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PRE-APPROVED VENDOR

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

Contact Information
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 2020 (FY20). It was truly an unprecedented year.

Up until early March, 2020, CES was on the path to a successful year in terms of programs, services, enrollments, grants, contracts, and fiscal health. 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.

Then, on March 10th, Governor Baker declared a State of Emergency due to the COVID-19 pandemic. From then through the end of FY20, the work of CES -- indeed the work of education throughout the Commonwealth -- changed dramatically. We continuously rose to the occasion with innovation, adaptation, and incredibly hard work.

In addition, major and long-standing issues about equity, institutional racism, oppression, and social justice came to the fore of our own work, our work with schools and students, and the work of the country towards the end of this year.

This summary will first provide an overview for the year then give an overview for CES’s response to COVID-19 and to the social justice, anti-racism work we engaged in.

Overview

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, throughout FY20, 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 received DESE approval for two school districts in Hampshire County to join CES, and we welcomed Worthington and Gateway Regional as new members of CES as of July 1, 2020. Central to the mission of CES are provision of 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 $38,327,568 and had -$263,267 in revenues over expenses.
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. CES was able to adapt most of the programs and services in response to the many changes in conditions due to COVID 19.

For the most part, FY20 was a successful year for our programs and services, as evidenced in this report. However, COVID-19 and the social justice uprising impacted the work, as summarized below.

The COVID-19 Pandemic

Soon before the CES Board of Directors March meeting, the COVID-19 pandemic began to significantly impact Massachusetts. The Governor declared a state of emergency on March 10th. On March 16, schools were closed, eventually until the end of the school year. Our member districts faced unprecedented and unpredictable changes in all aspects of how we educate our young people.

CES’s Academies, educational programs and services, professional development and all our other services were also impacted. As individuals, organizations, and programs, we had to adjust in large and small ways to a time of crisis with no certain timeframe or outcome. The CES community and our districts and partners did so even while some of the staff, students, educators, and caregivers were grieving, or struggling with illness, or supporting others who are vulnerable, or experiencing the effects of trauma. In addition, like districts and collaboratives across the state, our expenses grew and revenues decreased as we adjusted to the pandemic; as one example, CES invested close to $180,000 in facility upgrades, personal protection equipment, and other COVID related supplies. We ended the year with a -$603,544 deficit, compared to over $600,000 in revenue over expenses in FY19.

This struggle with the pandemic continues as of this writing, in November, 2020, and still with no apparent end in sight. Yet, in spite of this, CES staff and our partners accomplished things that were much harder than they ever were, and worked together to do so.

CES was especially responsive to quickly pivoting to remote, on-line, or hybrid learning. HEC Academy and our educational programs under contracts with the Departments of Youth Services and DESE for Special Education in Institutional Settings serve students who are among those classified by DESE as 'highest need' in the state. These students are disproportionately impacted by interrupted schooling, learning loss, sparsity of social-emotional supports, reduction in special education and EL services, trauma, and even basic access to the curriculum. CES’s timely response to these needs was remarkable.

As one indication of our ability to continue CES’s educational services, HEC Academy and Mt. Tom Academy, as well as the statewide regular and special educational programs we run -- for the Departments of Youth Services and Mental Health, and at County Houses of Correction and the Pappas Rehabilitation Hospital -- were able to have graduation observances, to the degree and in the manners possible

The descriptions of CES’s programs and services in this annual report include sections on how we met, and continue to meet, the challenges brought about by the pandemic and have continued to meet our strategic goals. Agency-wide, we were also proactive in meeting the challenges for
ourselves and for our districts, local and state partners, and impacted individuals.

One way we did this was by playing a key role in terms of providing avenues for communication and collaboration among our member districts, here are some highlights:

- For several years, CES typically convened the two Superintendent Steering Committees once a month. After March 16, CES arranged and hosted hour-long Zoom meetings once a week for all the Superintendents in Franklin and Hampshire Counties, as well as from a few neighboring districts. On average, 18 superintendents attended. These meetings covered a range of issues related to COVID-19 and school closings, such as strategies for remote learning; competency determination; provision of special education services; how to have graduations; budget planning for FY21; ideas about re-opening; coordinating services; and many more. CES also set up Google folders for the Superintendents to share information, examples of announcements and new procedures from their districts, and other areas.

- CES set up and facilitated weekly meetings of secondary level principals, and continued regular meetings of the Special Ed Directors, Curriculum Directors / Associate Superintendents, Technology Directors and Business Managers for our member districts on Zoom.

- We arranged, and the Executive Director of CES co-hosted with Senators Comerford and Hinds and Representative Carey a zoom hour-long "briefing" for thirteen legislators on Friday, May 8, 2020. This included most of our region's delegation, including one member of the Joint Committee on Education. Two other legislators who are on the Joint Committee also attended. We had 19 of our 21 superintendents participating and they gave overviews and vignettes of the current status, the pressing challenges now, and the challenges we'll face next year. The briefing was well received and the 3 members of the Joint Committee said they were going to take all the info back to an Oversight Hearing on remote learning.

- We kept informed about all the developments at the federal and state level. CES leadership closely followed new developments and directives and attended many webinars and Zoom meetings put on by DESE, USDOE, DPH, EEC, and others. Leaders of the agency were often spending over 8 hours a week on these meetings and then bringing information to CES and to our districts and partners.

Another way we responded to COVID-19 was in terms of providing new or enhanced support to our staff and our operations; here are few highlights:

- Even before this pandemic hit, CES’s forward-thinking HR Department, under the leadership or our relatively new HR Director, had been developing guidance and procedures in the event of any disaster. Then, once Governor Baker declared a state of emergency, we organized quickly to meet the challenges. Early on, we established a cross-agency Pandemic Response Team that met one to three times a week to direct CES’s support to our programs and staff during this period. We also established an Operational Continuity Team to plan for the next few months and a Preparing for the Future cross-agency committee of the Cabinet that analyzed the new state of CES strengths, weaknesses, opportunities, and threats and, in consultation with others, began to develop strategies and programs that will make us successful in FY21.

- With the assistance of Human Resources, Business and Operations, Technology, Communications, and Department Directors, we quickly developed all the support needed for conducting education and operations remotely. For example, telework arrangements and agreements were developed for over 400 employees within 7 departments providing education, professional development and community services.

- The Administrative/Operations Team worked together to oversee and troubleshoot strategies to support staff responsible for managing supply orders, care kits for teachers, distribution, masks and face
coverings, cleaning supplies and other supports. State and national guidelines inform CES’s response and expectations around workplace safety, employee hygiene practice, cleaning and disinfecting, provision of Personnel Protective Equipment (PPE) for essential staff working at locations with the public, program site staff and youth

- HR continued to maintain and expand services to include recruitment and remote onboarding of employees, benefit and leave administration, implementation of employee supports, communications, health and safety protocols for all work locations including contract program units, facilitation of remote telework agreements, and coordination with payroll to implement new Emergency Sick Leave and Enhanced Family Medical Leave Act.

- After March 16, our external communications continued unabated while internal communications increased a great deal. These internal communications were aimed at keeping staff informed about key developments, new policies or procedures, services and supports from HR, and other information sharing. In addition, communications were aimed at highlighting the hard work and amazing things our staff were doing to accommodate to COVID-19; recognizing the stress and anxiety people were experiencing; building our community of care remotely; and sharing stories, funny videos, and other morale boosters. From March 16 to the end of the fiscal year, there were these types of communications three or more times a week. In addition to emails, the Executive Director taped and distributed four video chats and the Board Chairperson Dan Hayes did a thank-you video chat on behalf of the Board.

Social justice and equity, inclusion and anti-racism in FY20

For about six years prior to FY20, CES made an agency commitment and did internal and external work explicitly in SJE. Internally, we have been engaged in self-reflection, learning, and action about social justice, equity, inclusion, and anti-racism. We have staff dedicated to these topics, and have worked to infuse SJE in our programs, services, proposals, and interactions. Externally, we have provided professional development, coaching, assessments, and strategic planning in these most challenging issues for several member districts and others.

In the Spring of 2020, the recent, and not so recent, deaths of Black Americans at the hands of local authorities further galvanized our commitments and those of the communities we serve. These deaths were among the most recent and glaring manifestations of the systemic and individual racism that infects our nation. As one response, we held three affinity group sessions for staff from across the agency where people could openly discuss their experiences and feelings about racism and recent events. As another, we increased our support to districts and other partners. As a third response, CES helped to craft, then joined with all of the Superintendents from our member districts as well as 3 others, to submit a letter to the Hampshire Gazette and the Greenfield Recorder. Both papers published this in their print and online editions on June 13, 2020. To quote one paragraph: “Here’s one truth - racism and other forms of oppression are among our nation’s most vital, persistent and challenging issues and have been for hundreds of years. Here’s another truth – while our schools have served as great engines of opportunity, they have also served to deny and exclude those less privileged and have reinforced institutional racism in subtle and unsubtle ways. And a third truth – education can, and must be, a catalyst for lasting change.”

Other Notable Developments in FY20

Among other developments that are important to note in this report are the following.
● In June, 2020, William Diehl announced his retirement as the Executive Director of CES, effective on December 31, 2020. Dr. Diehl had served as Deputy Director for about 3 years, then Executive Director for about 7 years. His retirement had been discussed with the Chairperson of the Board and a few others as long as a year ago. Karen Reuter, the current Deputy Director, has graciously agreed to step in as an Interim Executive Director from January, 2021 until the position is permanently filled. The Board will be posting the position in the fall of 2020, with a start date expected around July 1, 2021.

● In August 2019, DESE’s Center for Administration and Finance / Audit and Compliance Unit completed a compliance and fiscal review with the purpose to ensure “that CES is complying with applicable state laws and regulations, is maintaining effective internal controls over fiscal operations, and to corroborate and augment information in other reporting documents submitted to DESE.” This audit is mandated for all collaboratives, on a rotating basis, as part of the new-ish regulations for collaboratives. This review was very positive, with only one recommendation, which was to develop a policy for outstanding checks that are due for more than a year. We have also been involved in a state audit for most of the year; this has been non-financial and we await a report. Lastly, our annual audit by Whttlesey for FY20 had no findings.

● After a laborious year-long process of having our Board, School Committees, and DESE approve the revised articles of Agreement of CES, we finalized approvals in early May and are able to welcome the Gateway Regional School District and the Worthington School District into full membership in CES, effective July 1, 2020.

Strategic and Organizational Development

It has 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, including those presented by the pandemic. Highlights are below.

CES completed the final 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 continued to make notable progress in all areas. In addition, CES commissioned an independent evaluation of the 2015-2020 Strategic Plan. The intent had been for this evaluation to be completed in FY20. However, the evaluation began just as the pandemic hit and so wasn’t fully completed until September, 2020. The report provided this summary:

In all, the Collaborative for Educational Services has made progress consistent with the 2016-2020 strategic plan. The plan served to focus CES’ attention toward the needs of the member school districts and was the impetus for important new initiatives to draw awareness to Social Justice and Equity efforts and reorganize the growing Collaborative into a structure more representative of the current organization. The Collaborative will be entering this period of change, which includes seeking new leadership and a new strategic plan in the midst of the Pandemic, from a position of strength.

