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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 2019 (FY19). 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 FY19, CES continued to provide a wide and deep range of educational direct and support services for 35 member school districts in Hampshire and Franklin Counties as well as for other districts throughout Massachusetts and New England; we also had two school districts in Hampshire County apply to become new members of CES. Central to our mission are these services to member districts.

We also successfully managed state, federal, and foundation grants and contracts that benefited our member districts as well as statewide contracts to provide education programs and services for targeted populations. We managed a total budget of $39,884,147 and had $614,349 in revenues over expenses; this is a notable increase from FY18.

In addition, in FY19, CES played a leadership role in educating our newly elected legislative delegation on the role of collaboratives, the needs of our small and rural districts, and the importance of legislation and additional funding.

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 successful major and smaller initiatives, services, and programs in many areas related to improving opportunities, access, and outcomes for children, youth, and families in our region and beyond.

FY19 was 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 fourth 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. In FY19, in addition to meeting the goals of the Plan, our Leadership Council proposed plans for evaluating the success of this Five-Year plan in FY20 and for developing a new plan in FY21.

FY19 was also the second year of an agency re-organization that was designed to make CES more prepared to meet pressing challenges by becoming more effective, collaborative, innovative, inclusive, and sustainable, with a diverse and empowered staff. As part of that, we continued to implement new and inclusive leadership structures along with a more efficient structure of broad functional areas – Birth-22 Direct Services; Professional Services; Finance and Operations; Business Development and External Relations; Human Resources; the Department of Youth Services Education Initiative; and the Special Education in Institutional Settings contract. The re-organization included a nine-member Cabinet, a Leadership Council, a Cross-Departmental group, an Operations group, and an SJE Platform, described later in this report.

We also continued to prioritize our commitment to social justice, equity, and Inclusion as a core part of all of our work. Our SJE Platform developed goals and priorities, and helped the agency adopt and move forward on four key principles. The first, creating a community of compassion and care, was one of our agency-wide focal points in FY19.

In support of our goal of being more efficient and effective, we continued and nearly completed our efforts to replace antiquated legacy systems with sophisticated new systems. These systems include a financial system (Infinite Visions); a customer relations database and management system (Salesforce); a system for Human Resources for our screening, interviewing, selection, and onboarding processes (Applicant Tracking); a system for educator evaluation (Teachpoint); and a system to support a range of data in our direct service education work (Aspen). With these systems, with our extensive adoption of the Google portfolio of tools, and with other enhancements in procedures, we saw 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 FY20 and into the future.

**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. The Board has a clear set of responsibilities, described in the Agreement of the Collaborative for Educational Services, which is signed by all member districts. In FY19, the Board was 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 and began plans for a Policies Committee in FY20. 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 Executive Director of CES is the chief executive and is charged by state statutes, by the Collaborative Agreement, and by the Board with carrying out specific responsibilities, mainly in managing the ongoing operations and services of the agency, recommending policies to the Board, managing internal and external relations, and other duties. The Executive Director reports to the Board, and the Board oversees and evaluates him.
CES has two Superintendent Advisory Boards, comprised of superintendents from Hampshire and Franklin Counties. These Boards meet 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. Two of these meetings in FY19 were joint meetings while the others were held separately. The meetings were well attended and much appreciated by the Superintendents.

As mentioned above, CES launched a re-organization in FY18, resulting in important internal leadership changes. These changes were detailed in our FY18 Annual Report and we continued to implement them in FY19. These included having a Cabinet; a 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; and 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. We invested staff time and training in support of these changes and we engaged an organizational development consultant to assist with the development of a well-functioning Cabinet.

As mentioned above, 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 FY19 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 western Massachusetts and worked closely with the Department of Elementary and Secondary Education and our 24 sister collaboratives.

**Notable Challenges**

In our FY18 Annual report, we reported on significant challenges for CES and our member districts that led us to go into FY19 with a sense of urgency and commitment to expand our efforts while focusing on new strategic and organizational initiatives. Our chief challenge continued in FY19 – namely that 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. An additional challenge coming into FY19 was building local and state knowledge about and support for our work, especially in light of leadership changes at several key state agencies, and five brand new members in our region’s legislative delegation. The third challenge coming into FY19 was that grant and contract funding 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.

Sections of this report describe ways that we addressed these challenges. Three of our key strategies were:

- **Placing a purposeful focus on increasing our direct services** including: a) planning new Special Education programs, including two in collaboration with Pioneer Regional School
District; b) operating North Berkshire Academy in North Adams; c) planning for a Reading Clinic; d) further developing the number and quality of afterschool programs; e) expanding the early childhood programs through new grants; f) expanding our Internship program and our state-funded program for STEM internships; and g) increasing the range of successful programs by our Healthy Families and Communities group.

- **Focusing our energies and resources on key areas that were 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; and g) in personalized and competency-based learning. Other areas of growth were in a) research and evaluation services; b) cooperative purchasing; c) shared services / shared staff among districts; and d) programs and services targeted at children and youth placed at the greatest risk of failure, including juvenile justice-involved and institutionalized youth, and children and youth with significant emotional, social or physical disabilities.

- **Pursuing other expansion opportunities, both in professional services and in geographical reach.**

**Services and Programs for Member Districts and Beyond**

CES programs flourished in FY19. Our 35 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 FY19, 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 3,557 individuals in our member districts, as well as other school districts. In addition to 262 people served by Special Ed programs and services, we served 750 students in afterschool programs, and 1,371 in our Perkins Consortium, Connecting Activities, and STEM internships. We also had over 1,174 children and families involved 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 2,100 children and youth in over 80 settings.

**Educator Professional Development and Support**

In FY19, approximately 5,992 educators participated in CES professional development (PD). CES conducted open enrollment or district-based PD workshops, institutes, coaching, and other educator supports in all grade levels. These included PD and coaching in literacy, 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 juvenile 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 613 course registrations and 30 program completers who were endorsed for their initial license.

Other Services

CES provided many more services to member districts and beyond in FY19. 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 23 districts (an increase from 20 in FY18 and 15 in FY17) and many educators in meeting the educational needs of English Language Learners;
- Related 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 837 youth; STEM internships, involving 34 students; and a Perkins Consortium to provide career and technical education in three member districts, involving 500 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 20 non-member districts participated in FY19, with purchases of over $5,100,000.
Large-scale Projects

CES continued to manage large-scale statewide projects in FY19.

- 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 FY19, CES received and managed 57 new or continuation local, state, federal, private, and foundation grants and contracts. This was a decrease from 64 in FY18 and a slight increase from 56 in FY17. This level of relative stability in number of grants is 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 $29,886,803 (a 0.8% decrease from 30,089,914 in FY18).

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 FY19.

I hope this report will provide the reader with a comprehensive view of the significant and impactful work done by CES in FY19.

Respectfully Submitted,

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Sherry Smith  
Director of Special Education  
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Email: scairn@collaborative.org

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Alternative Youth Programs Director  
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Email: mrigney@collaborative.org
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. 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.

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 FY19, 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. A Policy Committee is planned for FY20.

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.

FY19 BOARD OF DIRECTORS (as of June 30, 2019)

<table>
<thead>
<tr>
<th>Franklin County District</th>
<th>Board Member</th>
<th>Hampshire County District</th>
<th>Board Member</th>
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<tr>
<td>Conway</td>
<td>Ashley Dion</td>
<td>Amherst</td>
<td>Anastasia Ordonez</td>
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<tr>
<td>Deerfield</td>
<td>Jan Flaska (through May)</td>
<td>Amherst-Pelham Regional</td>
<td>Steven Sullivan</td>
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<tr>
<td>Erving Elementary</td>
<td>Jennifer Eichorn</td>
<td>Belchertown</td>
<td>Michael Knapp</td>
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<td>Franklin County Technical Schools</td>
<td>Don Sluter</td>
<td>Chesterfield-Goshen</td>
<td>Ed Sturtevant</td>
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<td>Frontier Regional School District</td>
<td>Robert Decker</td>
<td>Easthampton</td>
<td>Jonathan Schmidt</td>
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<tr>
<td>Gill-Montague Regional School District</td>
<td>Haley Anderson</td>
<td>Granby</td>
<td>Jennifer Mallette</td>
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<td>Greenfield Public Schools</td>
<td>Susan Eckstrom</td>
<td>Hadley</td>
<td>Humera Fasihuddin</td>
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<td>Hawlemont Regional School District</td>
<td>Hussain Hamdan</td>
<td>Hampshire Regional</td>
<td>Carl Schlerman</td>
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<td>Cathy Englehardt</td>
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<td>(Vice Chair)</td>
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<td>Mohawk Trail Regional School District</td>
<td>Suzanne Crawford</td>
<td>Northampton</td>
<td>Laura Fallon</td>
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<td>Johanna Bartlett</td>
<td>Pelham</td>
<td>Margaret Stancer</td>
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<td>Orange Public Schools</td>
<td>Stephanie Conrod</td>
<td>Smith Vocational</td>
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<td>Pioneer Valley Regional School District</td>
<td>David Young</td>
<td>South Hadley</td>
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<td>Daniel Hayes (Chair)</td>
<td>Westhampton</td>
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## FY19 STEERING COMMITTEE (as of June 30, 2019)

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<td>Conway Public Schools</td>
<td>Amherst-Pelham Regional Schools</td>
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<td>Darius Modestow, Interim Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<td>Deerfield Public Schools</td>
<td>Amherst Public Schools</td>
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<td>Darius Modestow Interim Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<td>Erving Elementary Schools</td>
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<td>Franklin County Technical School</td>
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<td>Richard Martin, Superintendent</td>
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GOAL 1: Cost-effective quality services and programs for low incidence populations, particularly those at risk of school failure

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Special Education Department provides quality programs, consultative services, and evaluation services for students with a wide range of disabilities, enabling them to live independently and become productive participants in their communities. We believe that every student can succeed when given an opportunity to learn.

