by the Templeton Foundation through the Greater Good Science Center (GGSC) based at UC Berkeley. We are in the first year of this two year project and are developing our curriculum for this parenting program which we will pilot in March/April 2019.

G3 will serve families of preschool, elementary and middle school students from five communities in rural Hampshire and Franklin counties. Community teams who participate in our train-the-trainer sessions will
work with parents through 2 parent cafes to engage their children in a common read and community service project.

G3 has 2 EC staff with assistance from other EC and CES staff. We also receive support and guidance from Maryam Abdullah, our GGSC advisor from UC Berkeley, and Dr. Rich Lerner, our academic research advisor from Tufts. A funding requirement of participation in evaluation workshops has been different and interesting in this project.

**Building Inclusive Communities**

We began this project in October and held 3 introductory webinars on the project format and expectations, and one question & answer webinar on IDEA. This is a statewide project that is designed to support school districts in improving their inclusive practices in their preschool programming for young children and to increase and improve their community collaborations, e.g. Early Intervention programs, CFCEs and local libraries. We started with the required 10 participating school district communities of Berkshires, Boston, Clinton, Holyoke, Lawrence, Lowell, New Bedford, Northampton, Springfield, and Sandwich. Northampton exited the project due to new staffing transitions. Site visits were provided to 6 of our 9 BIC communities to work with the early childhood community teams to strengthen supports for young children with special needs and promote inclusion. An online session for the 9 community teams was successfully held where communities teams shared their action plans, successes and challenges in promoting best practices for inclusion. We hosted an all day conference for the 9 statewide participating community teams in Marlborough MA on March 27th had 48 people attend. In April we facilitated an online session titled Promoting Inclusion through Communication and Collaboration. Throughout this project we supported 9 early childhood community teams in developing and implementing action plans to improve early childhood inclusive practices. In May we facilitated the Statewide Inclusion Steering Committee meeting on 5/21 discussing project updates, feedback from participants and suggestions for future project format. Update conference call meetings were held with 9 Communities in the last few weeks of the project. All of the communities indicated that the structure of the series helped bring greater intention towards early childhood inclusion and all communities would like to see the series continue with some revisions to the format. We provided a final report to EEC.

**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
FY18 PROGRAM HIGHLIGHTS

- Designed and developed a website for Amherst Public Schools
- Began design and development of a new website for Gill-Montague Public Schools
- Designed and developed an online Special Education Services database tool for the Massachusetts Organization of Educational Collaboratives (MOEC)
- Developed website additions and enhancements for Belchertown Public Schools
- Developed an online subscription module for Greenfield Public Schools
- Conducted a website accessibility audit for ACCEPT Education Collaborative
- Continued to host 3 school district websites amongst many internal sites.
- Designed and tested new CES Connect online service, which will, when deployed, manage multiple platform posting of social media messages, emails, and phone messages. We are planning for the first pilot deployment of this new application in FY19.

COLLABORATIVE INFRASTRUCTURE UPDATE FY18

The focus on replacing, rolling out, and training personnel for two of our three new major information systems continued and increased in FY18. Customer Relationship Management - Salesforce, and Financial Management System – Infinite Visions.

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. In FY18, work focused on customizations for documenting all CES contracts (internal and external), and customizing fields and features to support our Licensure program enrollment and student management data. Our Licensure department is now documenting student enrollments, all contracts, and all registrations completely in Salesforce. Most CES departments are currently documenting all contracts (internal and external) in the Salesforce program, allowing them to coordinate and track contract activity, and contract billing is now triggered by a SF system request to the Business Office. Grants in development have also been added to the SalesForce System, and in FY19, we anticipate tracking grants implementation in Salesforce across the majority of our departments. In addition, a new function was designed within Salesforce to capture customer (mostly district) inquiries and needs, and assign them for follow-up.

The transition of our financial data to Infinite Visions was officially effective on July 1, 2017, and the CES Business Office has been using the system to document and track Accounts Payable and Receivables, as well as Payroll.