Also in FY20, we began the process for developing a new plan to start in 2021. We identified the scope of work and qualifications for a consultant and put out an RFP. We had multiple submissions and developed a committee to review and interview finalists. Despite a delay in our timeline due to the pandemic, we were able to select Strategy Matters as the consultant.
FY20 was the third year of an agency reorganization 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 FY20.

In support of our goal of being more efficient and effective, we completed our efforts to implement 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 FY21 and into the future.

**Leadership**

The CES Board of Directors is made up of one School Committee representative from each of our member districts. In FY20, we held six meetings, with the final three (March, May, and June) held remotely. All meetings were well-attended, with at least a quorum at each, and 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 FY20, 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, Evaluation (of the Executive Director) Committee and a Policies Committee (begun in FY20). At each Board 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.

The CES Cabinet provides critical leadership support in the agency. The Cabinet is composed of 10 members, including the Executive Director. Members are listed on pages 12 and 13 of this report. In FY20, there were two important additions to the senior leadership and Cabinet of the agency: Cheryl Rogers joined CES as Director of Human Resources and Karen Reuter joined as the Deputy Director.
CES has two Superintendent Advisory Boards, composed of superintendents from Hampshire and Franklin Counties. These Boards met monthly both to provide input to CES’s services and to network among themselves about major issues and challenges they are facing and solutions being employed. Beginning in March, 2020, largely in response to the challenges of COVID 19, all the superintendents began meeting weekly. These meetings were hosted by CES, facilitated by a superintendent, and conducted via Zoom. The meetings were well attended and much appreciated by the Superintendents.

As mentioned above, the re-organization that began in FY18, resulted in important internal leadership changes which continued through FY20. 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.

When the pandemic began, we also established a cross-agency Pandemic Response Team, Operational Continuity Team and a Preparing for the Future cross-agency committee of the Cabinet (described above). Also 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 FY20 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, Worcester, and Berkshire counties. In addition, CES served as the lead Collaborative for western Massachusetts and worked with the Department of Elementary and Secondary Education and our 24 sister collaboratives.

**Notable Challenges**

Looking back on our FY19 and FY18 Annual reports, it is remarkable how the challenges we faced in FY20 have multiplied as we reinvent our services, programs, and supports in response to the pandemic, the challenges of embedding SJE in all we do, and the huge fiscal issues for the entire state in this coming year and beyond.

**Pre-March 2020**

As we began FY20, we faced challenges for CES and our member districts that led us to go into the year with a sense of urgency and commitment to expand our efforts while focusing on new strategic and organizational initiatives. At least until March, 2020, our chief challenge continued from previous years – namely that almost all of our member districts were experiencing shrinking enrollments due to school-age population declines and competition from charter schools, private schools, and school choice. This had 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 FY20 was building local and state knowledge about and support for our work. A third challenge coming into FY20 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. We also expected to be responding to major RFPs from
DYS and DESE (for SEIS) to continue our contacts for providing educational services. These contracts are each substantial and are key parts of the work and business of CES. Only one, from DESE, was released in FY20 and we were successful in being awarded the contract. DYS provided a year extension on the current contract and will release the new RFP in FY21.

Sections of this report describe ways that we addressed these initial challenges. Three of our key strategies were: 1) placing a purposeful focus on increasing our direct services; 2) focusing our energies and resources on key areas that were expected to grow in local, state, national, and foundation funding; and 3) pursuing other expansion opportunities, both in professional services and in geographical reach.

**After March 10, 2020**

The global pandemic, the Governor’s State of Emergency, and the suspension of in-person education placed CES on a different, and uncertain trajectory. The major challenges, and some of our responses, are described earlier, in the section *The COVID-19 Pandemic*.

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

Through the beginning of March, 2020, CES programs flourished. Our 35 member school districts continued their active involvement with CES, and all of our work thrived. While we were able to maintain most of our programs and services remotely after March 10, we struggled to maintain the quality and responsiveness of some of them. We also were challenged to quickly meet some of the rapid and disruptive changes our districts faced.

Highlights of our continuing and deepening services and programs follow. In the main part of this report, information is given pre-Covid and post-Covid.

**Direct Services**

In FY20, 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 4,053 individuals in our member districts, as well as other school districts. In addition to 240 people served by Special Ed and Mount Tom Academy programs and related services, we served over 680 students in afterschool programs, and 1,351 in our Perkins Consortium, Connecting Activities, and STEM internships. We also had approximately 1,782 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 1,639 children and youth in close to 80 settings.

**Educator Professional Development and Support**

In FY20, approximately 5,656 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; Reading Recovery; educator licensure courses; 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.

Other Services

CES provided many more services to member districts and beyond in FY20. These included:

- Multiple initiatives through the Strategic Initiative for Families and Youth (SPIFFY), a coalition of sixty community partners working together to improve outcomes for youth
- Consulting services and community-responsive projects, through Community Health Solutions, that worked 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 and three private schools (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 845 youth; STEM internships, involving 6 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 enabling our collaborating districts to achieve estimated cost savings of 5-10%; and serving 36 school districts, including 29 member districts, departments in 45 towns and municipalities, and 17 non-profits in FY20; with purchases of close to $5,600,000, an increase from $5,100,000 in FY19

Large-scale Projects

CES continued to manage large-scale statewide projects in FY20.

- 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.
- Also, in the late spring of 2020, CES applied for a grant to manage the statewide Massachusetts Migrant Education Program. The grant was awarded in FY21.

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 FY20, CES received and managed 63 new or continuation local, state, federal, private, and foundation grants and contracts. This was an increase from 57 in FY19, and a slight decrease from 64 in FY18. This level of relative stability in the 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 $28,867,765 (a 3.4% decrease from $29,886,803 in FY19).

Grants came from many sources, including from: the MA Departments of Elementary and Secondary Education (ESE), Early Education and Care (EEC), Youth Services (DYS) and Public Health; from the MA Cultural Council and MA Office of the Attorney General; from U.S. Departments of Education, Health and Human Services, and Agriculture; from the US Library of Congress; and from regional, state and national foundations and agencies. At the end of this report, you will find a listing of key grants and contracts under which CES performed work during FY20.

I hope this report will provide the reader with a comprehensive view of the significant and impactful work done by CES in FY20, both in the relatively normal first eight months of the year, and then in the challenging final four months as we responded to the pandemic.

Respectfully Submitted,

William Diehl, Ed.D. Executive Director
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Northampton, MA 01060
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WDiehl@collaborative.org
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Director of Development
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Mission and Purpose

MISSION

Our mission is to develop and foster educational excellence and opportunity for all learners by providing exemplary programs, sharing effective practices, and identifying and developing resources, through collaboration and leadership. 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 from CES’s Articles of Agreement 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 composed of an elected school committee representative from each member school district. In FY20, Dan Hayes from the Shutesbury School Committee served as the Chairperson of the Board, and Michael Knapp from the Belchertown 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 composed of one Board representative and one Superintendent from each county, and a Policy Committee that began in 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 met monthly from September through February. After March, all the Superintendents met together weekly in a Zoom meeting organized by CES.

FY20 BOARD OF DIRECTORS (as of June 30, 2020)

<table>
<thead>
<tr>
<th>Franklin County</th>
<th>Hampshire County</th>
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<tbody>
<tr>
<td>District</td>
<td>Board Member</td>
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<tr>
<td>Conway</td>
<td>Denise Storm</td>
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<tr>
<td>Deerfield</td>
<td>Carey Etchells</td>
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<tr>
<td>Erving Elementary</td>
<td>Jennifer Eichorn</td>
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<tr>
<td>Franklin County Technical Schools</td>
<td>Don Sluter</td>
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<tr>
<td>Frontier Regional School District</td>
<td>Lyn Roberts</td>
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<tr>
<td>Gill-Montague Regional School District</td>
<td>Haley Anderson</td>
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<tr>
<td>Greenfield Public Schools</td>
<td>TBD</td>
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<td>Hawlemont Regional School District</td>
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<tr>
<td>Leverett</td>
<td>Gene Stamell</td>
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<tr>
<td>Mohawk Trail Regional School District</td>
<td>Suzanne Crawford</td>
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<tr>
<td>New Salem-Wendell</td>
<td>Barbara Doyle</td>
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<tr>
<td>Orange Public Schools</td>
<td>Stephanie Conrod</td>
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<tr>
<td>Pioneer Valley Regional School District</td>
<td>David Young</td>
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<tr>
<td>R C Mahar Regional School District</td>
<td>TBD</td>
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<tr>
<td>Rowe Elementary</td>
<td>TBD</td>
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<tr>
<td>Shutesbury</td>
<td>Daniel Hayes (Chair)</td>
</tr>
<tr>
<td>Sunderland</td>
<td>Keith McFarland</td>
</tr>
<tr>
<td>Whately</td>
<td>Maureen Nichols</td>
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## FY20 STEERING COMMITTEE (as of June 30, 2020)