FY19 Program Highlights

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. The regional meeting initiative was renewed by DESE for the FY20 school year, and once again MOEC (and CES as the regional representative) was awarded the grant.

Related Services

CES related service providers are contracted for service via the Special Education Office at 228 Pleasant Street, in Northampton, MA. Specialists completed evaluations and/or provided direct and consultative services to students in member and non-member districts in the areas of Occupational Therapy, Assistive Technology, and Vision and Mobility Services.

35 different districts were served via Related Services, (OT and Vision/ O&M) Center for Assistive Technology and Training (CCATT), and Occupational Therapy Center (OTC) school contracts. This includes public, private, and charter schools. In addition to school contracts, OTC provided services to 61 private-pay clients.

**15 Member Districts**
- 11 Hampshire County
- 4 Franklin County

**20 Non-Member Districts**

Populations Served:

By Service:
- Assistive Technology Center: 43 contracts, 28 of these members.
- Occupational Therapy: 8 contracts, 4 of these members
- Occupational Therapy Center: 27 contracts, 19 of these members
- Vision/ O&M: 46 contracts, 42 of these members

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.

**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</td>
<td>$90 member/ $100 non</td>
<td>$76.50-$85</td>
</tr>
<tr>
<td>Vision and Mobility</td>
<td>$100 member/$115 non</td>
<td>$100-$135 plus mileage</td>
</tr>
</tbody>
</table>

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

**Assistive Technology Services: 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.

**FY19 Highlights**

- The second (renewal) year of the DESE-funded Assistive Technology Institute (*Assistive Technology: From Access to Success in the Classroom*) ran from October - May, and (15) teams of (2) educators (total of 30 educators) enrolled in the course. The course was taught by Erin Travis and Jeanne Tuthill from CES; Sara Lowe (from New Hampshire Public Schools), also an AT specialist, SLP, and former CES employee, joined the course as a guest instructor.
- Jeanne Tuthill & Maggie Wurm presented a 1.5 hr. break-out session entitled “Communication Needs for Individuals with Autism” at the Annual Autism Conference on April 23rd;

**Populations Served:**

32 Direct/consultative service and staff training 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.

10 CCATT Evaluations were provided. This number reflects those requested independent of ongoing service contracts.

**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>CCATT Center / Assistive Technology</td>
<td>$105 member/$115 non</td>
<td>$115-200</td>
</tr>
</tbody>
</table>

*Communicare, Spaulding Rehabilitation Hospital, Greater Boston Area

**Occupational Therapy Center (OTC)**
Services Provided

The CES 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 FY19, OTC provided a combination of evaluation, direct and consultative services to a range of clients.

Populations Served:

- **18 School Contracts for Direct/Consultative Services** were carried out. This reflects the number of school 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.
- **9 School Contracts for Evaluations** were provided.
- **61 Private OTC clients were served.** (This reflects a combination of evaluations, screening, and direct/consultative services.

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>$105 member/$115 non</td>
<td>$145-$185</td>
</tr>
</tbody>
</table>

*OTA The Koomar Center, Newton, MA (formerly OTA Watertown), Groton Integrated Therapies, Groton, MA, Therapeutic Learning Center, Canton, MA

HEC Academy (High School Program)

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

The program enrolls students ages 14-21 (in grades 9-12) who present with social, emotional, or behavioral challenges and/or learning disabilities. While of average to above average intellect, HEC Academy 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, on-site clinicians are available to provide ongoing, informal counseling.
and support. In addition, students participate in weekly individual sessions with a clinician, and attend daily Social Emotional Learning (SEL) classes, run by clinical staff. Related services are incorporated based on individual student needs.

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

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

**FY19 HEC Academy Highlights**

- HEC Academy started the year fully enrolled at 36 students; and maintained an average enrollment of 35 over the course of the school year. A waiting list was in place for new referrals.
- New Hires over the course of FY19 included 1 Math Teacher; 7 Paraprofessionals over the course of the year; 1 Assistive Technology Specialist; and 1 new clinician.
- In a partnership with UMass Psychological Center (PSC) and the UMass School Psychology Dept., we reached an agreement with UMass wherein they provided 4th year school psychology doctoral students to complete required three-year testing at HEC Academy.
- We established a partnership with Laura Banks, a Sex Educator from Holyoke Health, funded through an external grant through the Holyoke Health Center. She met with students 1x/week to provide Health & Sexual Education from an evidence-based curriculum entitled Making Proud Choices.
- Our Related Services department contracted with Futures Health Core to provide speech and language services to Academy students.
- HEC Academy students participated in college courses, including 5 students at HCC over the course of the year, and 1 student dual-enrolled at GCC.
- Students worked with Tones Smith (clinician) several times during the spring, engaging in volunteer sessions at the Northampton Soup Kitchen and the Western MA Food Bank.
- Thanks to the initiative of special education teacher Terri Skarzynski, we participated in the Stomp Out Bullying program (https://stompoutbullying.org/).
- Thanks to the initiative of Erin Travis we participated in Monte’s March for Hunger in November. In addition to raising funds and marching with Monte, we are utilizing the Food Bank’s Food Security Curriculum “YAH!” in SEL classes.
- On 1/17/19, four students and two staff traveled to Boston to the State House and attended the Sexual Health Lobby Day at the State Legislature. Students reviewed the Healthy Youth Act on the way down to Boston and met with Representative Sabadosa. It was an amazing experience for our students that was initiated and well-coordinated by our History Teacher Feyla McNamara.
- HEC Academy Graduation was held on June 7th at Smith College, with 11 Graduating Seniors from the following districts: Hatfield, Gil-Montague, Frontier, Monson, Northampton, Pioneer Valley, Springfield, Athol, and Ware.

**Populations Served:**
During the FY19 school year, between various enrollments and terminations, we served a total of 46 different students at HEC Academy.

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 FY19:**

<table>
<thead>
<tr>
<th>TOTALS: AVERAGE SCHOOL YEAR ENROLLMENT = 35 students</th>
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<tbody>
<tr>
<td>HAMPShIRE COUNTY</td>
</tr>
<tr>
<td>FRANKLIN COUNTY</td>
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<tr>
<td>HAMPDEN COUNTY</td>
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<tr>
<td>OTHER COUNTIES</td>
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</table>

11 students were graduated in June of 2019.

**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.

**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, and final adjustments and revisions are made prior to presentation to the Board for review and final approval.

<table>
<thead>
<tr>
<th>Service</th>
<th>CES HEC Academy</th>
<th>Private Sector Rate(Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year Tuition</td>
<td>$52,017 member</td>
<td>$54,514*</td>
</tr>
<tr>
<td>Day Rate</td>
<td>$289 member</td>
<td>$303*</td>
</tr>
</tbody>
</table>

* Average of Clearway School, Children's Study Home, Compass, Inc., Cotting School, Margaret Gifford School, Cutchins Program for Children & Families, NE Adolescent Research Institute, Northeast Center for Youth and Families, RFK Action Corps, Valley West Day School

In comparison with a similar school offering, CES’ HEC Academy Program represents a savings over comparable special education programs of 5% for member districts.

**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. The program offers a structured, consistent, emotionally supportive community, based on positive reinforcement. NBA opened its doors under CES management on January 2, 2018 as the first special education public day school in Berkshire County, and CES transferred the management and continuation of the program on 6/30/19, as originally planned, to local Berkshire school district leadership.

Students at North Berkshire worked individually and in small groups on academics, social skills, recreation and community service, and earned credits towards high school graduation from their sending schools. NBA served an average of 12 students during FY19.

As the FY19 school year ended, a grateful parent of an NBA student sent this end-of-year message:

“This has been an amazing year. One that was even better than I could ever imagine. You and your staff have done an incredible job. NBA is the school we dreamt of. Please share this with your staff. They all deserve the praise.”

**MOUNT TOM ACADEMY**

Mount Tom Academy offers an open, diverse environment that challenges students while providing a high level of support. We 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, and personalized 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**

Mount Tom Academy, located at Holyoke Community College, is not a special education placement, but rather an alternative high school program for grades 9-12. The goal of the Mount Tom program is to provide a learning environment that addresses and removes obstacles to students’ ability to study and learn, engages them in self-directed learning, and promotes achievement among students who have had difficulty in the traditional high school setting due to economic, mental health, traumatic, emotional, or social stressors, and would otherwise be likely to drop out. Course work is matched to the Massachusetts Frameworks as well as the Common Core, and aligned with the sending school. The students continue to be on the rolls of sending schools through graduation. Students can recover credits, accelerate learning in credit bearing classes, and take college level courses during the time they attend Mount Tom.

**Populations Served and Outcomes**

- In FY19, Mount Tom Academy served 20 students from 11 school districts throughout the Pioneer Valley.
- 7 of the sending districts were CES member districts. Enrollment is accepted on a rolling basis throughout the school year.
- 5 students graduated in FY19, including three from Hampshire Regional High School, one from Longmeadow High and one from Minnechaug High.

**Cost Effectiveness**

In the FY19 school year, tuition was $11,500 for member districts and $12,650 for non-members.
This compared to private programs: CSP (Community Support Program) - $36,330; Twain (Specialized Academic Program) - $38,325; and BHA - $13,072.

PERKINS CONSORTIUM

CES organized and managed a consortium of local school districts to access Perkins funding (from the Carl B. Perkins Vocational Technical - Secondary Allocation from DESE) to support career-technical education programs in their high schools and to collaboratively pursue training opportunities for the teachers. In FY19, the participating districts were South Hadley, Amherst, Easthampton and Gateway Regional. Preliminary discussions were held with Quaboag Regional School District to explore the possibility that they would join at some future time.