COOPERATIVE PURCHASING

By joining together in FY18 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%. The purchases made through CES cooperative purchasing in FY18 represented a 39% increase over the prior year’s activity.

Populations Served:

35 school districts, including 16 member districts, 19 non-member, participated in the CES Cooperative Purchasing program in FY18.

**Bid Category Expenditures Members Non-members**

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<td>Bread</td>
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<td>Ice Cream</td>
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<td>Paper Goods &amp; Cafeteria Cleaners</td>
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<td>Food</td>
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<td>Legal Services (retainer)</td>
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<td><strong>TOTAL</strong></td>
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*rounded

**COMMUNICATIONS**

- In FY18, the CES Newsroom at blog.collaborative.org published 89 new 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 3,616 page views (a 13% increase over FY17) from 2,293 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.

During FY18, the Communications Department provided marketing and branding consultation, website assessments, and accessibility audits to external clients including ACCEPT Education Collaborative and Pilgrim Area Collaborative. In addition, Kathy Levesque co-facilitated a Branding and Communications workshop in the annual MOEC Leadership Series, training 16 district leadership participants.

The CES Communications Department successfully continued the “Proud of Western Mass Public Schools” Facebook page, on behalf of western Mass schools and districts, posting and sharing news and activities of our member and local non-member schools.

During FY18, the CES main website generated 3,988 online registrations for CES events. Over the course of FY17, over 87,241 visitors made 135,297 visits to the CES website; an average of over 11,274 visits per month.

The CES Communications Department maintained and updated our email outreach capabilities in FY2018, bringing our email contacts 22,350 active contacts. Over the past FY, we have created and sent 321 separate email campaigns on behalf of our own and partner programs. During the 2017-2018 school year, the Communications Department continued the implementation of a bi weekly 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 e-newsletter has been well-received, and over 870 members of our community have subscribed to this free service, an increase of 59% over last year.

RESEARCH AND EVALUATION

CES's Research and Evaluation (R&E) Department is located at 97 Hawley St. Department staff conduct research and program evaluation to support public schools, institutions of higher education, state agencies, and other entities external to CES, as well as several internal departments. During FY18, the Research and Evaluation Department took part in the following evaluation projects:

EXTERNAL PROJECTS

- **Manchester Early Learning Center.** In FY18, CES Research and Evaluation staff conducted an evaluation of after school programs in nine elementary schools run by the Manchester Early
Learning Center (MELC) in Manchester, CT. The evaluation focused on program implementation, attendance, and outcomes.

- **SSSP.** During the fall of 2017, DESE selected the R&E department to evaluate the FY18 grant cycle of the Safe and Supportive Schools program. This program provides funding to school districts across the state of Massachusetts to assess school climate, develop action plans to improve the climate, and implement the plans. The R&E department was contracted to continue their evaluation of the SSSP program in FY19.

**INTERNAL PROJECTS**

- **Professional Development.** Assessed educator perceptions of and follow-up from social justice and equity supports provided to K-12 staff in the Pioneer Valley. Provided technical assistance to support the development of a district equity assessment that engages multiple stakeholder groups and yields actionable findings for school personnel and community partners. Conducted Year 2 evaluation of CES’s contribution to DESE’s Leading Educational Access Project (LEAP). Collaborated with Safire Dejong and CES’s Social Justice and Equity platform to evaluate TE4SJE (Transforming Education for Social Justice Conference).

- **Healthy Families and Communities.** Analyzed Prevention Needs Assessment Survey data from middle and high schools throughout Hampshire County. Created data visualizations and talking points for SPIFFY presentation to Hampshire County youth and prevention leaders in October 2017. Consulted on Youth Risk Behavior Survey survey design and analysis of middle and high school results for the Hampden-Wilbraham school district. Conducted key informant interviews supporting Drug-Free Community Coalitions in Easthampton and South Hadley. Consulted on and evaluated multiple projects funded by the 1422 grant, which is a CDC-funded initiative aimed at reducing heart disease and diabetes through clinical and community programming.