<table>
<thead>
<tr>
<th>Franklin County</th>
<th>Hampshire County</th>
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<tbody>
<tr>
<td>Conway Public Schools</td>
<td>Amherst-Pelham Regional Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<tr>
<td>Deerfield Public Schools</td>
<td>Amherst Public Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
<td>Michael Morris, Superintendent</td>
</tr>
<tr>
<td>Erving Elementary Schools</td>
<td>Belchertown Public Schools</td>
</tr>
<tr>
<td>Jennifer Culkeen, Superintendent</td>
<td>Brian Cameron, Superintendent</td>
</tr>
<tr>
<td>Franklin County Technical School</td>
<td>Chesterfield-Goshen Public Schools</td>
</tr>
<tr>
<td>Richard Martin, Superintendent</td>
<td>Aaron Osborne, Superintendent</td>
</tr>
<tr>
<td>Frontier Regional School District</td>
<td>Easthampton Public Schools</td>
</tr>
<tr>
<td>Darius Modestow Superintendent</td>
<td>Allison Leclair, Superintendent</td>
</tr>
<tr>
<td>Gill-Montague Regional School District</td>
<td>Granby Public Schools</td>
</tr>
<tr>
<td>Michael Sullivan, Superintendent</td>
<td>Sheryl Stanton, Superintendent</td>
</tr>
<tr>
<td>Greenfield Public Schools</td>
<td>Hadley Public Schools</td>
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<tr>
<td>Jordana Harper, Superintendent</td>
<td>Anne McKenzie, Superintendent</td>
</tr>
<tr>
<td>Hawlemont Regional School District</td>
<td>Hampshire Regional Schools</td>
</tr>
<tr>
<td>Patricia Bell, Interim Superintendent</td>
<td>Aaron Osborne, Superintendent</td>
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<tr>
<td>Leverett Public Schools</td>
<td>Hatfield Public Schools</td>
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<tr>
<td>Jennifer Culkeen, Superintendent</td>
<td>John Robert, Superintendent</td>
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<tr>
<td>Mohawk Trail Regional School District</td>
<td>Northampton Public Schools</td>
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<tr>
<td>Patricia Bell, Interim Superintendent</td>
<td>John Provost, Superintendent</td>
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<tr>
<td>New Salem-Wendell Schools</td>
<td>Pelham Public Schools</td>
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<tr>
<td>Jennifer Culkeen, Superintendent</td>
<td>Michael Morris, Superintendent</td>
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<tr>
<td>Orange Public Schools</td>
<td>South Hadley Public Schools</td>
</tr>
<tr>
<td>Tari Thomas, Superintendent</td>
<td>Diana Bonneville, Superintendent</td>
</tr>
<tr>
<td>Pioneer Valley Regional Schools</td>
<td>Southampton Public Schools</td>
</tr>
<tr>
<td>Jonathan Scagel, Interim Superintendent</td>
<td>Aaron Osborne, Superintendent</td>
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<tr>
<td>RC Mahar Regional School District</td>
<td>Smith Vocational &amp; Agricultural School</td>
</tr>
<tr>
<td>Tari Thomas, Superintendent</td>
<td>Andrew Linkenhoker, Superintendent</td>
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<tr>
<td>Rowe Elementary Schools</td>
<td>Ware Public Schools</td>
</tr>
<tr>
<td>William Knittle, Superintendent</td>
<td>Marlene DiLeo, Superintendent</td>
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<tr>
<td>Shutesbury Public Schools</td>
<td>Westhampton Public Schools</td>
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<tr>
<td>Jennifer Culkeen, Superintendent</td>
<td>Aaron Osborne, Superintendent</td>
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<tr>
<td>Sunderland Public Schools</td>
<td>Williamsburg Public Schools</td>
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<tr>
<td>Darius Modestow Superintendent</td>
<td>Aaron Osborne, Superintendent</td>
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<tr>
<td>Whately Public Schools</td>
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<tr>
<td>Darius Modestow, Superintendent</td>
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</table>
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.

DESE Regional Meetings

For the third consecutive year, CES was one of five regional collaboratives participating in the DESE-funded initiative to provide regionally-based meetings for special education administrators; MOEC is the partner that administers the grant, and Sherry Smith, director of the department, serves as the DESE/MOEC liaison for this initiative. One in-person meeting was held in October of 2019, and two remote sessions were scheduled during the winter. The spring in-person meeting was canceled due to the pandemic and school closures.

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

FY20 HEC Academy Highlights
Enrollment
- July - August 2019: 22 Extended School Year (ESY) students enrolled from 13 districts
- Sept 2019 - June 2020: 40 School Year students enrolled from 23 districts

Staffing Updates
- Tones Smith became our Clinical Coordinator in 2019, and while new to the position, Tones was a clinician at the Academy for four years prior to taking on his new role.
- Brittany Helddon, who previously worked in both the DYS and SEIS settings, joined HEC Academy as one of our special education teaching coordinators.
- Mollie Stavropulos moved full-time from her special ed teaching coordinator role into the Reading & LD Specialist role at HEC Academy
- Jade Seal, our newest (full-time) clinician, started with us in early October, 2020.
- Leslie Lemoine, administrative assistant, retired from CES as of December 20, 2019, after 14 years of service with CES.
- Liz Etheridge, founding member of the OTC, retired at the end of the school year after 30 years of service with CES.

OTHER:
- During the summer of 2019, eight smaller classrooms were expanded and re-configured to four larger classrooms to facilitate more efficient delivery of content-based instruction.
- HEC Academy was awarded a Comprehensive School Health Services Nursing Grant through DESE; the award is $3000 annually for 10 years
- HEC Academy was able to raise $1000 for Monte's March
- Graduation--7 graduates
  - Springfield (1), Hampshire Regional (1), Hadley (1), Belchertown (1), Amherst (1), Granby (1), Longmeadow (1)
  - In a car caravan of about one dozen vehicles, HEC Academy staff members celebrated graduates throughout the day on June 12th.
  - The caravan visited each graduate's home to deliver a cap & gown for pictures, a diploma, cake, flowers, lawn signs, and HEC Academy t-shirts.
  - The caravan began in Belchertown and travelled throughout the valley over the course of the day, ending in Longmeadow.
  - While it was not the ceremony we would have wished for, students and families enjoyed the parade, and it was a wonderful experience for all staff members involved (and a lot of fun too!).
- SUMMER PROGRAMMING planned for FY21
  - HEC Academy will offer remote instruction with a modified program:
    - We will offer a more intensive academic support program (ELA & Math only) in small groups, followed by additional small group or 1:1 academic support
    - Clinical services will also be provided as part of the summer program
- Amended Extended School Year (ESY) Clinical Services
  - For summer 2020, HEC Academy offered the option for continued clinical support over the summer months. The service was targeted for recently graduated students or those without ESY services who might need additional clinical support due to school closure. Six districts took advantage of this option.
  - Districts opted in for 10 or 12 hours over the summer, billed at the Tier III rate of $105 member / $115 non-member.
An educational advocate had this to say after we supported a student’s return to district:

"And a huge thank you to both of you and everyone at HEC for making such a big difference in *Student’s* life. These past two years at HEC have made her so much stronger--academically, socially and emotionally--and more resilient and ready to be successful at Springfield Public Day, I believe. The HEC staff has gone above and beyond for her every time. Thank you for your patience and compassion and remarkable skills at working effectively with young adults who are having challenges finding their way in the world. I'm deeply grateful and in awe of what you do every day."

School Closure:

- When schools closed on March 13, HEC Academy immediately began working to create student work packets, which were mailed out to all students by Tuesday, March 17. Over the course of the next two school days, content teachers had posted learning materials to Google Classroom while simultaneously, special educators, clinicians and support staff were in contact with all students to begin initial check-ins and set schedules for the coming days, which would include 1:1 academic support sessions, and 1:1 check-ins with clinicians and special education teachers, as well as nursing check-ins where appropriate or requested. All related services were provided remotely.
- Chromebooks were assigned and delivered to students’ homes, and a schedule of both group virtual classes and 1:1 support sessions had been created to provide 3 hours of remote learning opportunity for students per day. Individual Remote Learning Plans for all students were in place by April 30th.
- Approximately 60% of Academy students participated to some extent in the structured learning opportunities provided, while several students and families opted not to participate during this time.
- Many students expressed their sense of frustration, isolation, and loneliness as a result of school closure.
- During school closure CES related service providers worked diligently to be in touch with their districts, students and families in order to provide remote service to the extent feasible, per the families wishes.
- School Nurse, Asheley Cole, provided invaluable guidance and a range of support not only to HEC Academy students, families, and staff members, but also to our Central offices throughout spring and summer.

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/Sensory Integration, Assistive Technology, and Vision and Mobility Services. In addition, Literacy services were offered for the first time during the 2019-2020 school year, beginning in late fall.

(39) 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.

By Service

- Assistive Technology Center: 47 contracts
- Literacy Center: 7 contracts
- Occupational Therapy: 7 contracts
- Occupational Therapy Center: 25 school contracts, and 52 private-pay clients
- Vision / O&M: 50 contracts

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).

Pioneer Transition and Re-entry Program

The Pioneer Transition and Re-entry Program offered an alternative middle and high school classroom hosted by Pioneer Valley Regional School District, in partnership with CES and was designed to support students, families, and teachers through student transitions from any out-of-school placement to the conventional school environment. The program was not carried forward into the ‘20-’21 school year due to a lack of need for area districts.

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 16-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 creditbearing
classes, and take college level courses during the time they attend Mount Tom.

As school’s closed due to the pandemic in March 2020, Mt. Tom staff and students were able to pivot quickly and shift into fully remote leaning without skipping a beat. Students complete coursework independently assigned through APEX software and their extensive course catalogue as well as work on projects through google classroom. As such, student’s experienced little to no interruption in their learning. Staff designed and shared with families individual learning plans and actively monitored student progress through one on one learning sessions, groups activities such as art, frequent check ins with parents and students, and continued collaboration with school based staff.

**Populations Served and Outcomes**

- In FY 20, Mount Tom Academy served 19 students from 12 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.
- 4 students graduated in FY 20, including one student each from East Longmeadow, Mahar, South Hadley and West Springfield.

**Cost Effectiveness**

In the FY20 school year, tuition was $12,500 for member districts and $15,000 for non-members.

**PERKINS CONSORTIUM**

CES organized and managed a consortium of four 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 FY20, the participating districts were South Hadley, Amherst, Easthampton and Gateway Regional. Preliminary discussions were held with Quaboag Regional School District and with Pioneer Valley School District to explore the possibility that they would join at some future time. This year was significant as it was considered a transition year from Perkins IV to Perkins V.

**COVID-19 Response:** COVID-19 threw our intended local needs assessment process into severe disarray, but we were able to focus on this as things settled into May. We completed the application for Perkins V funding and submitted prior to the deadline at the end of September 2020.

**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 FY20—South Hadley, Gateway, Easthampton and Amherst.

In FY20, our Perkins districts received $70,960 in support and materials for their programs. This represents a decrease of $10,000 in funding for the districts from the previous year (no reason given by the state). Allocations for FY21 are increased to $75,033.

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.

COVID-19 Response: The pandemic created the opportunity for CES to provide direct services to students through a new series of online courses in career development. In response to school shut-down, CES Alternative Youth Programs Director, Matt Rigney, instituted live weekly classes in resume and cover letter writing as well as interviewing skills. He also set up a weekly series of live “Meet the Pro” workshops, for which he would recruit STEM professionals for 1-hour workshops with students. All sessions in both the online courses and “Meet the Pro” workshops were recorded and are offered on the CES career skills page.

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 Gateway Regional High School. (The Regional Employment Board serves districts in Franklin County.) In FY20, the program placed over 345 students in internships with over 140 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. In FY20, CES was funded again.

**COVID-19 Response:** The impact of the pandemic on the STEM@Work program was severe as all of our placements evaporated overnight. In response, we adjusted our goals to 20% of normal and set about recruiting employers who were able to support remote internships. We succeeded in hitting our goal and plan to continue to recruit employers and place interns in the FY21 school year.

**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 placements was 20, and 34 paid slots were secured. On average, students earned over $2,500 in pay for internship experiences. For FY20, because of COVID-19, we reduced our goal to 6 placements and have met that within 3 months. We intend to continue finding placements and hope to double our current figure.

**Population Served and Outcomes**

In all three 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 three-year total of student placements is 73. Students worked in STEM fields ranging from biology to polymer science, computerized millwork, biophysics, biomedicine and bioengineering, ecology, pharmacology, bioinformed design, and other fields. Students earned more than $70,000 in income by the end of summer 2020.

**Cost-Effectiveness**

The program has been exceptionally cost-effective. 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. 21st 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 21st 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 and their teams, 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.