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 receive assistance to set goals; measure competencies in occupational skills; upgrade programs; develop new programs; develop entrepreneurship opportunities; understand high skill/high demand/high wage opportunities in Western Massachusetts; develop local support and advisory boards; and develop internship, mentorship, and work study opportunities for students. Special focus is given to improving MCAS scores, improving graduation and completion rates, and providing pathways for students to identify high wage/high demand/high skill occupations. Programs receive professional development opportunities for staff members and financial support for upgrades and startup of new programs.

Populations Served

- Approximately 500 students from these schools received occupational training and academic support in coursework offerings such as Welding, Carpentry, Engineering, and Computer Applications.

- Four member Hampshire County districts participated in FY19—South Hadley, Gateway, Easthampton and Amherst.

- In FY19, our Perkins districts received over $81,000 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, 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, Amherst High School, and, as of FY19, Gateway Regional High School. (The Regional Employment Board serves districts in Franklin County.) In FY19, the program placed 337 students in internships with 135 employers throughout the county. Additionally, more than 500 students participated in a wide variety of career exposure events such as job shadowing, job fairs, career speaker days, employer site visits, and STEM-focused events like the Women in Engineering Day at the University of Massachusetts Amherst. 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.

**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 INTERNSHIPS**

The STEM@Work Paid Internship program was submitted by CES in partnership with the Franklin/Hampshire Regional Employment Board. The FY18 grant provided one year of funding (at $40,000) to cover the director’s time in recruiting students and employers for the program. In FY19, CES received a second round of the grant at level funding.

**Services Provided**

In its first year (FY18) 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. In its second year, FY19, the goal for number of placements was 20, and 34 paid slots were secured. On average, students earned over $2,500 in pay for internship experiences.

**Population Served and Outcomes**

In both years, 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.).

The two-year total of student placements is 67. Students worked in STEM fields ranging from biology to polymer science, computerized millwork, biophysics, biomedicine and bioengineering, ecology, pharmacology,
bio-informed design, and other fields. Students earned more than $60,000 in income by the end of summer 2018.

**Cost-Effectiveness**

The program has been exceptionally cost-effective in both years. In terms of investment of state funding annually ($40,000, $35,000 of which came to CES), the program has delivered returns in matching student wages exceeding 150% each year.

**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), Gill-Montague (Sheffield Elementary) and in the Ware School District (Ware Middle and Stanley M. Koziol 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).

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.

- 11 CES 21st CCLC programs served approximately 750 students during the FY19 school year 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 brand new Exemplary Promising Practices site.
- Greenfield High School is a brand new Exemplary Practitioner site.
- Maple Elementary (Easthampton) is a Demonstration level site.
- Memorial Elementary (W. Springfield) is a brand new Exemplary Practitioner site.
- Neil A. Pepin Elementary (Easthampton) is a Demonstration level site.
- Palmer Middle is a Demonstration level site and CES’ longest running site - in operation since 1998.
- Philip G. Coburn Elementary (W. Springfield) is a Demonstration PLUS level site. PLUS means that it has achieved this highest level of Exemplary more than once.
- Sheffield Elementary (Gill-Montague) is an Exemplary Promising Practices site.
- West Springfield High, Ware Middle School, and Stanley M. Koziol Elementary are new sites.
- 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 staff from these aforementioned sites actively mentor non-21st CCLC programs towards more academically focused and age appropriate programming.

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

The Professional Development, Curriculum, and Educator Licensure Department is located at 97 Hawley Street in Northampton, MA. It 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.

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 FY19 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.

“The facilitators, at every point, provided both moral and learning support for everyone in our cohort. Their support for us and enthusiasm for the program and the quality teaching that will inevitably happen because of it is palpable.” – PD Participant

During the FY19 school year, professional development was provided to over 3,120 district based K-12 educators; 1,410 educators attending open-enrollment workshops at CES; 314 educators taking licensure courses, 492 early educators, and several state partnership projects. Courses or workshops were delivered to a total of over 5,992 participants during the year.

Below are highlights by service area describing the services provided and populations served in FY19.

Professional Development Highlights

- In our fifth full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 8 Teacher and Administrator courses, as well as 2 New SEI course for Vocational Educators. 181 teachers and administrators earned their SEI endorsement through CES.

- CES continued to grow its Social Justice in Education (SJE) Initiative and offered open enrollment professional development workshops to local educators and districts as well as district based consulting in Easthampton, Hadley, Gill Montague, Frontier and community based agencies such as the Northampton YMCA, Smith College and Railroad Street Youth Project. To meet the increased demand that Dr. Safire DeJong was facing, we have expanded our consulting services by hiring Dr. Romina Pacheco, as a Social Justice Education specialist. The 3rd Transforming Education for Social Justice Conference will be held in March of 2020.
• Audrey Morse offered the DESE Sponsored Understanding and Teaching Youth Experiencing Poverty course to over 25 educators, she will continue to offer this hybrid course in FY19.

• Dr. Albert Mussad travelled to Alaska to deliver a customized version of our successful LEAP training to a group of 35 educators from Anchorage.

• The Professional Development Department continued its work under the Title III grant for English Language Learners increasing this year from 20 districts participating to 23 districts participating in the CES Title III Consortium.

• Year 3 of the Special Education Team Leaders Institute (SETLI) a project funded by DESE began in July, and included 30 participants. Laurel Peltier and Sharon Jones lead this innovative program. One participant said,

“This experience was the most helpful PD that I have ever experienced. It was explicitly dedicated to exactly what I am doing every single day. It should be a requirement of all Special Education Team Leaders in their first two years on the job.”

• CES was selected as the International Society for Technology in Education (ISTE) Educator Certified Authorization Provider (CAP) for their new teacher certification program. We were one of 8 CAPs nationwide during FY19. Casey Daigle, Suzanne Judson-Whitehouse and Angela Burke are all ISTE Certified Educators and Trainers. In FY19 CES trained over 100 educators.

• Civics Education Institute - Department of Elementary and Secondary Education - In FY19, Rich Cairn and Alison Noyes coordinated and 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 within the civics education community.

Educator Licensure

Approved and accredited by the Massachusetts Department of Elementary and Secondary Education and serving students all across the Commonwealth with hybrid online programs, the CES Licensure Programs are a post-baccalaureate route to a license as a teacher or principal, supervisor, director across Massachusetts. This year, 28 candidates completed teacher licensure programs and were endorsed for the Initial license by the Massachusetts Department of Education; 9 endorsees are from member districts. 29 teacher licensure courses were offered in FY19, serving 293 distinct participants. 8 courses in the Administrative Leadership program were offered in FY19, serving 21 distinct participants.

All courses are delivered in hybrid format, in which coursework is completed online and at face-to-face classes held in Northampton and Marlborough. CES had 10 new enrollees for the Administrative Leadership program, and two candidates were endorsed for their Administrative licenses.

Populations Served

• 613 course registrations occurred during the FY19 licensure year.

• 30 candidates completed licensure programs, 10 from member districts.

The CES Licensure team wrote an article in FY19 for the Association of Educational Services Agencies (AESA) Perspectives Journal. Perspectives editors commented,
“CES has been able to meet significant needs for licensed administrators and teachers both in rural western Massachusetts and in high-need urban areas. As the 15th Anniversary of the program approaches, the program reflects upon a history of collaboration and innovation in Massachusetts, resulting in over 800 people earning a teaching license.”

School and District Based Coaching, Training and Consultation

These services include school- and district-based math and literacy consultation, coaching, and courses; preparation of instructional and learning team coaches; strategic planning; social justice and equity consultation; and curriculum mapping and planning, curriculum revision to reflect Common Core state standards.

CES is in its eighth year as a DESE prequalified 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

“Your process, energy and tone were just the right match for the situation at hand. You made it wonderfully safe for everyone to share and be solution seeking. Your work with us has structured us in a way that is thoughtful and deliberate. I can't thank you enough.” -- Superintendent

Populations Served

CES staff worked on

- 107 site-based professional development consulting efforts, and continued with 3 long term initiatives designed to build district capacity in effective co-teaching practices, the effective use of technology in the classroom, strategic planning work with districts; 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 SEI Full Teacher Endorsement courses and SEI Administrators courses. 181 teachers and 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**

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 and beyond the region, created a dynamic set of online resources, and established a skilled and dedicated cadre of teacher-leaders in history and the social studies. Emerging America also provides direct service consulting to teachers in the SEIS program and in local school districts.

CES joined the Library of Congress Teaching with Primary Sources Consortium in 2010, providing professional development throughout Massachusetts. Emerging America launched the Accessing Inquiry for Struggling Learners through Primary Sources program to support the teaching of social studies and humanities content to English Learners and to Students with Disabilities.

- Emerging America taught sections of Accessing Inquiry graduate courses throughout Massachusetts and in several states nationwide, including California, Florida, Kansas, Louisiana, Minnesota, 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 2,500 teachers.

- Other TPS course topics this year included: Designing Civic Engagement Projects across the Curriculum, World Geography and History, K-5 Social Studies, World Fascism, the American War in Vietnam, Teaching the U.S. Constitution in the 21st Century.

- Emerging America 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 Programs (TPS) at CES

- Coached training programs for 13 educators
- Provided Accessing Inquiry graduate courses to 260 teachers
• Provided other content-based Library of Congress Teaching with Primary Sources courses to 371 additional teachers
• Worked with 32 pre-service teachers to develop strategies for using primary sources at Westfield State University
• Presented to 406 educators at conferences

Reading Recovery Teacher Training

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

In FY19, our site provided training, coaching, consultation, and data analysis to reading interventionists in 28 elementary schools in 15 school districts (4 of which are member districts); representing 39 teachers serving 278 first grade students.

