# CES BOARD OF DIRECTORS MEETING AGENDA

**WEDNESDAY, JANUARY 27, 2021 (6:30-9:00)**

**JOIN ZOOM MEETING** - HTTPS://COLLABORATIVE.ZOOM.US/82635590014  MEETING ID: 826 3559 0014

**Please Note:** There will be a new Board member orientation beginning at 6:00 pm.

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Call to Order and Introductions – Board Chair Dan Hayes</td>
<td>6:30</td>
</tr>
<tr>
<td>2. Public Comment</td>
<td>6:35</td>
</tr>
<tr>
<td>3. Approve Minutes of November 18, 2020 Board of Directors Meeting &amp; January 19, 2021 Finance Committee Meeting Minutes  <strong>(Vote Required)</strong>  Pg. 2-8  - Motion to be considered: To approve the minutes of 11/18/2020 Board of Directors meeting and the 1/19/2021 Finance Subcommittee meeting.</td>
<td>6:40</td>
</tr>
<tr>
<td>4. Appointment of Secretary and Authorized Signer  <strong>(Vote Required)</strong>  - Motion to be considered: To approve the appointment of Karen Reuter as the Secretary of the Board and, as the Interim Executive Director of the Collaborative for Educational Services, Karen Reuter is authorized, empowered and directed on behalf of the Collaborative to sign, seal, execute and deliver any and all contracts, agreements and other documents on behalf of the organization, as allowed by law.</td>
<td>6:50</td>
</tr>
<tr>
<td>5. Hires and Separations for 11/16/2020-1/15/2021  <strong>(Vote Required)</strong>  Pg. 9-10  - Motion to be considered: To approve the hires and separations for the period of 11/16/2020-1/15/2021 as presented.</td>
<td>6:55</td>
</tr>
<tr>
<td>6. Financial Report - Barbara Siegel  <strong>(Votes Required)</strong>  Pg. 11-15  - FY21 Statement of Activities and the Change in Fund Balance for the period ending November 30, 2020  - FY21 Adjusted Budget for the period ending November 30, 2020  - FY22 HEC Academy Summer tuition rates, effective July 1, 2021  - Motion to be considered: To accept the adjusted FY21 Statement of Activities, the change in Fund Balance, and the adjusted budget for the period ending 11/30/2020, and FY22 HEC Academy Summer tuition rates effective 7/1/2021, as presented.</td>
<td>7:00</td>
</tr>
<tr>
<td>7. CES Presentation: Building Equitable Support for Children with Disabilities (BESCD) - Desiree P. Lalbeharie-Josias</td>
<td>7:20</td>
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<tr>
<td>8. Strategic Planning Process Overview - Josh Moulton of Strategy Matters</td>
<td>7:40</td>
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<td>9. HEC Academy Update - Sherry Smith</td>
<td>8:00</td>
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<tr>
<td>10. Executive Director Search Update - Cheryl Rogers</td>
<td>8:10</td>
</tr>
<tr>
<td>11. DESE Approval of Annual Audit and Annual Report status</td>
<td>8:25</td>
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<tr>
<td>12. Interim Executive Director’s Report - Karen Reuter  <strong>Pg. 16-31</strong></td>
<td>8:30</td>
</tr>
<tr>
<td>13. Topics of Board Interest</td>
<td>8:50</td>
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<tr>
<td>14. Adjournment</td>
<td>9:00</td>
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This notice was posted on 1/25/2021 at 3:45 PM

Location: https://www.collaborative.org/events-and-courses/upcoming-meetings/ces-board-directors-meetings-2020-2021
A new board member orientation meeting was held at 6:00 PM

Attendees present were Christy Boudreau, Dan Hayes, Denise Storm, Heidi Gutekenst, Julianne Tauscher, Susan Hollins, Bill Diehl, Karen Reuter, Kelly Hernandez, Emily Hoffman, Tom Dowling, and Steven Erickson.

Call to Order and Introduce New Members

The Board did a roll call of introductions and a quorum was established.