- **Early Childhood.** Provided evaluation support for the statewide Building Inclusive Communities initiative, designed to help communities build support teams for preschool-aged children with special needs. Provided research and data analysis to support a community needs assessment required for the Coordinated Family and Community Engagement (CFCE) initiative.

- **Other Departments.** Designed evaluations and evaluation-related supports in four areas of CES work: program effectiveness, the CES re-organization, social justice and equity, and Human Resources. Studied early implementation, successes, and remaining challenges of CES’s internal reorganization. Supported the Human Resources department in (1) developing metrics which will assess recruitment efforts, employee retention/turnover, job satisfaction, and (2) HR capacity, priority needs, and general HR best practices and standard.

**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 Consulting** from CES offers our sixteen years of experience at the local level to plan, coordinate and support effective public health and prevention programs addressing health, nutrition and food insecurity, fitness, underage substance abuse prevention, school climate and bullying, and trauma-informed communities. Our consultants have deep knowledge in these areas, and our approach seeks to create effective community health engagement models by involving the community to make change.

Community Health Solutions helps nonprofit organizations, local and regional public and private health institutions and departments, government, schools, colleges and universities, community organizations and groups, youth and adult leaders to gather research and assess community needs, and facilitates strategic planning and implementation for programs that can increase healthy behaviors and support healthy communities.

We have expertise in:

- Healthy Food Access/Diet and Nutrition
- Healthy Retail
- Physical Activity/Fitness
- Overweight and Obesity
- Age-friendly Communities
- Community Planning for Health/Community Walkability
- Substance Abuse Prevention
- School Climate
- Trauma-informed Care
- Youth Development and Mental Health

Key clients of Community Health Solutions Services include Healthy Hampshire and SPIFFY (see following).

**Healthy Hampshire**

**Advocating for the Healthy Incentives Program (HIP)**

Healthy Hampshire works to bridge gaps in healthy food access for children and families who need it in many communities in Hampshire County. In 2018 we 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. Healthy Hampshire has worked diligently with community partners to disseminate information about HIP to customers, farmers and social service agencies in Hampshire County.

Due to a high rate of success, three years of federal funding for HIP granted to the MA Department of Transitional Assistance was depleted within one year. In FY18, Healthy Hampshire joined a coalition of
local and statewide advocates to educate the Massachusetts legislature about the health and economic benefits of HIP to consumers, retailers and farmers and to ask for the state to pick up funding for this critical program. Ultimately, funding for HIP was included in the state’s budget and the program was reinstated in May 2018.

**Food Action Plan Implementation: Mobile Farmers Market Pilot in Northampton**

In 2018 Healthy Hampshire convened and facilitated a Food Access Planning Process, convening the Food Access Advisory Committee and eventually producing a plan that included establishing a mobile fruit/vegetable market as a top priority. In FY18, Healthy Hampshire convened a Mobile Market Working Group to develop a vision and plan to establish a mobile farmers market in Hampshire County. The Working Group has overseen the development of plans in three regions (Hilltowns, Northampton and surrounding towns, and the Quaboag Valley) and implementation of a pilot project at Meadowbrook Apartments and Hampshire Heights in Northampton. The pilot project was implemented in partnership with Grow Food Northampton and included weekly hour-long stops at each housing complex over the course of ten weeks which began in July 2018 (FY19). In addition to funding provided by Healthy Hampshire and the City of Northampton, Cooley Dickinson Health Care provided critical support through their community benefits program.

**Empowered Eaters: Grow Food Where You Live**

The Food Action Plan also included a priority to establish community gardens at low-income housing complexes. This was a direct result of interest and advocacy by residents participating in the food planning process expressing a desire to establish or expand gardens at the subsidized housing complexes where they and their families lived. Healthy Hampshire, through CES, was awarded funding from the United Way of Hampshire County to establish gardens starting in Northampton, and in Amherst and Easthampton in subsequent years. The Community Foundation of Western Massachusetts also awarded funding for the gardening program in Northampton. The program will be implemented starting in FY19.