Massachusetts school districts served by the CES Reading Recovery Training Site include Agawam, Easthampton, Frontier, Hampshire Regional, Ludlow, Pioneer Valley Regional, South Hadley, Southwick-Tolland, and West Springfield. Districts in Rhode Island include Barrington, Jamestown, Little Compton, Paul Cuffee Charter, Scituate, and Tiverton.

Populations Served

278 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, 47% are on free or reduced lunch, 24% are non-white, 19% were designated with a previously diagnosed learning disability, and 20% spoke a language other than English in their homes. Additionally, 33% were from small town/rural communities and 63% were from suburban/large town communities.

Regional Professional Development Days and Open Enrollment

The 2019 Summer Academy offered 20 workshops and courses. The focus this year was on meeting the needs of students who struggle; math; learning and the brain; technology; science; and project-based learning. 270 educators participated in the workshops.

• Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2019 to 182 administrators, 78 of whom work in member districts.
• In addition, CES ran 45 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, social justice, and teaching students with trauma. These open enrollment workshops were attended by a total of 1,412 educators during the FY19 school year.

Professional Learning Communities (PLCS) Services Provided

“I could not wear the 50,000 hats I wear for my district without these PLCs.”

CES supported 8 Professional Learning Communities (PLCs) for networks of educational staff in our member districts. These included PLCs for Social Studies Teachers and district staff, Librarian/Media Specialists, Curriculum Directors, ELL Educators, Principals, Social Justice in Schools, Public Preschool Teachers, Technology in Education.
Populations Served
Close to 56 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 FY19 school year, the Professional Development Department provided project management for DESE contracts as follows: State-wide Systems of Support Western and Central Regions, Special Education Team Leader Institute (SETLI), Civics Institute.

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>$800</td>
<td>$1,657</td>
</tr>
<tr>
<td>Professional Development Workshop, 1-Day</td>
<td>$115/ members, $125 non-members</td>
<td>$195/ members, $260 non-members</td>
</tr>
<tr>
<td>Consultant Costs</td>
<td>Per day: $1,300 members, $1,560 non-members</td>
<td>$2,425/day</td>
</tr>
</tbody>
</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 open enrollment workshop, compares to private sector rates for PD from vendors including: Research for Better Teaching.


CES course fees represent a 41%-52% savings over the average of comparable offerings. Consulting/technical assistance represents a 46% 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.

- Early Childhood: An Important Time to Introduce Social Justice and Diversity to Young Children
- STEM and Learning Outdoors
- Sensory Motor Development in Young Children
- Identifying and Supporting Children with Special Needs in Your Program
- Understanding and Addressing Young Children’s Challenging Behaviors
- (Online) Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)
- Having Difficult Conversations with Parents
- Spineless Wonders and STEM
- Strategies for Addressing Delayed Communication Development in Young Children
- Curriculum Modification: An Introduction

A total of 12 workshops engaged 148 early educator participants.

Additional site based EC PD Work

- Supporting Young Children Who Have Experienced Trauma
- Understanding and Addressing Young Children’s Challenging Behaviors
- Numeracy Birth through Five
- Promoting Children’s Success: Building Relationships and Creating Supportive Environments
- Pyramid Model Training
- Assessing Diverse Learners
- Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)
- Improving Developmental Screening in Early Childhood Programs
- Considering Culture and Bias in Early Childhood

A total of 10 workshops engaged 266 early educator participants.

Training and Technical Assistance: Developmental Screening to Support QRIS Improvement

This was a statewide project. CES trained 120 programs in FY19, compared to 68 in FY18.

CES provided technical assistance for 188 programs during the FY19 year.

Cost Effectiveness

Early Childhood professional development sessions were 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. In addition some previously grant funded courses are priced using EEC guidelines of $50 per
participant, or $25 per participant if the program the participant works for has at least 50% enrollment of EEC subsidized children or other children with high needs

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: Programs and services that will meet the assessed needs of school districts, member communities, state agencies, and others

EARLY CHILDHOOD SERVICES

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

FY19 PROGRAM HIGHLIGHTS

New grant funded projects in FY19 include:

- Building Inclusive Community Teams 2 (BIC 2)

Other positive highlights include:

- With BIC 2, we held 2 successful state-wide full day conferences, one in October and one in March.
- ASQ project served a second cohort of 120 early education and care programs including the 68 programs from cohort one
- A separate CFCE Coordinator position was created and filled to support our programming to 17 towns and communities within our member districts and beyond.
- Our PCHP program was successfully recertified and renamed to ParentChild Plus (PC+)
- G3 Pilot was conducted in Easthampton
- Increased EEC ECMH funded sub contract through BHN
- Pyramid - EEC increased the number of programs we worked with
- Pyramid - ESE increased the number of public school preschools we worked with

Dept. of Early Education and Care (EEC) – Coordinated Family and Community Engagement (CFCE)

Grant Funded Services

Services Provided

The Early Childhood Department administers and coordinates a grant that provides parenting education and support 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’s Coordinated Family and Community Engagement (CFCE) grant funded services we provided during FY19 included:

Financial, programming support, curriculum planning, program resources, parent education, free developmental screening and referrals as needed, family support resources and referrals, special events like music and a Lupa Zoo, developmentally appropriate toys and materials, rent and utilities support to:

- Family Centers serving the following towns (and their surrounding towns and communities): Amherst, Belchertown, Easthampton, Monson, Palmer, and Ware. These Family Centers provide playgroups for parents/guardians and children from birth to Kindergarten and support to parents in their parenting role.

35
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

- First Steps to Reading
- Parent Conversations: Discussions About the Parenting Journey
- Parenting Young Children (Chinese)
- Positive Solutions for Families with Young Children (English)
- Positive Solutions for Families with Young Children (Spanish)
- Dads Rock
- Early Reading Skills
- Grandparents, Let's Talk
- Hola Amigos y Amigas/Hello Friends
- Young Scientists
- Sleep Issues
- Managing Little Ones Screen Time

Parent-Child Plus (formally 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, and conducting the ASQ (Ages & Stages Questionnaire), a developmental screening tool, with families. Referrals to services for families are provided as needed. PC+ served 30 families, representing 30 children. These families are from Amherst, Belchertown, Westhampton, Monson, and Palmer.

CFCE staff support families with referrals for needed of comprehensive services (513 families were provided with referrals support, representing 567 children)

We held 1,194 playgroups this year. 8,141 families attended these playgroups, representing 10,056 children. Due to the drop-in nature of playgroups, these are duplicated numbers and are reported quarterly to EEC.

20 "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.

68 ASQ developmental screening entered online

75 ASQ screenings not entered online

13 families needing referrals as a result of ASQ screening

Support to children and families experiencing transitions (e.g. divorce, death, moving to a new home/town) was provided to 96 families representing 121 children. Resources and support was provided to 302 families with children transitioning to kindergarten.

Kindergarten Transition Resources: We provided families, schools, child care programs, and libraries with 1,369 English and 169 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. We also provided free books created by the Berkshire Museum and funded statewide by Berkshire Bank. We distributed 1043 copies in our 17 towns and communities.

CFCE Special Events:

15 number of music sessions were held in 9 locations

A morning at LUPA Zoo was held that included, scavenger hunt, story walks and story readings, and a free book per family. 129 families 182 children attended

Brain Building in Progress (EEC) activities during the Week of the Young Child (NAEYC) were conducted to spotlight early learning, young children, their teachers, families, and communities and engage business leaders and other partners in activities that support the critical role that adults and early enriching environments and experiences play in fostering children’s brain.

- The Bridge Family Resource Center Playgroup in Amherst took a field trip to Big Y, where the children samples food from different departments (which they also learned about), and got to be a cashier.
- The Spanish Speaking Playgroups in Amherst had outdoor games for families
- The Belchertown Family Center painted on canvases with different materials (cotton balls, toy truck tires, bubble wrap, etc.), and did an experiment with chalkboard paints and seeing how long it takes for the paint to dry with different help (by itself, using their breath, and using hand held fans)
- The Easthampton Family Center brought in Zoo on the Go, Mayor Lachapelle (who lead a circle time), and had a music session with Andy Goulet.
- Granby Playgroup held a performance by Talking Hands Puppets, a fusible beads activity, and an Elephant and Piggy Ice Cream Party
- Hatfield Playgroup had story and music time with Moomaw, a local musician
- Palmer/Monson Family Network had a local dentist come talk about dental hygiene, a nutritionist talk about good food choices, author Artemis Roehing come to read one of her books, and the local librarian come to do a finger play.
- South Hadley Playgroup did a cardboard box activity to go along with the book “Not a box”.
- Ware Family Center had Tanglewood marionettes do a show.

In addition CFCE programming has a strong early literacy focus and FY19 activities included the following:

- 23 Story Walks™
- Three First Steps to Reading workshops were scheduled.
- Early Reading Skills was offered in all playgroups and centers

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

Spanish programming
• Held 2 special events
  o Positive Solution 2 - Making it Happen
  o Positive Solutions 3 - Why do they do what they do?
• Hola Amigos y Amigas/Hello Friends at least once in every playgroup/center. Most of our CFCE programming sites had two sessions with different themes. Hola Amigos introduces the Spanish and Latin American cultures, and it includes children's music, stories, games, an art activity, and a special snack.
• Playgroups twice a month in the Southpoint neighborhood of Amherst, MA
• Playgroups once a month in Olympia Oaks neighborhood of Amherst, MA
• Summer programming

**Chinese programming**

A total of 7 events were held in Amherst with a total attendance of 80 adults and 55 children. Topics of each event were inspired by two books, *Discipline with Love* by James Dobson and *1-2-3 Magic: 3-Step Discipline for Calm, Effective, and Happy Parenting* by Thomas Phelan.