Dan Hayes called the meeting to order at 8:36 PM.

Public Comment

Barbara advised that members that they will be receiving a survey regarding the conflict of interest statement, demographics, and business owner.

Hearts are going out to the Frontier Regional school system with their recent tragedy

A modified version of the roll call vote will be taken when voting. Dan explaining that all in favor will say their name and will respond yay or I. Then, it will be asked for opposition and absentia.

Approve Minutes of the September 30, 2020 Board of Directors Meeting and the November 13, 2020 Finance Subcommittee. (vote required)

- A copy of the minutes from the 9/30/2020 Board of Directors meeting and the 11/13/2020 Finance Subcommittee meetings were included in the Board Packet on pages 2-17.

The Finance meeting minutes were approved with the correction of grammatical error.

Jonathan Schmidt moved to approve the minutes of the 9/30/2020 Board of Directors meeting and the 11/13/2020 Finance Subcommittee meeting. Suzanne Crawford seconded the motion. A roll call vote was taken. William Tomb abstained. None opposed and the motion passed.

Annual Audit (vote required)

- A copy of the Annual Audit was included in the Board Packet on pages 18-61
Barbara Siegel welcomed Steve Erickson and Tom Dowling of Whittlesey PC’s. Tom shared his screen and presented high-level details of the Annual Audit. The presentation can be found attached to these minutes. They advised the Board that they are able to present a clean, unmodified opinion, with an A+ rating.

Dan gave appreciation for the questions that were brought up in the Financial Committee meeting and contributed that he was pleased with the A+ rating. He explained that the audit is a way for the Board to know that they have had an independent review of all the financials.

*John Cotton moved to accept the FY20 audit as presented. Laura Fallon seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed.*

Bill provided gratitude to Barbara Siegel and Rebecca Lincoln for their work and assistance with the auditors, despite working remotely.

**Cumulative Surplus (vote required)**

- Motion to be considered: *To accept the FY20 cumulative surplus calculation as presented.*

Barbara Siegel advised that Cumulative Surplus is part of the 2012 Collaborative Regulation that requires us to keep track of how well we are doing from year to year. If there is an excess of 25% or more in the General Fund would need to be refunded to the districts. This year the CES Cumulative Surplus is 3.1%, therefore, there is nothing to distribute and will only require a vote on the calculation. She provided that all of the monies are held at People’s Bank but the Cumulative Surplus is not all in cash rather a combination of all of our assets that pertain to the General Fund.

*Don Sluter motioned to accept the FY20 cumulative surplus calculation as presented. Gene Stamall seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed.*

**#6 September Financials (Barbara Siegel) (vote required) Page 62**

- Motion to be considered: *To accept the 9-30-2020 Financial Report as presented*

Barbara Siegel directed those in attendance to reference the Financial Report in their packet of materials. This report is intended to provide a comparison to where we were last year at this time. This is the first year we have something to compare the numbers too and we are in a much better position. This year we have a 26K surplus. She proceeded to review the general fund data listed on the report. The Operational Continuity Team continues to work to keep a healthy picture with seeking areas to save money and increase revenue. They are reviewing each department every other month to check the current status and dedicating time to do everything possible to reduce the budget deficit.

*Melissa Nazzaro motioned to accept the 9-30-2020 Financial Report as presented. Don Sluter seconded the motion. A roll call vote was taken. WilliamTomb abstained. None opposed and the motion passed.*

**FY21 revised budget (Barbara Siegel) (vote required) Page 63**

- Motion to be considered: *To accept the adjusted FY21 budget as presented.*

The statement of activities found in the packet of materials was reviewed next. Again, she provided review of the data, specifically the changes to the budget with a reduction of 200K. This savings is real and achievable throughout this fiscal year. She anticipates that some of the numbers will be adjusted as they continue to review each depart. Adjustments to the changes of grants with adjustments and additions of new grants are also illustrated on this report. She has no concerns at this time.
Barbara provided some history on the billing for Professional Development that was put into place a long time ago. She explained that there are 3 terms and revenue is recognized at the beginning of the term. However, the Fall term continues on through January creating a frontload of expenditures.