**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 encourage healthy behaviors (e.g. pedestrian amenities, mixed use development). In FY18, Healthy Hampshire partnered with the Town of Goshen to create a Complete Streets Committee that drafted a policy to ensure that future infrastructure projects incorporate design for all users, not just cars. The policy was subsequently passed by the Selectboard, putting Goshen in a competitive position for state funds for complete streets improvement projects. The City of Northampton, a leader in innovative healthy design applications, recently closed off Cracker Barrel Alley to car traffic, realigned the crosswalk to be shorter and safer, and replaced the temporary parklet in front of City Hall with a concrete “bump out” to increase pedestrian safety. Healthy Hampshire supported the Town of Belchertown to create a Master Trail Plan for the area around Lake Wallace and the old state school property, now being developed into a mixed income assisted living facility and other business and residential uses. Phase 1 of the trail, currently in development, would provide for a fully accessible path connecting Route 202 with Lake Wallace, the assisted living facility, and the nearby Senior Center, and would include a “Living Laboratory” educational space for students and the public.
Preventing Diabetes

Healthy Hampshire has supported the implementation of an evidence-based curriculum for diabetes prevention developed by the Centers for Disease Control. The Hilltown Community Health Center has now completed two full Diabetes Prevention Program classes, with two still in session. Participants in the program have been enthusiastic, and all have experienced a decrease in weight and BMI—a primary risk factor for developing diabetes. Healthy Hampshire, in coordination with the Hilltown Community Health Center and the MA Department of Public Health, implemented a messaging campaign in the Hilltowns to raise awareness about prediabetes, encourage people to screen themselves and to seek out a Diabetes Prevention Program class.

Strategic Planning Initiative for Families and Youth (SPIFFY)

SPIFFY is a coalition of over 80 partners from all sectors of the community working together to improve outcomes for youth in Hampshire County. Located at 123 Hawley Street in Northampton, MA, SPIFFY’s prevention activities engage parents, youth, educators and representatives from law enforcement, faith communities, health and human service agencies, higher education, youth serving organizations, and local businesses. We utilize evidence-based prevention practices which aim 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 achieves this by: facilitating regional planning and networking across all sectors of the community; providing education and training opportunities; advocating for policy and systems changes; and building on positive community norms.

Social Justice and Equity: SPIFFY’s Steering Committee has been actively looking at unintentional bias, racism, and social justice as it applies to our internal and external work. We do this through formal trainings, goal setting, revising coalition documents, dialogue, readings, engaging in community SJE efforts, and applying an equity lens to our planning, assessments, and strategy implementation.

Services Provided

Data Collection and Dissemination

- **Youth Prevention Needs Assessment (PNA):** Since 2002, SPIFFY has administered a Youth Prevention Needs Assessment Survey (PNA) for 8th, 10th and 12th graders in Hampshire County schools. 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 to address those issues.
- **Data Dissemination:** SPIFFY presents our data at community forums, to school leadership teams, parent groups, municipal leaders, primary health providers and other groups.
  - SPIFFY’s 2017 PNA Survey data was presented to over 100 community partners at our full coalition meeting titled, “Marijuana, Alcohol and Opioids: A Changing Landscape for Youth” (October 2017).
  - SPIFFY also presented school climate and health equity data to over 100 school professionals at the Safe and Healthy School Summit co-sponsored by SPIFFY and the Northwestern District Attorney’s’ Office (November 2017).
o In the past year, data on e-cigarette and marijuana use were presented to XX schools and parents groups throughout Hampshire County in collaboration with the Hampshire Franklin Tobacco Free Partnership. (2017-2018)

o **Health Equity Data:** SPIFFY examines our data by various demographic groups to better understand where there are potential disparities in youth health, for example by gender (including non-binary), race, ethnicity, age, LGBTQ self-identification, socio-economic status, and insolvent with the Department of Child and Family (DCF) services.