The topics were:
• The principles of Positive Parenting
• Consistency in Parenting
• Effective Communication with Children Part 1: How to help children develop communication skills
• Teaching Children to be Grateful
• Effective Communication with Children Part 2: How to communicate with children
• Family Rules
• 1-2-3 Magic Part 1
• 1-2-3 Magic Part 2
• 1-2-3 Magic Part 3

**Early Childhood Mental Health Consultation (ECMH) – EEC Funded BHN Subcontract**

ECMH consultation helps educators support the social-emotional development and behavioral health needs of young children in EEC-licensed or funded programs. Consultants provide clinical observations in the classroom, consultation with educators around practice and needs and consultation with families. ECMH consultants also connect programs and families to additional behavioral health services and other needed services in the community.

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.

55 children served. 95 parents received collateral and support services.
32 programs. 81 educators
9 classroom referrals with 18 educators
Number of kids at risk of expulsion: 20
Expulsions prevented: 14
Number of kids at risk of expulsion placed in new school: 2
Number of children at risk of expulsion that were not placed in a new school: 2 (stayed home with parent)
Free professional development was provided to 70 educators that received ECMH services.

38
Strong Foundations for Young Children Services Provided

The number of children served was 20, and the total number of caregivers was 38. Of the 20 families, eight were low income and 23 members of the families had disabilities.

Strong Foundations for Young Children (SFYC) provides free support for families with children birth to five (or kindergarten). The model was changed in FY18. 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, or other issues impacting families who reside in Hampshire county with a child birth to five (or kindergarten) and the child in need cannot be in any childcare program. This project is funded through a private donor and fundraising activities.

Pyramid Model Work

**EEC:**

In FY19, we were contracted through the Pyramid Consortium, which was funded by EEC, to provide services to seven 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, Deerfield, Easthampton, Gardner, Northfield, Northampton and Ware. All seven 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 seven programs were found to be in good standing in their implementation of the model at the conclusion of FY19.

**DESE:**

In FY19, we were contracted through the Pyramid consortium to provide external coaching to seven school districts around the implementation of the Pyramid Model within their preschool program. The districts were in Amherst, Gardner, Holyoke, Nashoba, Northampton, Pittsfield and Westfield. The grant is in its fourth year, although CES became involved in 2018. Two of the districts declined to participate, despite repeated attempts of engagement throughout the year. In FY20, it will be determined if these districts will continue in the program. All of the other districts are in good standing.

Training and Technical Assistance on Developmental Screening to Support QRIS Improvement

This was a statewide project that ended June 30th. The goal of this contract is to support early education and care programs that are QRIS Improvement grantees with the tools, training, and technical assistance they need to successfully implement the developmental screening process.

Grant targets included:

- Coordinate and deliver training on the use of the Ages and Stages Questionnaires-3rd Edition (ASQ3) and Ages and Stages Questionnaires-Social Emotional to grantees, EEC staff and EEC partners.
- Track data of the grantee’s use of ASQ Online and provide aggregate data to EEC on children’s screening results
● Provide data on referrals and related follow-up activities

This program

● Trained Cohort Two 120 programs in FY19.
● Provided TA for 188 programs total of cohort one (68) and cohort two (120) during FY19.
● 2640 children screened
● 390 children were referred for follow-up services like public preschool or early intervention evaluations.

Feedback from program participants on training outcomes regarding their improved skill level development for both cohorts indicated their learning opportunity was as expected or exceeded expectations. The quality of ASQ Specialist’s preparation, attention to individual needs, differentiation of instruction and cultural and linguistic diversity were all highly rated as well.

Programs were allowed up to 7 hours of one-one TA and up to 4 hours of group TA called communities of practice (COPs). Below is data illustrating the number of hours used in total by all 188 participating programs for the various types of TA. Feedback we received was positive from programs. Programs appreciated that these smaller and one-on-one sessions allowed for more individualized attention and focus on problem-solving that they were currently engaged in at the time. Programs also noted the access to a peer network that COPs provided for them which they found helpful.

Data compiled regarding Navigation Skills and User Barriers (41 programs), although the numbers are small indicate a continuing need for differentiated technical assistance to address computer literacy to ensure the successful completion of ASQ online usage.

The lack of time, and minimum or none computer literacy skills most directly impacted the ability of smaller Family ChildCare (FCC) programs to best support their families in doing ASQs. ASQ Specialists began to notice this discrepancy as they built relationships with each of their assigned programs, and made their own adjustments to ensure their TA hours responded to the FCC needs.

Increasing family engagement in developmental screening is a need to be considered in future efforts. As user-friendly as ASQ is, it is still a new and different level of engagement for some families and they perhaps do not want to appear uncooperative or unskilled, particularly those speaking two languages. Hence, the ECE providers may just need more time to nurture family relationships in general and in the context of engaging families in developmental screening activities.

Early Childhood Training

Services Provided

During FY19 the EC department provided multiple sessions on 10 different topics for a total of 148 (this is for 12 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:

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 communities; which creates efficiencies in the amount of time used in the preparation of the workshop.
Growing Gratitude and Generosity

This two-year parenting program grant funded by the Greater Good Science Center of Berkeley, CA began in April 2018 and will continue through March 31, 2020. The first year was a planning year, with special emphasis on designing a high quality evaluation. Desiree Lalbeharie-Josias and Corky Klimczak attended a convening of the programs in our grant cohort in Berkeley in June 2018. Since then, we have been working with our Steering Committee to select children’s books to use in our programming and designing program materials for parents/caregivers and their children ages 3-14.

G3 goals are to generate both parent/caregiver and community investment in intentionally encouraging gratitude and generosity in children through evidence-based 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 final year of this two year project. We had a successful pilot of our program in Easthampton in the spring of 2019. 18 families, with 40 parents/caregivers and 36 children between the ages of 4 and 14 participated in the pilot. Evaluations of the program were generally very positive, and we also received helpful feedback which we have used to improve the program.

In October 2019, G3 will provide a free Training of Trainers to nearly 30 educators and professionals from related disciplines who serve children and their families in over 20 western MA communities. 4 community teams will be selected to receive funding to support replication of the program. The training will prepare participants to engage children ages 3-14 and their families in an orientation, two parent cafes and an end-of-program celebration, and to support families in a variety of home-based activities including a common read of a gratitude and generosity themed children’s book and a family 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.

Building Inclusive Communities

We were awarded this grant in FY19 for the second time. We were required to:

- Manage the logistics for two conferences
- Hire and pay instructors Dr Richard Villa and Dr Jacqueline Thousand who were identified and approved by EEC and DESE
- Coordinate and host 4 professional learning community (PLC) webinars for the identified participants

Instructors worked with 10 public pre-k school district teams. Teams included representatives from public pre-k school districts with representation from their local mixed delivery system, including: Early Intervention; Head Start; community-based preschools; and, where they existed, a Preschool Expansion Grant liaison.

Outcomes for participating public pre-k school district teams in this initiative were the following:

1. Receive information regarding The Individuals with Disabilities Education Act definition and what the research says about inclusion and inclusive practices in early childhood
2. Develop an action plan that describes how your team will create strong partnerships with community partners to strengthen inclusive practices
3. Receive strategies for building relationships with families to engage them in decisions around inclusion
4. Learn and implement practices to address disproportionality and implicit bias
5. Receive strategies, resources, and tools for developing appropriate practices for promoting inclusive settings
6. Learn ways to implement good inclusive practices and sustain this work to build strong community connections for children with and without disabilities

We successfully met all grant requirements and were recently notified of being awarded this grant for FY20 as well.

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
- Web Development, Hosting, Accessibility

Program Highlights

- Finished developing and launching Gill-Montague Public Schools new website
- Developed new mobile quick link functionality for Greenfield Public Schools to improve navigation and user experience
- Continuous development and expansion of the CES Connect online service. Pilot started internally to help facilitate communicate with STEM students. This application was created in response to member district identification of needs, and will be offered to CES member districts after piloting is completed.
- Redesigned and developed a new website for Emerging America. The new website provides a more accessible layout and combined their 3 separate sites (Emerging America, Steamboat Barnet, and Radical Equality) into one.
- Hosted a total of 5 school district websites along with internal sites and programs
- Built new CES Intranet functionality to allow departments to have their own site within the Intranet that features blocks, pages, staff, and more
- Developed Salesforce training materials for new and existing CES staff
- More CES departments, including special education, using Salesforce to document contracts due to new developments and training

COOPERATIVE PURCHASING
By joining together in FY19 for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over $10,000. All bids were 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 was 5-10%. The purchases made through CES cooperative purchasing in FY19 represented a 34% increase over the prior year’s activity.

**Populations Served:**

36 school districts, including 16 member districts, and 20 non-member districts, participated in the CES Cooperative Purchasing program in FY19.

**Bid Category Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; Art Supplies</td>
<td>$336,556</td>
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<tr>
<td>Bread</td>
<td>$230,112</td>
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<tr>
<td>Milk</td>
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<td>Ice Cream</td>
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<tr>
<td>Paper Goods &amp; Cafeteria Cleaners</td>
<td>$480,096</td>
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<tr>
<td>Food</td>
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<tr>
<td><strong>TOTAL</strong></td>
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*Vendor report estimated.