*Don Sluter motioned to accept the adjusted FY21 budget as presented. Jonathan Schmidt seconded the motion. A roll call vote was taken. William Tomb and Susan Hollins abstained. None opposed and the motion passed.*

**Indirect rate surcharge (Bill Diehl) (vote required)**

- Motion to be considered: *To approve that the Executive Director or designee has discretion over the administrative/indirect rate for services provided to entities that are neither member districts nor non-member districts nor individuals from member/non-member districts.*

Bill Diehl gave context of the reason for this request and explained that CES can charge non-member districts up to 25% above the member district's rate, of which DESE had previously accepted. While collaborating ways to increase revenue, the idea was raised that we adjust how much we charge non-district organizations at the discretion of the Executive Director. According to DESE, this proposed opportunity would be up to the Board to approve. The intention of this vote is to give the Executive Director the flexibility to increase the indirect rate pricing depending on the organization, with the focus of not negatively impacting our at risk community members. It was noted that CES already does this but on the opposite side with reducing the indirect rate to create feasibility. The practice would be similar in this manner. A few suggestions were made that included:

- Setting a limit on the increase rates to give some structure.
- Others would rather not put a cap and limit revenue.

It was established that the Board members favored not having a policy and to put their trust in the Executive Director’s hand.

*Laura Fallon motioned to approve that the Executive Director or designee has discretion over the administrative/indirect rate for services provided to entities that are neither member districts nor non-member districts nor individuals from member/non-member districts. Christy Boudreau seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed.*

**Hires and Separations for 9/16/20 - 11/15/20 (vote required) Pages 64-65**

- Motion to be considered: *To approve the hires and separations for the period of 9/1/2019-11/15/2020 as presented.*

Bill explained that one page provided those associates with Direct Services and the number of hires was due to the recent acquisition of the MMEP contract. While the second page represents those affiliates with the state contracts.

*John Cotton motioned to approve the hires and separations for the period of 9/1/2019 - 11/15/2020 as presented. Suzanne Crawford seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed.*

**Massachusetts Migrant Education Program (MMEP) Presentation (Emily Hoffman)**

Karen Reuter advised that CES was awarded the MMEP grant and proceeded to introduce Emily Hoffman, Migrant Education Program Director. Emily shared her screen and presented the attached PowerPoint. Upon completion, questions were fielded to include the following details:
MMEP serves between 400-600 students annually
Recently, there has been a shift in family dynamics with more men taking care of the children without the mothers being in the area.
The CES member districts with students in the MMEP are as follows: Frontier Regional, Gill-Montague, Amherst, and Hadley
All were encouraged to share the details of this program with their districts to get the word out.
MMEP staff would love to have the opportunity to put screeners in place to identify students that would be eligible to obtain services.

**Annual Report (vote required) Pages 66-130**

Motion to be considered: To accept the annual report as presented.

Bill Diehl advised the Annual Report is a requirement and needs to mention everything CES does, the cost, a comparison with similar organizations to prove we are cost-effective. It is informative and shows the range of services CES provides. He recommended taking the opportunity to read through it and to share it with the districts for the background of the Collaborative. The first part is a summary of the year and noted that the deficit is reasonable due to not having the opportunity to participate in programs like the CARES Act. In each section, there is a pre-COVID and pandemic description, due to the pivoting that the pandemic created. The goal was to navigate what the districts needed, one of those was the paraprofessional professional development training. He expressed his happiness with the ways the staff had stepped up to meet the demands of the changes the year had brought. CES is also working on the next strategic plan and working on opening opportunities through this process. CES is looking at how they can do better for the young people in our communities. He provided the update that the DESE audit has been passed and we did well. However, the state audit is still ongoing, moving forward, and we hope it will be coming to an end soon. He is hopeful that the report will be released by the end of December. Within the report, there is a section of challenges of which he outlined at a high level.