o **Special Reports:** SPIFFY has created special one-page reports on; a) school climate data, by grade and by race; and b) data on youth tobacco and marijuana use, exposure, access and perceptions. (2017)

**Trauma Informed Communities**

- SPIFFY partners with the Northwestern District Attorney's office, Hampshire HOPE, and Clinical and Support Options (CSO) to convene a working group aimed at creating a Trauma-Informed Hampshire County. Stakeholders meet regularly to strategize how to build capacity and understanding of how Adverse Childhood Experiences (ACES) relate to health disparities and barriers to accessing health services. (2017-2018)
- SPIFFY brought in trainers from the Traumatic Stress Institute to introduce concepts and assessment tools related to "Trauma Informed Communities and Whole Systems Change". The training reached capacity of 60 people in two days. (June 2018)
- A day-long conference, Roads to Resilience, is planned with over 200 participants who will create a shared vision of trauma informed approaches across sectors and as a whole community. (October 2018)

**Emerging Trends: Marijuana and E-cigarette Prevention among Youth**

Despite real concerns about opioid overdose in Massachusetts and across the nation, in Hampshire County, fewer than 2% of high school-aged youth reported misusing opioids and fewer than 5% reported misusing prescription drugs in the past 30-days. Meanwhile, 1 in 5 high school students report current use of e-cigarettes, and about one third of high schools students use marijuana regularly (2017 PNA Survey of grades 10 and 12). In response, SPIFFY organized trainings and provided resources to schools, parents and community leaders.

- Vaping Prevention and School Policy Mini-Conference attended by over 70 school administrators and faculty from 27 school districts in the region (February 2018)
- Vaping presentations to over 30 school districts and parent groups in collaboration with the Hampshire-Franklin Tobacco Free Partnership (2017-2018)
- SPIFFY hosted a meeting for municipal leaders in Hampshire County featuring Margaret Hurley from the Attorney General's office to discuss the state's marijuana bill and what local communities can and should do to prepare for legalization. Over 40 people attended from 7 communities, including several people from the marijuana industry. (November 2017)
- SPIFFY provided model talking points about marijuana prevention at community and state-level public meetings.
- **School-based Life Skills Prevention Curriculum:** In addition to free Life Skills prevention curriculum trainings, SPIFFY hosted a Professional Learning Community (PLC) series for school
staff. The PLC’s were bi-monthly throughout the school year and offered networking and information on implementing Life Skills and other school-based prevention strategies. Six school districts in Hampshire County have sent faculty to the training and have begun implementing Life Skills in their middle schools. Over 10 school districts participated in 4 PLC’s this year.

Building Youth Leadership

- **Youth Leadership Initiative (YLI):** SPIFFY partners with Community Action Youth Programs and Communities That Care Coalition (CTC) to build youth leadership by providing peer-to-peer training and networking opportunities for high school-aged youth across the Pioneer Valley in topics related to public health and social justice. All of these efforts are working toward the goal of connecting youth to each other and elevating the voices of youth as public health advocates. Some of the topics included: impacts of toxic stress; presenting to the community; health equity; risk and protective factors as a public health framework; and what it means to be a leader. This year the Youth Leadership Initiative brought together 102 teens from 12 communities for one-day trainings and peer mentoring events including a week-long summer Youth Leadership Academy. Students received certificates and a stipend for participation. Schools can request leadership training for their existing youth groups by contacting SPIFFY. (2017-2018)

- **“You Lead” Youth Conference:** For the 4th year, SPIFFY partnered with the Northwestern District Attorney’s office to host the “Youth Lead” conference at Greenfield Community College. Over 200 middle school youth from schools throughout the region attended to gain skills in public health promotion and substance misuse prevention (October 2017)

Population Served

SPIFFY serves as a bridge between schools and community organizations to foster healthy youth development in all communities in Hampshire County. Our coalition partners include public schools, nonprofit organizations, health and human service providers, higher education, faith communities, parent groups, youth, businesses, and local and state government, including law enforcement.
GOAL 4: Leadership Role in Building and Maintaining the Support of Local, State, and Federal Legislative Bodies and Agencies; National Organizations; Institutes of Higher Education; and Nonprofit Agencies and Foundations; for the Work of Educational Collaboratives in Massachusetts

LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

Local Leadership Activities

- 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)
- CES 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.
- CES collaborated with rural school superintendents and held membership in the MA Rural Schools Coalition
- CES organized and conducted a very successful region-wide conference on Social Justice and Equity at Easthampton High School in FY18. CES staff, regional educators, and students participated.
- 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 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 staff were very active with supporting local relief efforts for people affected by hurricanes and earthquakes in FY18

The Executive Director:

- was a member of the Northampton Refugee Resettlement Education Working Group
- was a member of the Care Center Micro-College, Advisory Board
- served on the Berkshires Shared Services’ Collaborative / Shared Services Working Group.
• was convener for the Design Team for Powertown in the 21st Century, redesign initiative for Turners Falls High School.
• met with 28 of the 36 member School Committees with four goals: 1) inform School Committee members about the purposes and functions of a collaborative (or Education Service Agency); 2) review the programs and services provided by CES to schools, districts, and educators, with an emphasis on those used by the local schools; 3) discuss a few of the exciting new offerings, initiatives and innovations at CES that might be of interest to the district; and 4) solicit suggestions and ideas for new programs and services that would help meet local needs.
• Held individual meetings with 17 of the 19 member Superintendents to ascertain needs, build collaboration, and further our mutual work
• Met individually with seven area Legislators to promote CES and member district priorities. In addition, attended legislative meetings sponsored by the United Way; COSA; Franklin/Hampshire County REB and the Connecticut Valley Superintendent Roundtable.
• Meet with local officials (e.g. Northampton Mayor) to promote CES and potential growth

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 helped to write the successful proposal to DESE for collaboratives to be sites for regional Special Education briefings from DESE.
• 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 FY18, 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 Summer and Mid-winter Leadership Convenings. 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 2017 on Improving Outcomes for Students Living in Poverty (based on our LEAP work)
• The Executive Director and the Director of Business Development, Kathy Levesque, conducted a full day workshop in the MOEC Leadership Academy 2017 (held in FY18) on Building Capacity and Leadership from Within.
• The Executive Director and Director of Early Childhood were lead partners in a
series of statewide webinars and regional convenings on “Safe and Supportive Learning Environments: Bringing together Social / Emotional Learning, Trauma Sensitivity, & Positive Behavioral Approaches.” CES is a co-sponsor of this series of events, in partnership with the DESE, the Department of Early Education and Care (EEC), and the Mass. Advocates for Children’s Trauma and Learning Policy Initiative out of Harvard.

- CES’ Director of Finance, Barbara Siegel, was an active participant in MASBO,
- CES’ Director of Professional Services, Angela Burke, was active in the MOEC Professional Development Group
- 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 FY18 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.
- 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., provided a range of educational services, including college programming, career exploration, and high school education to approximately 1350 youth between July 1, 2017, and June 30, 2018, young people in residence at 50 programs across the state and while in the community.

During this period, 167 youth obtained their High School Diploma (89) or its equivalent by passing the HiSET exam (72), and six (6) earned a Certificate of Completion. 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 44 youth participating in post-secondary classes online or at colleges while in residence and 54 youth doing so in the community. Additionally, we offered our first face to face college course through a partnership with Urban College in Boston and have fortified relationships with three community colleges across the Commonwealth to increase college participation and success for the youth placed in DYS. Further, 97 youth earned industry recognized credentials in such areas as ServSafe, OSHA, Network Cabling/Fiber Optics, Customer Service, and the Northeast Organic Farmers Association Apprentice Land Care.