**COMMUNICATIONS**

- In FY19, the CES Newsroom at blog.collaborative.org served our local educators and community by publishing 101 new articles on national, state, and local news on education issues and 19 news articles about developments in CES programs. The CES Newsroom generated 3,600 page views over the course of the year, and had 111 local subscribers to our RSS feed.

- CES provided design and print services to the Massachusetts Organization of Educational Collaboratives (MOEC) for both their annual report, and additionally the design and content creation for a new MOEC statewide brochure, describing the organization, members, and services.
• 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. A CES Board member reached out to tell us this past year,

“The Facebook page "Proud of Western Mass Public Schools" was mentioned [at MASC] as an example of effective use of social media... Thanks for the successful use of social media in advertising public education.”

• During FY19, the CES main website generated 3,343 online registrations for CES events. Over the course of FY19, 86,760 visitors made 129,900 visits to the CES website; an average of over 10,800 visits per month.

• During FY19, 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 our fellow state and community agencies across the state, and others. Over 960 members of our community have subscribed to this free service, and over 1500 have subscribed to our biweekly e-calendar.

RESEARCH AND EVALUATION

CES’s Research and Evaluation (R&E) Department is located at 97 Hawley St. R&E 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 FY19, the Research and Evaluation Department took part in the following evaluation projects:

EXTERNAL PROJECTS

• DESE Safe and Supportive Schools Program (SSSP) Evaluation: The R&E department completed the second year of a two-year contract with DESE to evaluate 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 findings from the FY 19 study focused on the value of mentoring and other supports provided to new grantees, and districts’ ability to implement action plans developed in previous years.

• DESE Recovery High Schools (RHS): CES was awarded a two year contract to provide evaluation supports to DESE to inform their oversight of five Recovery High School programs in the state. Oversight of these programs recently shifted from the Department of Public Health to DESE. DESE was interested in better understanding how these schools are designed, how they support students, and opportunities for programs to enhance their practices. CES designed a structured approach to collecting information from each of these programs about their policies and practices. We will continue this work in FY20.

• Easthampton Disciplinary Data Audit: The R&E department conducted an audit of the Easthampton High School disciplinary data, as required by the Massachusetts Attorney General, analyzing the data for completeness, accuracy, and evidence of bias in discipline based on race or ethnicity. The audit report was presented to the Attorney General as well as to the Easthampton superintendent and high school administrators. This was the second year that CES conducted the disciplinary data audit, and we expect to conduct a third audit in FY20.
• Transforming Engineering Education for Middle Schools (TEEMS): CES R&E staff continued our partnership with Smith College and Springfield Technical Community College on an NSF-funded project designed to offer a creative curriculum for middle school engineering units aligned with the state standards and the Next Generation Science Standards. FY19 was a building year, giving the TEEMS team time to develop curriculum resources and a professional development plan, while CES evaluators designed assessment tools, developed the sampling strategy, and began working with the Springfield Public Schools on data management and access agreements.

• Manchester Early Learning Center: In FY19, CES Research and Evaluation staff continued the 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. Findings demonstrating a correlation between participation in afterschool and academic gains have been shared with the non-profit’s Board and district leadership.

• Manchester (CT) High School, Barr Wider Learning Ecosystem Planning Grant: CES R&E staff supported high school leadership team in the planning year of an effort to redesign the learning “ecosystem,” expanding learning opportunities for students outside the school walls, building partnerships with community groups and local employers, identifying necessary policy changes, and determining staff development needs to support student-designed learning. We worked with the MPS team as a thought partner to help them identify gaps in their planning, think about how the planned activities are expected to accomplish the stated goals, and determine expected outputs and outcomes for the implementation period (FY20 - FY23). We will continue to support the effort with evaluation services during the implementation.

• Manchester (CT) Public Schools, Understanding the Root Causes of Inequities. CES R&E staff, in collaboration with CES Social Justice and Equity specialists, are partners with the district equity team and the Youth Equity Squad (YES): In FY19, these groups were building relationships and agreements about the work, as we processed the findings from an Equity Informed School Climate Assessment (EISCA). The groups also worked on dissemination of the findings to the broader community. With their adult allies, the YES group facilitated small group dialogues with the town’s Board of Education about the findings.

• Imagine Institute: A nonprofit organization headquartered in Seattle, the Imagine Institute provides grassroots professional development opportunities to early care and education professionals throughout Washington State. Since January 2019, the Institute has contracted with CES R&E for support with evaluation and strategic planning. CES staff have helped with strategic collection and use of data, facilitated conversations among partners, acted as a thought partner to support strategic planning, and compiled findings on program effectiveness and impact.

INTERNAL PROJECTS

• Professional Development. Supported our Social Justice and Equity Specialists in assessing educator and student perceptions of equity issues in local districts. R&E staff took notes at a number of forums and summarized findings to identify key themes.

• Healthy Families and Communities. Consulted on the development and administration of the 2019 Prevention Needs Assessment Survey in middle and high schools throughout Hampshire County, working with a new vendor. Consulted on Youth Risk Behavior Survey design and conducted an analysis of middle and high school results for the Hampden-Wilbraham school district. Conducted qualitative data collection (key informant interviews, focus groups, community forums) for the 2019 Community Health Needs Assessment (CHNA) for
• Early Childhood. Provided evaluation support for the privately-funded Growing Gratitude and Generosity (G3) program, administered as a pilot in Easthampton in FY19 with the intention of expanding throughout the county in FY20. Provided evaluation support for the Early Childhood’s department technical assistance to providers in the use of the online Ages and Stages Questionnaire to assess children’s developmental levels.

• Special Education. R&E worked with HEC Academy administrators to assess data availability for a baseline analysis of program effectiveness, focusing on time spent outside of the classroom.

• CES Human Resources (HR) and Cabinet. CES worked with HR staff to analyze CES employee data to create a shared understanding of the racial/ethnic make-up of CES staff and employee tenure -- issues related to CES’s goal of nurturing a diverse and empowered workforce. We also designed, implemented and analyzed the data from a survey to assess employee engagement, efficacy, and use and value of standard tools designed to increase efficiency.

HEALTHY FAMILIES AND COMMUNITIES

At CES, we know that social and environmental risk and protective factors underpin and support strong educational outcomes for all students and families. In keeping with our mission to develop and foster educational excellence and opportunity for all learners through collaboration and leadership, Community Health Solutions (CHS) experts have implemented and supported numerous community health initiatives, particularly among vulnerable populations; and especially with regard to youth

Community Health Solutions (CHS)

CHS provides technical assistance to organizations including schools, coalitions, health agencies, human service, and government agencies. CHS offers expertise and guidance in addressing public health issues using evidence-based strategies and a commitment to primary prevention. CHS believes that local and regional health challenges can be met through primary prevention, health promotion, policy and system changes, and social justice practices. CHS cultivates skills and brings resources to assist with assessment, data collection, evaluation, strategic planning and training. CHS was a lead partner in the assessment and development of the Hospital Coalition of Western MA 2019 Community Health Needs Assessment.

Healthy Hampshire

Community Gardening at Affordable Housing Complexes

“Empowered Eaters” is a program led by the Department of Healthy Families and Communities that partners with residents living at affordable housing complexes to build community gardens. Led primarily by residents, the program built a community garden at Hampshire Heights in Northampton this year, followed by a series of gatherings where families shared a meal together and favorite recipes. The program seeks to improve access to healthy food, increase community connections, and build a sense of resiliency among adults and children. Fourteen garden beds were planted serving 11 families, with plans to increase the number of beds next year. Funded by the United Way of Hampshire County, the Community Foundation of Western Mass, and the Mass in Motion program, Empowered Eaters was highly successful in its first year, with one gardener noting the difference the garden has made in her life.
"I met ladies whom I may never have met without the garden and for the 1st time ever since I moved here in 2003 that I have experienced this level of community within this housing complex."

The garden effort benefited from a strong partnership with Families with Power, a resident group mostly composed of families from Hampshire Heights that meets regularly for “reading parties” in conjunction with teachers from Jackson Street School. We teamed up and held two reading parties together with garden organizing meetings, which helped to broaden the group of residents interested in gardening and to bring young people into the conversation. In fact, it was the children who participated in these meetings that asked that the garden have “pollinator flowers” (which we planted!) The children were also delighted to plant seeds during the planning meetings at Hampshire Heights and bring them to the greenhouse at Jackson Street School, where they watched them grow during their visits as part of the school garden program. Reinforcing connections between the school and home, via the community garden, has been important to the success of the program, and a similar approach is planned for Florence Heights and Ryan Rd Elementary School in 2020.

Mobile Farmers Markets

Healthy Hampshire has led several planning processes around food access and food justice that have set mobile farmers markets as a priority. With this charge, we supported a partnership between Grow Food Northampton and subsidized housing residents to set up two pilot mobile farmers' market sites in 2018. These sites were frequented by both adult and youth residents of the housing complexes, and were an opportunity for children to try fresh vegetables that their parents wouldn’t normally have access to. Survey results of participants in that pilot showed that 67% of respondents experienced increased confidence in their ability to meet their daily food needs, and 44% of respondents felt healthier at the end of the pilot than at the beginning. With this success under our belt, we partnered with Hilltown Community Development and the Hilltown Community Health Center to implement another mobile market project in the rural Hilltown region. Again, we saw a 37% increase in respondents’ ease of accessing fresh food, a 25% increase in how healthy respondents felt, and a 13% increase in respondents’ confidence in their ability to meet their daily food needs on average. The average number of days per week that respondents reported eating fresh produce increased from 3.8 to 4.9 between pre- and post-intervention surveys. These mobile market projects are funded by Mass in Motion, Cooley Dickinson Health Care, and the MA Attorney General’s Office, and Healthy Hampshire supports them by assisting with program design and implementation, governance structures, and evaluation.