Kathy Levesque, Director of Business Development and Communication, noted that all, current and past, Annual Reports can be found on the CES website. This report is organized by our goals as represented by the agreement with the Board to assist with organizing what is presented. The next step is to submit it to DESE for approval but requires the Board of Directors approval prior.

A shorter brochure, Many Highlights, will be designed to summarize some of the key stories and the people involved. It will be forthcoming.

_Johnathon Schmidt motioned to accept the annual report as presented. Laura Fallon seconded the motion. A roll call vote was taken. Christy Boudeau abstained. None opposed and the motion passed._

**Academies updates (Karen Reuter)**

Karen Reuter reported to the Board that a school nurse had been secured for HEC Academy. She has had school base and mental health experience and is already leading us in regards to exposure and keeping staff calm and kids safe. HEC Academy has had some staffing challenges, similar to districts with health accommodations and childcare needs. HEC Academy has an enrollment of 24 with 16 students’ families having chosen to be served remotely and 8 students preferring in-person learning. Due to the shift of in-person staffing, the in-person students have been split into cohorts with a max of 5 students. This created the flexibility to add to them over time.

Mount Tom is a smaller program with an enrollment of 13 students with 6 students being serviced in-person. Due to the number of students preferring to be serviced with remote learning, they are able to offer students the opportunity to come to school 4 days a week by merging the cohorts.
Ultimately, we are working on how to navigate what would require the decision to be fully remote. The commissioner has not provided guidance on how collaboratives should determine this, therefore, CES is working on establishing a matrix. MT and HEC Academies do not have unions negotiate with unlike the contracts (DYS/SEIS) do.

Dan Hayes acknowledged that the teachers are dedicated to the students and provided his appreciation to their work.

**CES Updates / Report (Bill Diehl)**

Bill Diehl took the opportunity to express his appreciation and that our educators are the real heroes - in the Academies and the contracts. All of them are dealing with some form of grief and personal needs of their families.

This is his 40th and last Board meeting with his impending retirement. He expressed that he got to do what he loved and loved what he has done. He offered an outline of his background and how his passion came to be. He started out serving those who were underserved that led his dedication to this work. He came to the Collaborative just as Franklin County joined and got to implement the rebranding and involving all in the decision making process. He expressed his pleasure for the success he has been honored to have been part of. He also provided his appreciation for all those who he has worked with including the Board.

Karen Reuter will be in place as interim Executive Director while the search continues. She expressed her gratitude for her time she has had to work with Bill and is thankful to be with the collaborative. She is committed to bridge the gap till June 30 and feels privileged to have this opportunity.

Dan Hayes recalled being part of Bill’s selection committee when he became the Executive Director. He reflected on his work, accomplishments, and ability to use his vision through the reorganization and how he was able to put it into action. Because of this, CES is a better place.

**Topics of Board Interest**

Dan advised the Board to feel free to email himself, Kelly, or Karen any topics that they would like to be discussed at future Board meetings.

**Adjournment**

Dan adjourned the meeting at 8:48 PM
Collaborative for Educational Services
Finance Committee Meeting
January 19, 2021 at 8:00-9:00 AM
Minutes (DRAFT)

Zoom Meeting: https://collaborative.zoom.us/j/82238192683
Meeting ID: 822 3819 2683

In Attendance:

Committee Members: Dan Hayes, Jennifer Mallette, Anne McKenzie, Richard Martin
CES Attendees: Karen Reuter, Barbara Siegel, Kelly Hernandez, Rebecca Lincoln
Guest Board Members: Susan Hollins

Materials provided.