**Special Education in Institutional Settings (SEIS)**

School Year 2018 was the first extension 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-two SEIS teachers served a monthly average of approximately 450 students in 80 different sites across the state. Accomplishments noted for SY 2018 are the implementation of Afternoon Work Groups in DYS, planning for a DMH Transition Portfolio structure that will be implemented in SY 2019, consultation with experts in the field of severe disabilities to align curriculum at DPH, and the development of a SEIS Procedural Manual. SEIS had a successful implementation of the the first extension year and the annual contract has been renewed by the Department of Elementary and Secondary Education for SY 2019.
Federal, State, Private Grants and Contracts

Grants and contracts made up about 80% of the CES total budget in FY18. 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 non-competitive contracts for work in school districts.

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

- After School Programs (21st Century Community Learning Centers)
- After School Programs – Enhanced programs for Students with Disabilities
- Assessment for Responsive Teaching – EEC
- Civics Education Institute and Network
- Connecting Activities (School to Career) for all of Hampshire County
- Coordinated Family and Community Engagement (CFCE) – serving 17 communities representing 11 member school districts and three non-member districts – EEC
- DSAC - Regional Coordination and Support for Delivery of Professional Development & Targeted Assistance Activities – Pioneer Valley and Berkshires+
- DSAC - Berkshires+ District and School Assistance Center Literacy Support
- Early Childhood Assessment Training – EEC – statewide
- Early Literacy Intervention (Reading Recovery)
- 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
- GED Test Centers
- Inclusive Preschool Team – EEC
- Introduction to Assistive Technology Planning Using the SETT Framework
- Limited English Proficiency 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
● Safe and Supportive Schools Evaluation
● Special Education in Institutional Settings – statewide
● Special Education Program Improvement
● Special Education – Career-Vocational
● Special Education Team Leader 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
● Training and Technical Assistance on Developmental Screening to support QRIS Improvement - EEC

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 statewide to detained/incarcerated youth (through Commonwealth Corporation)
● Direct service
  ○ Title I
  ○ 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

FOUNDATIONS, INDIVIDUALS, OTHER

● Barr Foundation – Power town: Redesign Planning for Turners Falls High School
● Baystate Health Systems – Hospital Coalition
● Behavioral Health Network for Early Childhood Mental Health support
● Child Care of the Berkshires - Parent Child Home Program
● Cooley Dickinson Hospital – Prevention Needs Assessment Survey
Cooley Dickinson Hospital – Mammogram Project
Gibney Family Foundation – Becoming Helen Keller
Manchester Early Learning Center – Evaluation of After School
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
STEM-focused Internship Grant - Commcorp
United Way of Pioneer Valley- after school

Individual donors for:
- Joan E. Schuman Scholarship Fund
- Andrea Raphael Scholarship Fund
- Ben D. Marino Scholarship Fund
- Bogin Playscape Project;
- Patty-Walsh Cassidy Assistive Technology Lending Library
- 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.
  - 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 pre qualified 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: 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 (14OTSST2).

• Early Childhood Training and Consulting Services (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.

• Equity-focused Technical Assistance Providers: Pre-qualified by the Nellie Mae Foundation to apply to serve all of its grantees in New England.
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 5,600), 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 FY18.

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 the 6th annual customer satisfaction and needs survey fielded in March 2018, approval levels for our key services remain high. Over 60% of participants indicated they would actively recommend PD and consultation services from CES. Student programs including HEC Academy, Mount Tom Academy, and After School programs also generated a high level of likelihood to recommend at 60%. Finally, awareness and understanding of the benefits of CES membership stood at an all time high among responders, increasing from the previous year. There were 629 responses from teachers, principals, specialists, early childhood providers, and district leadership, the highest level of response so far since we began fielding the survey.

CES leadership and staff reviewed over 509 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 2019. The majority of comments noted continuing needs for PD and help with technology integration and responding to the needs of students in trauma, including behavioral and mental health needs that require more training. Some comments noted the vast amount of parent requests for initial special education evaluations (“staggering-we cannot keep up”) - (“many students are being referred for special education services due to trauma or family circumstances - we can’t manage the volume.”) Customer feedback is also gathered throughout the year via event evaluation forms, and one on one meetings with superintendents, school committees, curriculum directors, tech directors, special education directors, and more.

Contact Information

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