- 12 CES 21st CCLC programs served approximately 680 students during the FY20 school year and 320 students during 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 entry level of exemplary programming where a site has demonstrated potential to become one of the best in the state of Massachusetts. Above the Promising Practices is the ‘Practitioner’ level. At this point the site is considered a mentor that can provide technical assistance and coaching to other after school programs. 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. At this point a site can achieve the Demonstration PLUS level which means that it has achieved this highest level of Exemplary more than once.

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:

- NEW to this year the Amherst Regional Middle School bumped up to the Practitioner level.
- Easthampton High School is a Promising Practices site.
- Greenfield High School is a Practitioner site.
- Maple Elementary (Easthampton) is a Demonstration level site.
- Memorial Elementary (W. Springfield) is a Practitioner site.
- Neil. A. Pepin Elementary (Easthampton) is a Demonstration level site.
- Palmer Middle is a Demonstration PLUS level site and CES’ longest running site - in operation since 1998.
- Philip G. Coburn Elementary (W. Springfield) is a Demonstration PLUS level site.
- Sheffield Elementary (Gill-Montague) is a Promising Practices site.
- NEW to this year West Springfield High is a Promising Practices site.
- Ware Middle School, and Stanley M. Kozol 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, Pittsfield and Gill-Montague in past years.

CES staff from these aforementioned Exemplary sites actively mentor non-21st CCLC and 21st CCLC programs towards more academically focused and age appropriate programming.

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 FY19 was 140 hours. This exceeded the minimum of 80 to 110 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, and early childhood providers

PROFESSIONAL DEVELOPMENT

The Professional Development and Educator Licensure Departments are located at 97 Hawley Street in Northampton, MA. They offer 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 access our programs 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 FY20 school year, professional development was provided to over 2,460 district based K-12 educators; 2,437 educators attending open-enrollment workshops at CES; 462 educators taking licensure, SEI, or Reading Recovery training, 297 early educators, and several state partnership projects. Courses or workshops were delivered to a total of over 5,656 participants during the year.

Professional Development Highlights

- In our fifth full year as the SEI Endorsement Center for the four Western Massachusetts counties, CES offered 4 Teacher and Administrator courses, as well as 2 SEI courses for Vocational Educators. 112 teachers and administrators earned their SEI endorsement through CES.
- CES continued to grow its Social Justice in Education (SJE) Initiative led by Dr Safire DeJong and Dr Romina Pacheco. They offered open enrollment professional development workshops to local educators and districts as well as new district based consulting in Belchertown, South Hadley and community based agencies such as the Hartford Foundation, and UMASS. The 3rd Transforming Education for Social Justice Conference was scheduled to be held in March of 2020, but was cancelled due to Covid-19. To support schools during remote learning we offered workshops on
implicit bias.

- The Professional Development Department continued its work under the Title III grant for English Language Learners. In FY20, there were 23 districts and three private schools participating in the CES Title III Consortium. About 850 students were served.

- Year 4 of the Special Education Team Leaders Institute (SETLI) a project funded by DESE began in July, and included 60 participants. Laurel Peltier and Sharon Jones lead this innovative program.

- We began year 1 of the Planning and Placement Team Leadership Institute for the state of Connecticut. This program began with a cohort of 60 team leaders. The program was so successful that the State of CT contracted with us for 2 more years of training institutes.

- CES began its 2nd Year in the International Society for Technology in Education (ISTE) Educator Certified Authorization Provider (CAP) for their teacher certification program. We were one of 12 CAPs nationwide during FY20. Casey Daigle, Suzanne Judson-Whitehouse and Angela Burke are all ISTE Certified Educators and Trainers. In FY20 CES trained over 120 educators.

- In response to changes required due to COVID-19, the spring ETL conference was re-imagined as a series of 11 remote weekly Zoom meetings. The conference was offered free of charge. Between 61 and 107 IEP team leaders participated in each session. We received overwhelmingly positive feedback from these sessions. Here are a few examples of the feedback we received:

  Thank you so much for your continuous guidance and communication.

  Thank you so much for all the information you have provided us over these last few months-I have enjoyed being able to participate in as many of the live zoom meetings as possible and all of the information you have provided has been so helpful!

  Your weekly webinar/ groups have been the highlight of every week! You bring such knowledge, joy, compassion and comfort to everyone who is influenced by your presence, words, wisdom and work.

- When Covid-19 closed schools, the Professional Development Department rallied and developed and offered free PD for member district teachers and paraprofessionals. Over a 5 week period we offered the following courses which over 850 educators participated in:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Understanding Disabilities: Module 1</td>
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<td>Understanding Disabilities: Module 2</td>
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<tr>
<td>Understanding Disabilities: Module 3</td>
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<tr>
<td>Supporting Students With Challenging Behavior</td>
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<tr>
<td>Inclusion For Paraprofessionals</td>
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<tr>
<td>Understanding Students with Autism</td>
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<tr>
<td>Understanding the IEP Process: Referral to Eligibility Determination</td>
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<tr>
<td>Introduction to Social-Emotional Learning</td>
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<tr>
<td>Building Bridges with Students Living in Poverty</td>
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<tr>
<td>Executive Functioning (EF): What it is and how it grows</td>
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<tr>
<td>Accountable Talk Opportunities Work</td>
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</table>
Human Nature
Understanding Trauma
Introduction to Culturally Responsive Practice
Understanding and Teaching English Learners
Social-Emotional Learning for Adults
Leading with Humanity: Culturally Responsive Teaching & Leadership During the Coronavirus Pandemic

- After Covid-19 closed schools, we were still able to continue some of our school based contracts by utilizing Zoom to provide the services remotely.
- Casey Daigle, Suzzane Judson-Whitehouse and other consultants provided virtual support for educators as they transitioned to remote learning environments in March 2020. Their expertise and guidance assisted educators as they utilized Google Classroom for remote learning.
- CES provided Zoom and Google Meet training to districts to support remote learning.

Regional Professional Development Days and Open Enrollment

The FY20 Summer Academy (calendar summer 2019) offered 9 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. 220 educators participated in the workshops.

- Attorney Regina Williams Tate presented the Annual Legal Issues Seminar in the fall of 2020 to 171 administrators, 75 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 1400 educators during the FY19-20 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. For the most part, the PLCs continued remotely in the spring of FY20.

Close to 68 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 FY20 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), and Special Education and English Language Learner Specialized Support Services.

**Emerging America**

The Library of Congress Emerging America program of the Library of Congress continues to offer high quality professional development on inquiry, disciplinary content, and literacy in Civics, History, and Social Science. Participation in FY 2019-2020 (October-September) included: 159 teachers completed advanced graduate courses; 101 teachers completed introductory history graduate courses; 79 teachers in Accessing Inquiry courses; and 239 in shorter workshops. The shift to remote learning caused cancellation or rescheduling of many sessions of the Accessing Inquiry course across the U.S. Still, Emerging America offered four fully-online graduate courses in summer 2020. Courses on the U.S. Constitution, America and World Fascism were particularly popular. Emerging America continues to support implementation of the 2018 Civics Projects program. We will offer programs fully online through 2021.

More than 550 teachers have completed our flagship graduate courses over time, Accessing Inquiry for Students with Disabilities through Primary Sources or the parallel course on teaching English Learners. In 2020, we built a robust digital clearinghouse to support the program online. Emerging America works closely with other members of the Library of Congress Teaching with Primary Sources Consortium from across the country.

Based on work with local schools, teachers Kelley Brown and Laurie Risler developed a ready-to-use K-5 curriculum for classroom and virtual instruction, called History’s Mysteries. A spring pilot of 70 teachers shifted to fully online. Ongoing training and support was made available for this teacher-friendly, inquiry-based curriculum.
EDUCATOR LICENSURE AND CERTIFICATION

Overall in the CES Licensure and Credentialing Program, we filled 632 seats in classes and workshops and served 317 individuals.

Licensure

The CES Licensure Program is based in Northampton, Massachusetts with satellite classes in Plymouth and Marlborough. In addition to coursework offered at those sites, CES has partnered with Lowell Public Schools to offer an ESL Licensure cohort program as part of the district’s efforts to diversify their teacher workforce.

We continue to offer programs leading to licensure in Moderate Disabilities, English as a Second Language, Reading Specialist, Principal/Assistant Principal and Supervisor/Director. We also offer content area licenses in English, History, Humanities, Science and Mathematics.

The Spring of 2020 brought numerous challenges for educator preparation programs and the CES Licensure Program was no exception. Our classes went from blended to fully remote, holding synchronous sessions in lieu of face-to-face meetings for the latter half of our Spring semester. The decision was made to move Summer courses due to the risk of in-person classes. CES Licensure Instructors quickly made the shift to this format with the support of our Online Learning Team and tools like Canvas (our learning management system) and Zoom. Instructors worked to provide guidance for candidates to complete pre-practicum assignments with students. And finally, our practicum candidates worked hard with program staff and supervisors to successfully complete the requirements of their final field experience before endorsement.

The CES Licensure program is competitive and provides cost-effective options for a standalone program or one that is part of a graduate program through our extended campus partnership with Fitchburg State University. Candidates make the choice that works for them financially and is in line with their professional goals. Even taking into account the cost of graduate credit, the CES Licensure Program is competitive with other graduate programs.

Our biggest success in FY20 was the launch of our partnership with Lowell. Working closely with Pina Maggio of Lowell Public Schools, CES has welcomed 18 people to our ESL Licensure Program through this partnership and by the end of FY20, candidates were beginning their final coursework in their program. The next steps for candidates will be to work on completing their practicum. We anticipate this will be a challenge to plan and carry out during the continuing public health crisis based on early conversations, but we are confident that the partners will continue to work together to ensure that each candidate will have a meaningful and successful practicum experience.

In the past year, the CES Licensure Program:

Enrolled 50 new candidates, including:
- 6 Administrative Leadership candidates
- 2 Math candidates
- 16 Reading Specialist candidates (8 in a cohort in SE Massachusetts)
- 6 Moderate Disabilities candidates
- 17 ESL candidates
- 1 Chemistry candidate
- 1 Math/Science candidate
- 1 ELA candidate

SEI Endorsement Center

In FY20, the CES SEI Endorsement Center ran:

- 2 sections of SEI Endorsement for Teachers serving 53 teachers
- 2 sections of SEI Endorsement for Administrators serving 18 administrators and
- 2 sections of the SEI Endorsement for CVTE Educators serving 41 CVTE educators (CVTE SEI courses were funded through a contract with DESE).

In the Spring, two courses were in session when the public health crisis began and course instructors, program staff and members of our Online Learning Team successfully moved the meetings fully online.

After the successful completion of the course with outstanding feedback from participants, we hope to be approved to continue offering the SEI Endorsement fully online. This will extend our reach throughout the state and remove geographic barriers for our Licensure candidates who need to take the course.

Course tuition is competitive with other SEI Endorsement Centers throughout the state, and with the option to purchase graduate credits at additional cost, it gives course participants options that meet their specific needs.