Call to order, welcome, introductions
Karen introduced and welcomed Rick Martin to the committee. Each of the attendees provided a brief introduction. The meeting was called to order at 8:06 AM

CES financial statements for the period ending November 30, 2020
Barbara Siegel gave an overview of the financial report ending November 30, 2020, that was emailed to the committee and linked above. Her high-level review included the following:

● Related services which have typically run at a deficit are currently breaking even despite the concern that there would be a need for reduced services based on COVID 19. The new pricing structure, which includes report writing time, has had a positive impact.
● MT Academy is doing well with its current enrollment. Their spending pattern is on track to break even.
● Professional Services are almost at the same dollar amount as last year and doing well.
● Early Childhood is running a small loss but it is believed to be due to a delay in billing the process.
● Licensure has some concerns and is being monitored closely. The new enrollment is low, approximately by 1/3 of last year’s enrollment. However, it is wonderful that the schools are still allowing practicums despite COVID and allowing candidates to move forward in the licensure process.
● HEC Academy has a significantly lower enrollment than what was used to create the budget with 32 students. This is creating a deficit and not the trajectory that had been hoped for. Karen contributed there are referrals in the cue that are interested in the program. They are also staffing for a smaller in-person learning cohort with a smaller staff as they have not staffed some vacant positions. With the limited faculty and restrictions, they need to accommodate smaller numbers for the time being.
● The indirect rate has surpassed the collection goal by 20K, as of this past Friday.
● Operational Continuity Team continues to meet regularly and has been instrumental in obtaining the details behind the numbers on this report.
● CES continues to work through the impact that COVID has on the numbers but are optimistically hopeful.
● Barbara proceeded to review the current figures on the report with comparisons to last year’s figures found on page 1 of the materials.

A conversation followed that included the following:
● An uptick in SJE interest may be contributing to the Professional Services figures
● The idea that Teacher Licensure is no longer being highly sought due to the impact COVID has had in this professional area. The career path of being a teacher does not seem to be as appetizing during this time compared to years past.
Barbara proceeded to give a high-level review of the Statement of Activities and contributed:

- Constant pivoting and adjusting continues to happen at the Collaborative.
- New grant contracts of approximately 218K are the only change to the budget and creates the need to request to have this change be voted on.

*Dan Hayes motioned to vote to accept the financial report as presented and the updated budget. Jennifer Mallette seconded the motion. All in favor. The motion passed unanimously.*

Some additional conversation points to include:

- CES's has no expectation that they are eligible for the PPP second round.
  - ¼ that we went 25% below revenue will qualify CES for 24 weeks.
  - Dan is hopeful we may be eligible and requested Barbara reach out to People’s Bank
- The FTE calculations are the last step of the current PPP Loan Forgiveness application.
  - This is a tedious step being overseen by Rebecca Lincoln
  - The hope is to have it completed that by end of the week
  - It will then be sent off to the accountants for their approval before sending to the bank.
- CES is not eligible for the CARES act funds
- Consideration of expanding HEC Academy to provide the program within Franklin County.
  - It could provide some opportunity to overcome space issues with the 228 Pleasant Street facility.
    - The consideration of combining central office with the school was being considered
    - Potential locations were being sought prior to COVID.
  - Consideration of expanding MT Academy to Greenfield Community College was explored but did not materialize
  - Transportation issues could be eliminated as Greenfield has new vans to support these types of programs.
- **FY22 HEC Academy Summer budget and summer tuition rates, effective July 1, 2021**

  Barbara reviewed the HEC Academy Summer School budget provided on page 3 of the materials packet. She provided the following details to support the numbers presented:

  - A 2% COLA was added to this budget as a space holder and CES is not asking for a vote on passing the COLA rather to provide the numbers for reference should a COLA be approved in the future
  - The summer school budget is based on 10 students (10 students will graduate in June)
    - They kept in mind those in the program who have IEP support for an extended school year.
    - Currently has 9 students (2 may not attend) for ESY services
    - Adequate space for this number with the potential for 6 feet distancing
    - HEC Academy can accommodate more students if social distancing is lifted
    - More than 10 students will require an increase in staffing.

  It was advised that a member district has surveyed their community about their perception of their mental health status. It provided that mental health is poor and will require additional student support academically. Therefore, using the number 7 may be very low, and if needed CES may want to seek unused space within member districts. It was also noted, these services are an allowable expense for districts. It was suggested to provide the Board with a reminder that these funds can be used for this at the upcoming meeting.