Walk-Friendly Hilltowns

The Collaborative for Educational Services, on behalf of Healthy Hampshire, received funding through the MA Attorney General’s Office to support the development of walk-friendly communities to create walking maps that feature easy and accessible routes and loops in Hilltown communities and to identify ways to make the design and infrastructure of community more walk-friendly. In the past year, walking maps were created in Goshen, Huntington and Cummington, and maps for Chester and Worthington were updated to feature diabetes prevention messages. The full brochures were designed by CES Publications and Design Manager Lauren Parent, featuring GIS map from the Pioneer Valley Planning Commission. Local communities have been energized by this opportunity, quickly forming walking committees to identify routes and loops that would be easy for first-time walkers, elders, families and people with disabilities. Sticking to sidewalks, dirt roads and roads with wide shoulders, as opposed to hiking trails, keeps the walks more accessible to a wider range of people. The brochures highlight community destinations, historical markers, ecological sites and other important features of the area. The project is tied to the Hilltown Community Health Center, which is using the
maps as part of a walking promotion referral system within their Community Health Worker program. Ultimately, the goal is to encourage and equip local walking advocates to work with their town to increase pedestrian safety through infrastructure and policy. Links to the maps can be found on our website: www.healthyhampshire.org/our-communities/hilltowns.

SPIFFY Coalition

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 the likelihood that 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 across all sectors of the community; providing education and training opportunities; advocating for policy and systems changes; and building on positive community norms.

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 though 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.

● 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.

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.

Trauma Informed Hampshire County

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.

In FY19 SPIFFY partnered with Amherst High School youth and administrators and Amherst Media through a youth-led vaping prevention filmmaking project. Students completed the video over spring break and received a gift card for their involvement.
SPIFFY works across community sectors to address youth alcohol, marijuana and vaping misuse by supporting school-based primary prevention and youth resilience skills building, and through strengthening local municipal alcohol policies.

- SPIFFY hosted regional Beverage Alcohol Trainings (BAT) for both on premise (TIPs) and off-premise (MassPack) alcohol servers and sellers.
- SPIFFY is partnering with the Franklin County Communities That Care to identify best practices for recovery-friendly and family-friendly community event (festivals, block parties, performances, concerts, sporting events, etc.).
- The Pioneer Valley Youth Leadership Initiative (YLI), a project of SPIFFY and Community Action Youth Programs, supports an ongoing youth leadership program where youth receive training in a public health framework to address issues of substance abuse and mental health. The group hosted a film screening and discussion of Paper Tigers that investigates approaches to dealing with trauma among students in a school setting
- SPIFFY Coordinator Heather Warner was the keynote speaker at the Pioneer Valley Interscholastic Athletic Association’s Annual meeting on the topics of vaping and marijuana prevention. Discussion included strategies and policy for schools.
- SPIFFY Coordinator Heather Warner facilitated numerous presentations to parents and school staff on vaping and electronic cigarettes

SPIFFY in partnership with Hampshire HOPE conducted a youth-driven comprehensive county asset mapping initiative to uncover and identify resources to support young people as they transition into adulthood e.g. leaving home, completing school, entering the workforce, forming a romantic partnership, and moving toward parenthood. Over 30 youth were involved through Mt Tom Academy, Easthampton High School and Town of Ware. The model uses Participatory Action Research methodology, and opened up new collaborations with Smith College.

**Youth Mental Health First Aid Project**

The Collaborative for Educational Services, in partnership with Four Rivers Charter School, was one of 35 sites nationwide selected to participate in the expanded teen Mental Health First Aid (tMHFA) pilot program.

tMHFA is an in-person training designed for high school students to learn about mental illnesses and addictions and to help them identify and respond to friends who may be developing a mental health or substance use problem. With this training, high school students will be empowered to assist their friends when a mental health problem or crisis, such as suicidal thoughts, is apparent.

The course specifically teaches the important step of involving a responsible and trusted adult. The National Council for Behavioral Health and Born This Way Foundation are piloting the course in over 35 high schools across the country. After the pilot program is complete, the training course will be available to the public.
GOAL 4: Build and maintain 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

CES meets this goal in three ways. First, through relation building with and education of legislators and other elected officials and key partners in local, state and federal agencies and organizations, IHE, and funders. Second, through strong participation in local, state, and federal leadership activities. Third, through two state-wide and broad education contracts.

LOCAL, STATE AND FEDERAL LEADERSHIP ACTIVITIES

Relationship Building with and Education of Key Leaders

State Legislators

With the November 2018 election, most of the legislative delegation representing districts served by CES changed. We had five new legislators and the Executive Director, as well as other key staff members at CES, had meetings with each of them to brief them on the work of CES, share key challenges facing our member districts, and discuss ways we could work together to address challenges. The Executive Director also met with area veteran legislators, such as Senator Adam Hinds and Representative Aaron Vega, on the same topics.

On February 15, 2019, and with the recommendation of Senator Hinds and Representative Vega, CES hosted a highly successful meeting of all of the Superintendents in both counties with nine of our twelve area legislators (or aides). State legislators in attendance included Representatives Natalie Blais, Daniel Carey, Mindy Domb, Lindsay Sabadosa, Aaron Vega; Senator Joanne Comerford; and legislative aides Melissa Eaton (Rep. Susannah Whipps), Paige Dolinski (Rep. Paul Mark), Laura Britton (Rep. Sabadosa) and Jonathan Gould (Sen. Adam Hinds). Speakers William Diehl, Executive Director, CES; Michael Morris, Superintendent of Amherst-Pelham Regional Public Schools; Michael Buoniconti, Superintendent of Mohawk Trail Regional School District; and John Provost, Superintendent, Northampton Public School introduced critical topics, and provided research for small group discussions. The focus during the morning included the challenges for towns in supporting educational costs, Foundation Budget changes, inadequate coverage of increasing education cost areas like transportation and special education, and relief for small and rural schools. Legislators shared their work on new and proposed legislation focusing on these issues of education funding at the state level.

The meeting was very successful and led to increased knowledge of and support for collaboratives and for meeting challenges of our member districts. As a result, Senator Jo Comerford and Representative Natalie Blais worked with CES to organize a similar event, this time with the co-chairs of the Joint Committee on Education, Senator Jason Lewis and Representative Alice Peisch. The meeting, held at CES on April 18 2019, included a meeting with area Superintendents and a second meeting with School Committee members and other invitees from our communities.

Senator Comerford commented, “CES stepped up with grit and grace to help organize a forum where the same people who are rewriting the Chapter 70 formula could hear directly from our region’s teachers, school administrators, and guardians and parents.”
Legislative Education

In addition, CES staff members attended legislative events. For example, nine CES staff members attended the Human Service Forum’s Legislative Forum in FY19, and the Executive Director attended forums hosted by the Franklin/Hampshire County REB and Greenfield Community College.

State Partners

The Executive Director is an appointed member of the Safe and Supportive Schools Commission (Established by the 2014 Safe and Supportive Schools Act and convened by DESE). He represents MOEC on the Commission, and participated in five Commission meetings in 2018-19 and led the “Revising the SaSS Framework Through an Equity Lens” Workgroup.

The Executive Director is an invited member of the Nellie Mae Education Foundation’s Design Team for MA Systems Transformation Initiative – an initiative that includes 50 of the education leaders in the Commonwealth (e.g. Cliff Chuang, Senior Associate Commissioner of DESE; Chad d’Entemont, Executive Director of the Rennie Center; Karen Mapp, Director, Education Policy and Management, Harvard Graduate School of Education; Ron Walker, Executive Director of the Coalition of Schools Educating Boys of Color (COSEBOC); four legislators and five Foundation leaders.) This initiative uses a systems-analysis approach to examine and develop collaborative efforts to enhance access and academic performance for all students and close achievement gaps, especially students of color. In that regard, Executive Director Diehl also serve on the workgroup for Culturally Relevant and Innovative Learning Systems.

The Executive Director and other CES leaders continued to meet with key state partners at DESE, EEC, CommCorp and DYS to further develop relationships and to explore new areas of work. This was especially important with last year’s significant leadership changes at DESE, DYS, and Commonwealth Corporation.

Local Partners and Officials

- The Executive Director met with member School Committees with four goals: 1) inform School Committee members about the purposes and functions of a collaborative; 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. (From April 1, 2018 to March 15, 2019, the Executive Director met with seventeen member school committees.)

- 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).

- The Executive Director and SPIFFY Coalition manager Heather Warner were members of a committee on Increasing Diversity on Nonprofit Boards, convened by United Way and Cooley Dickinson; four other staff members including Isolda Ortega-Bustamante, Desiree Lalbeharie-Josias, José Lugo, and Gladys Franco participated in focus groups.

Additional Local Leadership Activities
• CES belonged to the United Way of Hampshire County, the Northampton Chamber of Commerce and the Franklin County Chamber of Commerce.

• 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).

• The Executive Director served as convener for the Design Team for Powertown in the 21st Century, a high school re-design project to provide all Turners Falls High School students with a 21st century education that is rooted in the local community and will prepare them for their futures. This is supported by an eighteen month planning grant from the Barr Foundation that CES helped to write and submitted.

• The Executive Director met with Superintendents. The Franklin County and Hampshire County Steering Committees each met about one time per month. In addition, the Executive Director met individually with the four Superintendents who were new to their districts in 2018-19 (Easthampton, Hampshire Regional, Frontier Regional, and Pioneer Valley Regional).

• CES collaborated with rural school superintendents and held membership in the MA Rural Schools Coalition.

• 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.

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 proposal for collaboratives to be lead on major state initiative in planning and implementing an SEL/Mental Health Institute.