Reading Recovery

In FY20, after the transition to remote learning, services continued to be offered remotely, with additional support for teachers to strategize how to continue to provide services to students remotely. Last year, our Teacher Leader, Laurel Dickey did a tremendous job working with 33 teachers throughout the region to implement Reading Recovery interventions to young readers both in fully in person and remote learning environments.

This year, with the uncertainty around state funding, we are exploring creative ways to ensure the success of the Reading Recovery program. Building in flexibility and also transparency into our program at a challenging time means that our program can respond to the shifting landscape of state and district-based funding while continuing to provide high quality professional development to benefit young readers.

PD, Licensure, and Consulting 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
Program CES Private Sector Fees (Avg*)

<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 $20 additional for online courses</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>
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</tbody>
</table>

*Private Sector rates are averaged 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 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.

**EARLY CHILDHOOD EDUCATOR DEVELOPMENT**

The CES Early Childhood Department provides training, consultation, coaching and support to early childhood centers, family child care providers, early educators in public school settings (preschool through first grade) and, any professional who works with young children and their families (e.g. WIC, Early Intervention, DCF, etc), within the region and across the Commonwealth. We also provide referrals to resources for early educators.

**Professional Development**

Two new CEU courses were created: *Developmental Screening 101* and *Using the ASQ*. Developmental Screening was provided in February. Our new PD Coordinator provided three new 2-hour long workshops:

- Block Building
- Kamishibai Theater (storytelling)
- Understanding Children’s Temperaments - this was re-designed and offered online, and all participants who had registered for this as an in person event attended the virtual session.
Several site-based work requests scheduled for late March, April and May did not occur due to school and early education and care program closures and/or sites re-prioritizing needs due to the pandemic.

**Workshops & Attendance - 105 participants total**

These took place across a number of communities, including Holyoke, South Hadley, and Northampton. Where noted, workshops were redesigned to shift online during the pandemic.

- Developmental Screening 101
- The Important of Block Building
- Kamishibai Theater: Shake up your story time!
- Online - Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)
- Sensory Motor Development in Young Children
- Understanding Temperament: Flexible Fearful or Feisty - Moved online

**Site-based PD**

- Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL), held for the St John Paul II Catholic Academy in Dorchester
- Zones of Regulation coaching: CES Early Childhood and Occupational Therapy staff partnered to provide a professional development event and follow up coaching sessions for Northampton Public Schools. Due to the pandemic it was all via Zoom
- Pyramid Model Training, provided for BHN ECMH staff
- Alphabet Soup: CES completed one 2-hour session before COVID in a planned series on classroom management, schedules and routines, challenging behavior
- Provided training for staff at Gan Keshet Jewish Community Childcare on “Supporting Your Child’s Big Feelings During the Pandemic.”

**Pyramid Model Coaching**

We provided services to 6 school districts and 7 EEC licensed programs. Within the school district, more direct services were provided to 35 educators. Within licensed EEC licensed programs, more direct services were provided to 20 educators. Services were provided primarily through Leadership team guidance, classroom assessments and data management.

**Pioneer Intensive Therapeutic Intervention Classroom**

The Pioneer Intensive Therapeutic Intervention Classroom was hosted by Pioneer Valley Regional School District, in partnership with CES and was designed to support educator development for classrooms supporting very young students needing short term interventions. The program was not carried forward into the ‘20-’21 school year due to a lack of need for area districts.

There were 5 educators who received PD and/or coaching services through this FY20 program. In addition, support was given to educators in the home district of the student enrolled in Pioneer Classroom.
Building Inclusive Communities

This was our third year implementing this project on contract from EEC.

Bayridge Consultants, Dr Richard Villa and Dr Jacquiline Thousand, were hired to provide structured learning, PLC and coaching sessions to the participating school district teams, and the project began with an in-person convening in titled Inclusive Early Childhood Education: Equity and Excellence for All October that 93 people attended.

- 10 teams participated: 4 new, 6 returned from previous years
- On October 25th two optional zoom webinars were held: Inclusive Early Childhood Education: Equity and Excellence for All., and Envisioning Inclusion: Planning for Change.
- In November, Dr. Villa offered an in-person half-day session to work on action plans and provide technical assistance (TA)
- In December individual zoom meetings were held with each team to discuss their action plan
- In February, April and May, individual TA sessions were held with Cohort A
- Zoom webinars were provided on
  - February - Collaborative Teaming & Home-School-Community Collaboration.
  - April - Structuring Intentional, Sufficient, & Supported Natural Peer Interactions
  - May - Transition & Planning for Sustainability
- Individual TA sessions and webinars in the Spring months noted above occurred on rescheduled dates due to COVID to ensure that all required programming goals were met.
- An in-person closing convening took place in June, including presentations from Drs Villa and Thousand on Decision-making process for Determining where, when, and how to address IEP goals for children with intensive and pervasive support needs; and Advocacy for Inclusive Education: What can one person do? Time was set aside at the end of the day for teams to gather and talk about Challenges & Solution Finding in communication and providing services to children and families in a COVID-19 environment., and action plans were presented from 5 of the 10 teams.

Due to the pandemic four school district teams were not able to continue participating in the project and suspended their action plan development. Pandemic challenges also impacted attendance at the closing convening as fewer than expected participants attended. The increased virtual and online components of the project were facilitated smoothly and was recognized and appreciated by school district teams, Bayridge Consultants and EEC.

Partnering with Families of Young Children with Disabilities Transitioning into Public Pre-K or K

This institute provided knowledge, strategies and resources to explore the various components of transition to Pre-K or K, the role of the family, the impact on the family, ways to partner with the family using culturally responsive knowledge and strategies with understanding of the definition and impact of implicit bias, and the benefit of well planned proactive home visits. Participants in this course/institute applied the information and strategies they learned to an action plan they developed to improve partnering with families transitioning to Pre-K or K in their school/program setting.
Participants reflected on the transition process and family engagement in their school/program in relation to the information shared, and unpacked the definition and impact of implicit bias and the important role of culturally responsive practices to address equity in education. Participants used a culturally responsive lens as we reviewed the MA Family, School, and Community Partnership Fundamentals and other similar frameworks and policy statements. Other important aspects of partnering with families and promoting family engagement in transition like: positive communication, relationship building and home visits were addressed in this course as opportunities to apply culturally responsive practices, promote smooth seamless positive transitions for children and families, and to include these principles in action plan development.

- Fall: 41 people registered, 14 people left on the waitlist, and 22 people finished course
- Spring: 48 people registered, 33 people left on the waitlist, and 29 people finished course

GOAL 3: Programs and services that will meet the assessed needs of school districts, member communities, state agencies, and others

EARLY CHILDHOOD SERVICES

Children, Parents and Families: CFCE

The Early Childhood Department, located at 123 Hawley Street in Northampton, MA, 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, West Brookfield, Westhampton, and Williamsburg. The Easthampton Family Center began meeting in a larger new site this year, at St. Philips Church which has much more space, and offers the opportunity to keep the area set up from Tues-Friday, adding an additional day.

CFCE Family Centers and playgroups

These are open to residents as well as families from other communities. They provide educational opportunities for families that strengthen knowledge of child development across all domains, including intellectual and cognitive, social and emotional, physical and motor, and speech and language. The goals are to provide programming that enhances families’ capacities to support their children’s development. These intentional educational playgroups use developmentally appropriate programming linked to the MA Early Learning Guidelines and Standards, Creative Curriculum and Every Child Ready to Read (ECRR). The playgroups also integrate and promote the principles of “Brain Building” in their programming.

The CFCE staff promote, explain and conduct the ASQ (Ages and Stages Questionnaire) with families, and provide follow up with information about the results. If a child requires a referral, staff will connect parents to the appropriate service agencies. All CFCE staff maintain an online ASQ site, and can enter ASQ data into an online database.
Welcome Baby
These 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 the baby.

Kindergarten Transition Resources
We typically provide families, schools, child care programs, and libraries with English and 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. Preschool and kindergarten registrations dates are shared with families and support is provided to parents who may want to learn about EI, may need EI or are transitioning from EI into public school. However, due to the pandemic, this year’s distribution was interrupted by COVID. We were able to distribute 275 in English and 50 in Spanish were delivered before the stay at home order. Thereafter, we distributed a free online PDF version of the book and calendar widely, to families and school districts.

The CFCE Community Council meetings grew both in size and scope this year. (This has contributed to continued success while meeting virtually.) The CFCE staff created bridges with public school early educators and principals, early education and care programs, Early Intervention agencies, and Community support agencies such as WIC and The Survival Center.

FY20 numbers
CFCE staff support families with referrals for comprehensive services (515 families were provided with referrals support, representing 622 children)

We held 817 playgroups this year.
36 ASQ developmental screenings were administered online
116 ASQ screenings were paper administrations
27 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 680 families representing 813 children. Resources and support was provided to 1453 families with children transitioning to kindergarten.

In addition CFCE programming has a strong early literacy focus and FY20 activities included the following:
- 32 Story Walks™
- First Steps to Reading - one series of 4 weeks was completed
- Early Reading Skills was offered in all playgroups and centers

Spanish programming
- Community early childhood education and family special events included Positive Solution 4 - Teach me what to 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.

● We held 23 playgroups this year.
  ○ Playgroups twice a month in Southpoint Apartment complex
  ○ Playgroups once a month in the Olympia Oaks community

● Once the pandemic began staff connected individually with 100 families in April-June and provided resources and support to help ensure their basic needs were met

● Support to children and families experiencing transitions (e.g. divorce, death, moving to a new home/town) was provided to 2 families representing 4 children. Resources and support was provided to 3 families with children transitioning to kindergarten.

Chinese programming
A total of 9 events were held in Amherst & on Zoom with a total estimated attendance of 85 families, 91 children. The topics followed the book 7 Habits of Highly Effective Families by Stephen R. Covey

CFCE Special Events
11 music sessions were held in 8 locations
We were unable to hold our outdoor community spring event due to COVID so we provided a yoga program instead. The yoga program included one parent education session on yoga and how to engage your child that was followed by 3 parent/child yoga sessions, during covid for 10 of our 17 communities.

The Week of the Young Child was April 12-18, and our family center coordinators and playgroup leaders posted activities and resources each day on their Facebook pages, recognizing WOTYC. These activities featured storytimes, library activities, school-based activities, digital resources and activity ideas for families. The Belchertown librarian shared a video of Pumpernickel Puppets celebrating the WOTYC with the CFCE staff. This video was shared with families.

CFCE’s response to COVID
CFCE suspended in person services for children and families in March, following EEC and CDC guidance. CFCE staff were able to pivot effectively and immediately, and continued services to children and families virtually, and to the early care community at large. This challenging shift was successful, in part due to the strong sense of community and collaboration within the staff and supportive relationships that have been established with the new CFCE Coordinator. From March through June, the CFCE Team met more regularly, and developed strategies and structures to continue effective programming.

In Ware, CFCE staff read children’s books weekly, on the local cable television network, for a program called “Story Stars”, which aired during April and May. This program led to increased family engagement in literacy activities, which was shared with the staff in Facebook engagement and in interactive playgroups.

Parent Child Plus (PC+) an early literacy home-based program has continued with virtual check in visits throughout the pandemic, and has maintained connections to the enrolled families via text and email, as well as ZOOM meetings.
The Family Centers and playgroups continue parent/child activities on virtual platforms. CFCE Facebook pages are used to disseminate information and resources to families and to the EC Community, and two new Facebook pages were created for the Amherst and South Hadley Communities. CFCE staff provide interactive activities on Facebook and ZOOM, and provide opportunities for families to network with each other and to access basic needs, such as diapers, medical care, and food.

**Parenting Workshops/Events**

- Early Reading Skills: Granby, Hatfield, Palmer/Monson, Pelham
- First Steps to Reading: South Hadley, Warren
- Hola Amigos y Amigas/Hello Friends: Belchertown, Easthampton, Granby, Hatfield, Palmer/Monson, Pelham, Ware, Williamsburg
- Juggling Routines and Transitions: Amherst (AFC), Granby, Palmer/Monson, Ware, Williamsburg
- Parenting Young Children (Chinese)
- Powerful Playtimes: Amherst (AFC), Belchertown, Hatfield, Southampton, Westhampton
- Soluciones Positivas (sessions 4 & 5)

**ParentChild +**

This is 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 27 children. These families are from Amherst, Belchertown, Easthampton, Palmer, and Ware

PC+ services were virtual from Mar-Jun, and strategies were developed to conduct virtual visits via ZOOM and telephone conversations.

Community Councils have continued to meet and have become a hub in the community for sharing information and to support families. The Council meetings are coordinated and facilitated by the CFCE staff in the community they serve, and the content of the meetings is community specific and current.

**ECMH (Early Childhood Mental Health)**

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.

Due to COVID, services were offered virtually beginning in March 2020. In addition, due to mandated closure of all EEC early education and care programs in early spring, the focus of the ECMH work was more on supporting young children in their homes with their caregivers. When possible, educators were included
in this work, however, many educators were unavailable. Most of the work with families focused on social emotional development and reduction in challenging behaviors.

- 59 children served
- 102 parents received collateral and support services
- 30 programs, 78 educators
- 3 classroom referrals with 9 educators
- Number of kids at risk of expulsion: 8
- Expulsions prevented: 6
- 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: 0
- Free professional development was provided to 27 educators that received ECMH services.

**Strong Foundations for Young Children**

Strong Foundations for Young Children (SFYC) provides free support for families with children birth to five (or kindergarten). The SFYC model offers support services around social emotional development, behavioral challenges, trauma history, among other issues, to families who reside in Hampshire county with a child between the ages of birth to five years old (or kindergarten) and the child in need of help is not enrolled in a childcare program. This project is funded through a private donor and fundraising activities.

The number of children served was: 16 children with 29 caregivers. Of the 16 children’s families, 4 were low income. Within the family units that were served, 15 members within these units had a diagnosed disability.

**PYRAMID MODEL WORK**

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.

**EEC Sites**

In FY20, 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 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 7 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 FY20.

**DESE Sites**

In FY20, we were contracted through the Pyramid consortium to provide external coaching to six school districts around the implementation of the Pyramid Model within their preschool program. The districts were
in Amherst, Gardner, Greenfield, Holyoke, Clarke School for the Deaf (Northampton), and Westfield. All of the districts are in good standing.

Due to COVID, Leadership team meetings were held virtually from March until June 2020. The focus of support shifted to providing social emotional instruction remotely and identifying social emotional development tools that educators could share with families.

**Intensive Therapeutic Intervention Classroom**

This program was a collaboration between CES and Pioneer Valley Regional School District. The program was in place for the 2019-2020 school year.

ITIC was a therapeutic classroom developed with evidence-based, best practices in trauma informed care, tiered instruction, brain based and universal designs for learning. Curriculum and learning skills were developed with embedded developmental, social, emotional learning and remediation strategies. Students, families, school personnel, and community resource relationships were developed through ongoing engagement, targeted interventions and progress monitoring activities. As the student met expectations delineated through the IEP process (e.g. student’s skill levels, self regulation, social interactions, etc.), it was intended that the student would have increasingly participated in mainstream activities or classes, in order to practice skills, with the goal of a transition back to their home district. Continuous progress monitoring informed the level of inclusion in the conventional school environment.

The program had one child enrolled from an outside district and two in-district children, and ended in June 2020.

**Growing Gratitude and Generosity**

The completed pilot program was completed in FY19, and we started FY20 gearing up for the training of trainers in October.

- Training of Trainers (ToT) provided to 21 educators and family engagement professionals representing 11 community teams from diverse educational settings in western Massachusetts.
- Each participant received a thumb drive containing numerous materials, activities and resources designed to support families with children ages 4 to 14 to encourage the awareness and practice of the character strengths of gratitude and generosity in their children.
- Participants were given the flexibility to use the materials as provided or to adapt them as needed for their setting or population.

In December, programs started replication

- Replications advertised to over 1800 families; most participants had children ages 3-7
- All replications included group reading and discussion of gratitude/generosity-themed books
- Three of four replications shared plans to continue to offer the G3 program
- Large one-session replication at an elementary school in a diverse college community drew approximately 200 parents and children to participate in a pizza dinner, a book swap and
gratitude-themed crafts and activities

- One-session replication by a family engagement program for families with children birth to five in a suburb of Springfield MA attended by 7 parents and 9 children from 5 middle class white families
- Three-session replication in an elementary school in a diverse suburb of Springfield MA attended by 9 parents and 9 children from 6 middle class white families
- Four-session replication at an afterschool program in an under-resourced community drew over 40 parents and children from 9 Spanish speaking families. CES, the afterschool program and G3 pooled resources to translate materials into Spanish.

At the end of the program year (March 2020), all lead agencies were to convene and share their programs and lessons learned. Because of COVID, the convening was cancelled. This was the only component of the project affected by COVID-19, as the program year for this project and funding is April-March, so it ended March 30th.

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

Internal work included

- Salesforce training materials and expansion for Grants development and Grant Contracts, along with moving SPED Itinerant contracts into Salesforce as well.
- New CES Registration System which provides close integration with Salesforce, allows customers to create accounts to manage their contact and work information, track their orders and registrations, pay for graduate credit, and register for events faster with autocomplete data from Salesforce.

External services included

- Rebuilt CES Connect system as a multi-tenant customer focused application with enhanced security, detailed reports, campaigns, detailed contact and contact lists, and 2-way communication.
- Started working on developing a new website for Amherst-Pelham that targets new families and to increase new enrollments.
- Hosted a total of 5 school district websites along with internal sites and programs
Director of Technology hosted and facilitated the Technology Integration PLC, a free job-alike group.

COOPERATIVE PURCHASING

Cooperative purchasing programs for food; school and art supplies; legal services; printing and copying services; custodial supplies; printer, fax and copier toner; general office supplies; and technology services enable our collaborating districts to achieve estimated cost savings of 5-10%; 29 member districts, and 24 non-member districts, departments in 45 towns and municipalities, and 17 non-profits participated in FY20, with purchases of over $5,591,947.93.

By joining together in FY20 for purchasing purposes, districts realized 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 as well as advertising costs. The estimated cost savings achieved through this process was 5-10%. The purchases made through CES cooperative purchasing in FY20 represented a 3% increase over the prior year’s activity.

Populations Served

36 school districts, including 29 member districts, and 24 non-member districts, departments in 45 towns and municipalities, and 17 non-profits participated in the CES Cooperative Purchasing program in FY20.

Bid Category Expenditures

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<td>School &amp; Art Supplies</td>
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<td>Paper Goods/Cleaners</td>
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<tr>
<td>General Office Supplies</td>
<td>$112,499**</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$5,591,948</td>
</tr>
</tbody>
</table>

*Vendor report estimated.
COMMUNICATIONS

- In FY20, the CES Newsroom at blog.collaborative.org served our local educators and community by publishing 126 new articles on national, state, and local news on education issues and 14 news articles about developments in CES programs. The CES Newsroom generated 3,300 page views by 3,000 visitors over the course of the year.
- During FY20, the CES main website generated 3,026 online registrations for CES events. Over the course of F20, 88,000 visitors made 130,000 visits to the CES website. The majority of our visitors seek information about upcoming events, employment postings, and professional services.
- During FY20, the Communications Department continued and expanded the implementation of a biweekly e-newsletter to share updates related to CES student programs and technical assistance services, as well as providing current news updates about initiatives, funding opportunities, and presentations from our fellow state and community agencies across the state, and others. Over 1,146 members of our community have subscribed to this free service, and over 1598 have subscribed to our biweekly e-calendar.

RESEARCH AND EVALUATION

The CES 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 FY20, Research and Evaluation Department work included the following evaluation projects.

Manchester Public Schools work for Equity in FY20 included:
- Facilitating workshop with a youth leadership team to develop skills to engage peers and school staff on race, justice and equity
- Supporting the district’s grant development to respond to an RFA to integrate and sustain SEL, restorative justice, and equity practices
- Work with the Manchester High School as evaluator on expanding the learning ecosystem, and helping the high school leadership team ensure they have methods to monitor and report on planned outputs and outcomes of the work.

Manchester Early Learning Center:
Ongoing evaluation of afterschool programming offered in partnerships with the public school district. Now in its third year, we are building a longitudinal dataset enabling program administrators to look at program participation over time, and how multi-year involvement may be related to outcomes such as student engagement and achievement.

MA Department of Elementary and Secondary Education:
• Recovery High School Program Evaluation: Completed the evaluation of the Recovery High School (RHS) programs in Massachusetts, oversight of which recently shifted from the Department of Public Health to DESE. CES developed a recovery capital framework to help DESE and the five RHS programs assess the essential components for quality programs to support this vulnerable population. The evaluation plan was refined to adjust to shifting DESE priorities in the pandemic and to reduce burden on the programs as they adjusted to remote learning. We completed the data compilation on these unique programs and provided a statewide summary, as well as summaries for each of the programs.

• Safe and Supportive Schools (SaSS0: The team also worked with DESE in refining our evaluation work on the Safe and Support Schools project to support DESE in understanding priority needs of schools and districts, the usefulness of current tools and resources, and ways DESE can effectively support school leaders in creating safe and supportive school climates. As could be expected, with the onset of the pandemic, DESE and school staff had to quickly shift to focus on priority district needs for supporting SEL and student safety issues. CES evaluators correspondingly shifted our role to be supportive thinking partners as they re-tooled and to revise the evaluation priorities.

Hartford Foundation

• Our Evaluation team implemented Learning Partner work with the Hartford Foundation for Public Giving to support their efforts to democratize funding and engage traditionally under-represented groups in making resource decisions in 29 communities. The CES team is supporting and collecting feedback and observational data on community convenings and building an implementation monitoring plan. The CES team brings together Research and Evaluation, Social Justice and Equity, and Community Engagement expertise to support this deep and broad initiative.