• CES hosted three regional Special Education briefings from DESE.

• CES hosted meetings of the Statewide Systems of Support (SSoS) west/central team as well as other meetings and workshops sponsored by DESE.

• The Executive Director was active with the Massachusetts Association of School Superintendents (MASS).

• At the MASS/MASC Fall Convening 2018, Chairperson Dan Hayes and the Executive Director joined with leadership from two other collaboratives to give a presentation at the conference. The well-received session was Educational Collaboratives Promoting Equity, Inclusion, and Culturally Responsive Practices.

• CES’ Director of Finance, Barbara Siegel, was an active participant in MASBO and CES’ Director of Professional Services, Angela Burke, was active in the MOEC Professional Development Group.

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 FY19 Annual Conference.

• Bill Diehl and Safire DeJong were participants in AESA’s Social Justice, Equity, and Inclusion Special Interest Group, and Kathy Levesque was a participant in the AESA Communications/PR Special Interest Group.

• CES also maintained active membership in ASCD (formerly the Association for Supervision and Curriculum Development), and NSPRA (National School Public Relations Association)
• Angela Burke, Director of Technology, was President of National Association of Media and Technology Coordinators.

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 1800 youth during FY19, young people in residence at 44 programs across the state and while in the community. During this period, 109 youth obtained their High School Diploma or its equivalent. 53 students achieved a High School Diploma, 52 students passed the HiSET exam, and 4 students earned a Certificate of Completion.

In addition to supporting youth success in high school, we’ve advanced our efforts to increase access to postsecondary and vocational opportunities for our youth resulting in 52 youth participating in postsecondary classes online or at colleges while in residence and 45 youth doing so in the community (sometimes youth transitioned between residential and community during a semester; a total of 84 youth took courses last year). Our College Program offers youth the opportunity to earn college credits toward degree programs through online college courses and college courses taught in our facilities by adjunct faculty from one of our higher education partners. We expanded our College Program to include dual enrollment for youth enrolled in high school and youth preparing for the high school equivalency exam. Additionally, all youth with a high school credential who took college classes were matriculated in college degree programs. We have seen an increase in the persistence rate of students continuing to take college classes from semester to semester and from year to year. Further, 95 youth earned industry recognized credentials in areas such as ServSafe Food Handling, OSHA, ISSA Personal Training, and ISSA Bodybuilding.

Special Education in Institutional Settings (SEIS)

FY19 was the 2nd 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).

Seventy-four SEIS teachers served a monthly average of approximately 375 students in 68 different sites across the state.

Accomplishments noted for FY19 include:

• Successful pilot of DMH transition portfolios at Worcester Recovery Center and Hospital
• Extension of co-planning expectations and guidelines in DYS revocation and detention programs
• Pilot of Google Classroom in DMH programs
• Successful implementation of Computer Based Testing for MCAS in DMH programs and Pappas
• Successful implementation of Destiny, a new asset management system, for furniture and curriculum inventories
• Successful first year for teacher-led Afternoon Work Groups in DMH programs
Establishment of monthly meetings w/ high incident sending districts

SEIS had a successful implementation of the second extension year and the annual contract has been renewed by the Department of Elementary and Secondary Education for FY20.

FEDERAL, STATE, PRIVATE GRANTS AND CONTRACTS

Grants and contracts made up about 80% of the CES total budget in FY19. 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.

Dept. of Elementary and Secondary Education and Dept. of Early Education and Care

- After School Programs (21st Century Community Learning Centers; nine separate DESE grants)
- After School Programs – Enhanced programs for Students with Disabilities (two separate DESE grants)
- Civics Education Institute and Network - DESE
- Connecting Activities (School to Career) for all of Hampshire County - DESE
- Coordinated Family and Community Engagement (CFCE) – EEC
- Schoolwide Systems of Support (formerly DSAC) & Targeted Assistance Activities – West Central Region
- Early Literacy Intervention (Reading Recovery) - DESE
- ELL – Administrators SEI Endorsement Course – regional and statewide - DESE
- ELL - SEI Career and Voc Tech Training - DESE
- ELL – Teacher SEI Endorsement Course - regional and statewide - DESE
- Evaluation of the Safe and Supportive Schools Program - DESE
- GED Test Centers - DESE
- Inclusive Preschool Teams – EEC
- Assistive Technology - DESE
- Perkins Consortium – 4 Hampshire County districts for Career Technical Ed - DESE
- Recovery High Schools Evaluation - DESE
- Special Education in Institutional Settings – statewide - DESE
- Special Education and English Learner Supports - DESE
- Special Education CSPD Training - DESE
- Special Education Team Leader Institute - DESE
- Teaching Students in Poverty - DESE
- Title III Consortium (Limited English Proficient Students) - 20 member districts - DESE
- Training and Technical Assistance on Developmental Screening to support QRIS Improvement - EEC

Other State Agencies

- Department of Youth Services – provide education statewide to detained/incarcerated youth (through Commonwealth Corporation)
- Bureau of Substance Abuse Services - Massachusetts Department of Health
- Social Determinants of Health - Massachusetts Attorney General’s Office
- Youth Opioid Prevention - Massachusetts Attorney General’s Office
- Mass in Motion Mentor Model - Massachusetts Board of Health
- Stars Residency - Massachusetts Cultural Council
Federal

- Teaching with Primary Sources - Library of Congress
- Art Works for DYS - National Endowment for the Arts
- Forge of Innovation - National Endowment for the Humanities
- Youth Mental Health First Aid - Health and Human Services

Foundations, 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
- City of Northampton - Mass in Motion
- Community Foundation of Western Massachusetts - Empowered Eaters
- Cooley Dickinson Hospital – Prevention Needs Assessment Survey
- Cooley Dickinson Hospital – Mammogram Project
- Cooley Dickinson Hospital – Mobile Market
- Cooley Dickinson Hospital - Community Health Inclusion Index
- Franklin-Hampshire Regional Employment Board - STEM Internships
- Gibney Family Foundation – Becoming Helen Keller
- Greater Good Science Center - Greater Good Parenting
- Northampton Coalition - City of Northampton
- United Way of Hampshire County - Empowered Eaters
- 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

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 – (16MARSSSKJ1)
  - Pre-qualified List of Educational Consultants Supporting Curriculum and Instruction – (17MACCING1)

This Departmental Master Agreement approves vendors with a demonstrated capacity to successfully support district and school improvement.

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.

- **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 (14OTSLT2).**

- **Early Childhood Training and Consulting Services (2009 EEC Training 003):** 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.

- **Special Education Master Agreement: Office of Tiered Systems of Support, MA DESE (19MASEPSF1).** CES is approved to deliver multiple services under various areas of Special Education services.

- **Research and Evaluation Consulting:** CES is an approved provider of research and evaluation consulting services for MA DESE (BD-17-1037-1CEN0-C0000-10047).

- **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

CES has made substantial and demonstrable progress in achieving the goals and objectives

First:

CES continued to provide a range of cost-effective and quality services and programs for children, youth and families, especially those who are most vulnerable or at risk of failure. This report provided details about these services and programs, which included ones in Special Education, alternative education, afterschool, internships, career-technical education, and early childhood programs. Over 3,500 children, youth and families were impacted by CES programs and direct services. An additional 2,100 children and youth were educated in over 80 settings under our statewide DYS and SEIS contracts.

Our Birth to 22 direct services grew in FY19 as shown by an increase of over $414,500 in revenue from FY18. Importantly, CES developed plans for several new programs and services to be launched in FY20.

Second:

CES provided extensive workshops, institutes, technical assistance, coaching, licensure courses, and other professional development to educators, paraprofessionals, administrators, early childhood providers, and
caregivers. Topics of these professional development services included 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 others. CES had notable growth in this area in FY19; we had an increase in participating individuals to 6,000 from about 5,600 in FY18. Our revenues showed an increase of over $270,000 from FY18.

Third:

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 7th annual customer satisfaction and needs survey fielded in March 2019, approval levels for our key services remain high. Over 70% of participants indicated they would actively recommend PD and consultation services from CES (an increase of 10% over last year). 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 491 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 hundreds of 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 around needs overwhelmingly were about responding to the needs of students in trauma, including behavioral and mental health needs that require more training and clinical support.

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.

Fourth:

CES assumed a greater leadership role in building and maintaining the support of local, state and federal legislative bodies, agencies, and foundations for the work of educational collaboratives in general, of CES in particular, and of our member districts. There are many examples earlier in this report such as: CES staff networking with many local, state and national organizations; being active in the work of the Association of Education Service Agencies; and being on key taskforces for DESE, EEC, and DYS. The Executive Director played a major role in this area in a number of ways, including serving on the Executive Committee of MOEC; serving as the Western MA Liaison to MOEC and DESE; representing MOEC on the state’s Safe and Supportive Schools Commission; participating as an invited member of the Nellie Mae Education Foundation’s Design Team for MA Systems Transformation Initiative; participating in developing and finalizing the Education section of the recently completed Massachusetts Rural Policy Plan; meeting with local and state officials; and more.
Importantly, CES served a major role in FY19 in producing data and reports, meeting with legislators, and convening group meetings to educate our region’s state legislators about key challenges facing our member districts, such as challenges for towns in supporting educational costs, Foundation Budget changes, inadequate coverage of increasing education cost areas like transportation and special education, and relief for small and rural schools.

CES is committed to continuing to meet our goals, uphold our principles and commitments, continue to focus on high-quality education, social justice and equity, maintain effective and efficient management of programs, services, and funds, and support our outstanding staff so that the growth of the organization can continue, member districts can be well-served, innovation can be supported, and programs and services can meet the needs of children, youth, families, educators, and others.

**Contact Information**

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