• On another Hartford Foundation project, our team began a project to help the Foundation understand the community factors (drivers) of school disengagement. As our team developed the scope and refined the research plan, they worked to ensure this study will learn from the current moment about student engagement and disengagement, as inequities in access and connectedness are made even more obvious. The team will help the Foundation build a framework for understanding the key non-school drivers affecting family and student engagement and help the Foundation apply this framework and research to assess their current funding streams, identifying strengths and gaps.

Easthampton Public Schools

For the third year, our team worked with Easthampton on an audit of disciplinary data designed to investigate evidence of bias in disciplinary practices, supporting Easthampton with considering ways to expand on the state-required discipline data management practices to look at how administrators and educators can capture data on educator interventions that minimize the use of formal disciplinary mechanisms. This project also brought Easthampton findings from a literature review on best practices in the collection and use of disciplinary data.

STEM Innovative Curriculum:

Our partners at Smith College and Springfield Technical Community College have developed an innovative approach (based in “Imaginative Education”) that integrates engineering Next Gen standards into the middle school STEM curriculum. CES is helping to evaluate and inform the refinement of this curriculum that is currently being tested in the Springfield Public Schools. Prior to the pandemic, we captured pre and post data on student STEM identity, interviewed teachers on their ability to implement the curriculum (educators are excited about this approach and reported that students are highly engaged), conducted several
observations in 6th grade classrooms, and developed an observation tool for assess student engagement (based on the ICAP framework which looks at the spectrum of Interactive, Constructive, Active, and Passive learning and predicts that as students become more engaged with the learning materials, from passive to active to constructive to interactive, their learning will increase). The project also looked at implementation in comparison schools that are using the traditional curriculum, helped gather teacher input about the new curriculum to help Smith and STCC refine the student and teacher resources during the first pilot year. When the pandemic hit, we expanded our role to support adjustments in project management and implementation, helping the team navigate through this rough terrain, and facilitating conversations about various possible scenarios to continue curriculum development, implementation, assessment, and teacher training given the uncertainty of how schools would be structured in the fall. Also, because we would no longer be able to observe classroom instruction, we applied the ICAP framework to curriculum assessment -- identifying key criteria that would support learning at the interactive and constructive end of the spectrum.

Amherst Community:
Working with colleagues in Development and Healthy Families and Communities, Evaluation supported a rapid assessment process around the needs of Amherst area families for technology to connect them to community planning efforts they had been actively engaged in. These planning efforts and networking became even more vital when many, particularly those from low income households, were facing challenges in meeting basic family needs and physical distancing.

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)

CCHS 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 Community Health Needs Assessment.

Healthy Hampshire

Leadership Development (Sociocracy and RPS)

Healthy Hampshire has been exploring decision-making methodologies that allow for greater participation by the community in decisions and equal voice for those involved. To that end, we worked with a local trainer to
experiment with a methodology known as Sociocracy and have offered trainings to members of the community interested in exploring governance models. This method has been used in multiple projects, including at Healthy Hampshire’s community gardens at affordable housing complexes and the group formed to establish a County-wide Food Policy Council. The result has been more participation and voice from community members involved in our program to impact the development and direction of our work.

Healthy Hampshire, in partnership with Cooley Dickinson Health Care, was awarded a MassUP grant from the Health Policy Commission to fulfill another goal that had come up repeatedly in our resident-engaged planning work: establishing a Hampshire County-wide food policy council to coordinate efforts to improve the local food system. This grant provides the perfect opportunity to engage underserved residents in crafting a decision-making structure that will meet their needs. The first and ongoing step in establishing the food policy council involves bringing together a group of residents from a variety of underrepresented backgrounds and using a shared-power model of group facilitation process known as “Sociocracy” to determine the governance structure for the forthcoming Hampshire County Food Policy Council.

**Mobile Markets**

In fiscal year 2020, Healthy Hampshire wrapped up its second season and entered its third season of supporting mobile farmers markets in Hampshire County. While we were seeing the success of mobile markets in Northampton in the Hilltowns, we were also engaging with a group of families experiencing food insecurity and professionals in Amherst to unearth challenges and solutions related to food justice. Like multiple groups before it, the Amherst Food Justice Planning Group prioritized mobile markets as a solution to the transportation and distribution challenges Amherst residents were facing when trying to access fresh produce. In November of 2020, we convened a Hampshire County Mobile Market Retreat so that the stakeholders involved in planning and implementing mobile markets in Northampton, the Hilltowns, and Amherst could learn from one another and identify shared priorities. We were fortunate to receive a grant from Blue Cross Blue Shield of MA that allowed retreat attendees to apply their ideas to an expansion of the mobile market program in the Hilltowns, as well as a newly launched Amherst Mobile Market.

During the 2020 season, each of these programs have provided fresh fruits and vegetables to roughly 150 - 250 households per week. Both programs strive to close financial and transportation gaps in healthy food access. The Hilltown Mobile Market is the only location within a 12-town area where customers can redeem WIC and Senior Farmers Market Nutrition Program coupons. The Amherst Mobile Market serves four housing complexes where rates of vehicle ownership are low and trips to the grocery store can often take multiple hours each way by bus. The Amherst Mobile Market also serves as vehicle for resident empowerment with 10 of the market’s 12 employees being residents who were involved in the planning process, two-thirds of the employees speaking English less than very well, 11 of the employees being residents of the housing complexes served by the market, and all 12 employees being people of color. We were very excited this year when the state welcomed new retailers to apply to the Healthy Incentives Program for the first time in three years and both markets were accepted into the program, allowing both markets to offer full reimbursement to customers paying with SNAP (Food Stamp) benefits.

**Walking Maps**

CES, 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 communities more walk-friendly. In the past year, walking maps were created in Blandford and Chesterfield (7 Hilltown maps have been created to date). The full brochures were designed by CES featuring a GIS map produced by 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.

**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.

**Youth Mental Health First Aid Project**

Fiscal Year 2020 was an exciting and challenging year for Youth Mental Health First Aid. We trained professionals and community members alike in Youth Mental Health First Aid, and the participants actively made referrals for services after the training was complete.

We applied to be a pilot site for Teen Mental Health First Aid (tMHFA) in collaboration with Four Rivers Charter Public School and the Pioneer Valley Performing Arts School (PVPA). Our two schools were 2 of the 35 chosen to pilot this new program. It was incredibly successful. The entire 12th grade at PVPA and the entire 11th grade class at Four Rivers were trained. We are looking forward to more work with the teen population.
When CoVid-19 appeared, the ability to conduct in person training sessions ended. The National Council of Behavioral Health has just released a virtual blended program that we will be using as we move forward. In the months when training sessions were not possible, we partnered with SPIFFY to offer an online virtual workshop for parents on April 28th. The topic presented was Teens, Tweens and Quarantine. It was facilitated by the organization Minding Your Mind with a local expert, Kristal Cleaver. On June 24th we offered the second workshop entitled School is Out, Now What? This was held in collaboration with Minding Your Mind.

**DATA FOR FY20**

**TRAINED:**
Workforce in regular contact with youth ages 12-18 – 216  
Community Members – 165  
Online Workshop, Teens Tweens and Quarantine – 275 viewers  
Online Workshop, Schools Out, Now What? – 107 viewers

**REFERRALS:**
Referrals and Information was shared by participants of our training sessions to 623 adults and 815 youth

**Tobacco Prevention Project**

The Hampshire Franklin Tobacco-Free Community Partnership (TFCP) prioritizes racial justice and community health over tobacco and vaping industry profits. We work with local partners to fight the industry’s historic and unjust targeting of specific groups, including Black, LGBTQ+, and LatinX communities. The TFCP collaborates with local partners to:

- Prevent youth from starting to use tobacco/nicotine*
- Protect everyone from secondhand smoke
- Promote free resources to help people quit

Funded by the Massachusetts Department of Public Health’s Tobacco Cessation and Prevention Program, the TFCP shares resources, educates, and mobilizes the community in support of local tobacco policy in [region].

*When referencing tobacco/nicotine, we are referring to commercial tobacco (vapes, cigarettes, cigars, etc.) and not the sacred and traditional use of tobacco by some American Indian communities.

**Who we partner with:**

Hampshire Franklin Tobacco-Free Community Partnership is a free resource for local coalitions, health and human service agencies, educational institutions, faith-based communities, social justice groups and organizations, multi-unit housing, municipalities, workplaces, and other community serving organizations.
Hampshire Franklin Tobacco-Free Community Partnership partners with and supports local chapters of The 84 Movement, a statewide movement of youth fighting tobacco in MA.

By focusing on racial equity and looking closely at the inequitably experienced social determinants of health, Hampshire Franklin Tobacco-Free Community Partnership is shifting from being a primarily informative partner for local partners, to a more authentic partner. By shifting our focus upstream, we hope to improve the lives and health of our local residents by working more directly on an issue involving equity so that people of color are less likely to become targets of the tobacco industry. This shift in focus will happen as we go forward from October.

During the months since COVID sent us all home, Hampshire Franklin Tobacco-Free Community Partnership has continued to educate the community about tobacco and nicotine issues. In March/April, the Program Coordinator sent a letter describing youth vaping withdrawal symptoms and free vape quitting support to all the local school administrations to be broadcast to parents who now had their teens at home.

Beginning in the Spring, the Program Coordinator along with her colleagues across the Commonwealth began to devise and design a program Facebook page to engage the community in new ways. After working many hours with MTCP we are hoping to launch the page this fall.

In June, we launched a campaign entitled “No Menthol Know Why” (https://www.nomentholknowwhy.org/) explaining the racial justice reasons behind the first in the nation Massachusetts law that went into effect June 1, 2020 restricting the sale of menthol/mint/wintergreen tobacco products. The Tobacco Industry has a long history of targeting the Black community with intentional and dense menthol promotion. (Menthol cigarettes are cheaper in black communities, there is more menthol advertising in Black communities, and tobacco retail density if higher in Black communities). Menthol tobacco products are more addictive and easier to use than unflavored tobacco.

Throughout the pandemic the Program Coordinator has been in contact with local agencies and housing authorities via zoom calls to let them know of opportunities to help people quit using tobacco. Currently the program is promoting an (up to) $50 gift card incentive available to menthol users to give quitting a try by contacting the free Massachusetts Smokers Helpline for coaching.

Much of what the program offers involves free training on vaping products and how the vaping industry targets youth, youth vape cessation and separate training for agency representatives on adult tobacco cessation. The pandemic put a sharp brake on these activities. While the Coordinator offered these presentations remotely, most partners are understandably busy currently ensuring their clients have the basics needed during this time (food security, traditional high school curriculum, housing).

Without the usual time spent doing presentations, the Program Coordinator and her colleagues across the Commonwealth participated in a great deal of racial equity education. In addition to participating in webinars to learn how to improve our messaging to take into account systemic racism and to learn more about systemic racism, we held a book group with weekly discussions based on reading Me and White Supremacy by Layla Saad, and How to Be an Antiracist by Ibram X Kendi.
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 relationship 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

State Legislators

During FY20, the Executive Director continued to take a proactive role in meeting with our area legislators, informing them about the work of CES, and advocating for issues common to our districts. This included holding individual or group meetings, in person or by Zoom, with many of our area Senators and Representatives. The Executive Director, along with other CES leadership staff attended legislative events, including an annual event sponsored by the Human Services Forum, an event sponsored by the regional workforce board, and events sponsored by the legislators themselves.

Before March 16, the Executive Director was actively engaged in educating our legislators about key legislation that was being considered, especially as it benefitted small and rural districts. This legislation included the Student Opportunities Act and funding for rural schools and for transportation. The Executive Director submitted testimony in support of these areas, crafted messaging for CES and member districts, and attended several forums on the SOA. Once the schools were closed due to the pandemic, these efforts were put on hold.

In addition, On March 9, 2020, CES facilitated a region-wide listening event about the SPED Spending Gap. Deputy Director Karen Reuter worked closely with Senator Jo Comerford and Rep. Daniel Carey, who sponsored the event in an effort to better understand the issue. Sherry Smith, our Director of Special Education, and Special Education. Student Services, or Business Directors from many of our member districts participated. The SPED Spending Gap is the difference between the actual percentage of students with special needs and the percentage of educator time devoted to each student versus the percentages that are assumed and are figured into the Foundation Budget. For most of our districts, the actual percentages are notably higher than what the Foundation Budget assumes, creating added fiscal issues for the districts as they strive to educate their students with needs.

After March 16, CES provided updates to our legislators about 1) the status of education in the region, as all schools pivoted to remote learning; 2) the major challenges schools and districts were facing;
and 3) the major challenges on the horizon for summer and next school year. CES arranged, co-hosted with Senators Comerford and Hinds and Representative Carey, a Zoom hour-long "briefing" for thirteen legislators on Friday, May 8. This included most of our region's delegation, including one member of the Joint Committee on Education. Two other legislators who are on the Joint Committee also attended. We had 19 of our 21 superintendents participating and they gave overviews and vignettes of the current status, the pressing challenges now, and the challenges we'll face next year. The briefing was well received and the 3 members of the Joint Committee said they would take all the info back to an Oversight Hearing on remote learning.

**State Partners**

The Executive Director continued in his sixth year as 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 FY20. Three meetings were in person and two were held remotely.

The Executive Director also continued as 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 serves 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.

From March 16 through the end of the year, the Executive Director and key leadership dedicated considerable time taking part in briefings via Zoom and reviewing news conferences, memos, advisories, and policy statements from DESE (Commissioner, Associate Commissioner Johnston, CFO), EOE, DYS, DMH, EEC, US DOE, DPH, MOEC, and MASS. The Executive Director alone spent about 25% of his time keeping up with an ever-changing policy and practice landscape brought on by COVID-19, in order to keep CES on the right track, and to share information and have discussion with our area school leadership.

**Local Partners and Officials**

- In FY20, The Executive Director met with sixteen of CES’s member School Committees with five 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; 4) solicit suggestions and ideas for new programs and services that would help meet local needs; and 5) go over the amended Agreement of the Collaborative and request a vote to approve it. The amended Agreement admitted Gateway Regional School District and Worthington school/district into CES.
membership; the agreement was approved by DESE and went into effect on 7/1/20.

- As described earlier, the two Superintendent Steering Committees met monthly (except in the summer), up through March 16. After that point, CES arranged and hosted hour-long Zoom meetings, at least once a week for all the superintendents as they all grappled with challenges related to the pandemic. CES also set up Google folders for the Superintendents to share information, examples of announcements and new procedures from their districts, and other areas.
- CES hosted the monthly Connecticut Valley Superintendents Roundtable meetings, through March. They have been suspended for the rest of the year
- The Executive Director and Director of Licensure, Suzanne Judson-Whitehouse, continued to be members of the Diversifying Teacher Workforce Coalition in the Pioneer Valley, in collaboration with Five Colleges; Amherst, Northampton and Hadley Schools; Holyoke and Springfield Schools; Holyoke and Greenfield Community Colleges; Teach for America; and other colleges with teacher preparation programs. Suzanne has been the lead for CES in this effort and she is the co-leader of the Coalition’s Diversity, Equity and Inclusion team.
- 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 MassHire Franklin Hampshire Workforce Board and had staff serve as members of the Youth Council.
- CES belonged to the Council of Social Agencies (COSA).
- The Executive Director continued to serve as convener for the Design Team for Powertown in the 21st Century, a high school redesign 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 project was completed in FY20.
- CES continued work on region-wide collaboration with and services to member districts, as well as outreach to the Athol-Royalston and other Worcester, Berkshire and Hampden districts

**State-Level Leadership Activities**

- The Executive Director was active with the Massachusetts Organization of Educational Collaboratives (MOEC) as a member, as part of the Executive Committee, and as the Western MA Liaison to MOEC and the Department of Elementary and Secondary Education. In these roles, the Executive Director was able to promote the development of all collaboratives as well as help expand and deepen partnerships and initiatives with ESE. He also helped to write the proposal for collaboratives to be lead on a major state initiative in planning and implementing an SEL/Mental Health Institute.
- CES hosted regional Special Education briefings from DESE, both in-person and via Zoom.
- 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).
- 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 FY20 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), Rethinking Schools, 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 nearly 1300 youth during FY20, young people in residence at 40 programs across the state and while in the community. During this period, 73 youth obtained their High School Diploma or its equivalent. 49 students achieved a High School Diploma, 21 students passed the HiSET exam, and 3 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 22 youth doing so in the community (sometimes youth transitioned between residential and community during a semester; a total of 74 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 continued to increase dual enrollment: 23 youth engaged with postsecondary coursework while also enrolled in high school or 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, 77 youth earned industry recognized credentials in areas such as ServSafe Food Handling and OSHA.

Special Education in Institutional Settings (SEIS)

FY20 was the 3rd 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).

72 SEIS teachers served a monthly average of approximately 339 students in 59 different sites across the state.

Accomplishments noted for FY20 include:
Continued implementation of the pilot of DMH transition portfolios at Worcester Recovery Center and Hospital
Continued to build effective partnership with our host agency partners to support youth across educational, residential and clinical domains
Successful implementation of Google Classroom in DMH programs to support remote learning
Crafted an extensive proposal for the Special Education in Institutional Settings (SEIS) Request for Response (RFR)
Examined structures to align School District Caseloads with Local Education Agency (LEA) Assignments
Co-facilitated the SEIS/DYS Integration Workgroup to continue to examine and make refinements to the role of the SEIS teacher in DYS

SEIS had a successful implementation of the third extension year and was successfully awarded a new contract with the Department of Elementary and Secondary Education for FY21-FY23, with two possible years of extensions.

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
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 Professional Development Series - DESE
Special Education CSPD Training - DESE
Special Education Team Leader Institute – DESE
Statewide System of Support Turnaround Assistance Support - DESE
Title III Consortium (Limited English Proficient Students) - 23 member districts, 3 private schools - 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
Tobacco Cessation - 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
Mass in Motion Mentor Model – Massachusetts Association of Health Boards

Federal

Teaching with Primary Sources - Library of Congress
Forge of Innovation - National Endowment for the Humanities
Youth Mental Health First Aid - Health and Human Services
Community Food Project – Department of Agriculture (USDA)/NIFA

Private and Corporate Foundations/Institutions

Barr Foundation – Powertown: Redesign Planning for Turners Falls High School
Baystate Health Systems – Hospital Coalition
Behavioral Health Network - Early Childhood Mental Health support
Blue Cross Blue Shield – Healthy Living Accelerator
Community Foundation of Western Massachusetts - Empowered Eaters
Cooley Dickinson Hospital – Prevention Needs Assessment Survey
Cooley Dickinson Hospital – Healthy Communities
Cooley Dickinson Hospital – Hampshire Mobile Market
Gibney Family Foundation – Becoming Helen Keller
Greater Good Science Center, Berkeley University - Greater Good Parenting
Hartford Foundation – Evaluation of Greater Together Community Funds
Hartford Foundation – Evaluation of Chronic Absenteeism Project
Health New England – Rapid Response
United Way of Hampshire County - Empowered Eaters
United Way of Pioneer Valley- after school

**Municipal and Regional Public Agencies**
City of Northampton - Mass in Motion
Franklin-Hampshire Employment and Training Consortium – Connecting Activities
Franklin-Hampshire Regional Employment Board - STEM Focused Internships
Northampton Coalition - City of Northampton
Town of Belchertown Planning Board – Community Health

**Individual donors for:**
Joan E. Schuman 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 – (16MARSSKJ1) This Departmental Master Agreement approves vendors with a demonstrated capacity to successfully support district and school improvement.
- Pre-qualified List of Educational Consultants Supporting Curriculum and Instruction – (17MACCING1) Approved vendor under the Center for Curriculum and Instruction to provide a wide variety of services in curriculum and instruction and assessment services.
- Pre-qualified by MA DESE for List of Prequalified Vendors Supporting Partners for the Strategic Transformation Region (20CDSLW2).
- CES is an approved vendor of For-Cost SEI Endorsement Courses (21MAOLADG1).
- 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 (500824).
- 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.

- Approved by the Executive Office of Labor and Workforce Development of the Career Services Division under TAA Training EOL 18-02 for reimbursement of selected Licensure fees.
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

Substantial progress in achieving the goals and objectives was demonstrated.

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 4,053 children, youth and families were impacted by CES programs and direct services, 16% growth over FY19. An additional 1,639 children and youth were educated in over 80 settings under our statewide DYS and SEIS contracts. Beginning in March, for most of these programs and services, we were able to adapt our delivery to on-line platforms or, where needed, to paper packets. We also kept up personal contacts with vulnerable students via text, phone, Google meet, or in person (with all required safety protocols in place).

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, racism, implicit bias, and culturally-responsive classroom practices; social-emotional learning and safe and supportive schools; methods to integrate technology in the curriculum and practices for remote learning; differentiated instruction; authentic assessment; and professional learning communities and others. Despite the pandemic, CES held at strong numbers in this area in FY20; with participating individuals at over 5,650.

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.

As a result of the COVID-19 pandemic, CES did not field our annual customer survey in the spring of 2020. We did reach out to schools, districts and educators in late May of 2020 to identify specific needs for training, technical assistance and PD as we planned for our summer and fall offerings, and identified strong customer needs for support in the areas of student trauma, equity and racism, and assistance with remote learning techniques, and have responded to these areas with increased training and support.

Throughout the pandemic, CES increased our support for job alike and professional networks and communities, moving these groups to a virtual conferencing platform and both continuing and increasing our hosting of these meetings.

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 continued to assume a significant 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 task forces 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; meeting with local and state officials; and more.
CES also served a major role in FY20 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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