  *Jennifer Mallette motioned to vote to approve the HEC Academy summer budget and FY21 tuition rate. Richard Martin seconded the motion. All in favor. The motion passed unanimously.*

**Adjourn**
The meeting adjourned at 8:59 am.
## HIRES

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<tr>
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<th>Date Hired</th>
<th>Program</th>
<th>Position</th>
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<td>Ekstrom</td>
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## SEPARATIONS

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<td>Teacher</td>
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<td>Diehl</td>
<td>William</td>
<td>12/31/2020</td>
<td>Admin</td>
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# HIRES AND SEPARATIONS NOVEMBER 16th 2020 - JANUARY 15th 2021

## HIRES

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<td>Anjitem</td>
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<td>Cheney</td>
<td>Justin R</td>
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<td>Sheila</td>
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<td>Rivera</td>
<td>Debbie</td>
<td>1/4/2021</td>
<td>DYS</td>
<td>Assoc. Dir. of Education and Transitional Services</td>
<td>Full Time</td>
</tr>
<tr>
<td>Williams</td>
<td>Raymond C</td>
<td>12/3/2020</td>
<td>DYS</td>
<td>Teacher</td>
<td>Full Time</td>
</tr>
</tbody>
</table>

## SEPARATIONS

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date of Separation</th>
<th>Program</th>
<th>Position</th>
<th>Part Time or Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheatham</td>
<td>Jennifer</td>
<td>11/27/2020</td>
<td>SEIS</td>
<td>Teacher</td>
<td>Full Time</td>
</tr>
<tr>
<td>Goatz</td>
<td>Drew</td>
<td>1/12/2021</td>
<td>DYS</td>
<td>Substitute Teacher</td>
<td>Part Time</td>
</tr>
<tr>
<td>Greeley</td>
<td>Patrick</td>
<td>12/18/2020</td>
<td>SEIS</td>
<td>Teacher</td>
<td>Full Time</td>
</tr>
<tr>
<td>Payano</td>
<td>Pavel</td>
<td>12/31/2020</td>
<td>SEIS</td>
<td>Teacher</td>
<td>Full Time</td>
</tr>
<tr>
<td>Washburn</td>
<td>Sandra</td>
<td>1/8/2021</td>
<td>SEIS</td>
<td>Teacher</td>
<td>Full Time</td>
</tr>
</tbody>
</table>
Collaborative for Educational Services  
Changes in Fund Balance  
FY21 for the Period 7/1/2020 through 11/30/2020

<table>
<thead>
<tr>
<th></th>
<th>FY21 11/30/2020</th>
<th>FY20 11/30/2019</th>
<th>Difference FY21 - FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>(1,229,487)</td>
<td>(1,196,414)</td>
<td>(33,073)</td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td>(787,684)</td>
<td>(830,433)</td>
<td>42,749</td>
</tr>
<tr>
<td>Professional Services</td>
<td>(578,653)</td>
<td>(534,944)</td>
<td>(43,709)</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>(9,029,436)</td>
<td>(9,133,564)</td>
<td>104,128</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>(11,625,261)</td>
<td>(11,695,355)</td>
<td>70,094</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>1,253,001</td>
<td>1,247,378</td>
<td>5,623</td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td>857,181</td>
<td>977,141</td>
<td>(119,960)</td>
</tr>
<tr>
<td>Professional Services</td>
<td>452,359</td>
<td>701,797</td>
<td>(249,438)</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>9,029,436</td>
<td>9,133,564</td>
<td>(104,128)</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>11,591,977</td>
<td>12,059,880</td>
<td>(467,903)</td>
</tr>
<tr>
<td><strong>Excess of Revenues over Expenditures:</strong></td>
<td>(33,283)</td>
<td>364,525</td>
<td>(397,808)</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(105,008)</td>
<td>(141,672)</td>
<td></td>
</tr>
<tr>
<td><strong>Net Changes in Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(138,291)</td>
<td>222,853</td>
<td></td>
</tr>
<tr>
<td><strong>Fund Balance - Beginning of Year</strong></td>
<td>3,300,656</td>
<td>3,904,200</td>
<td></td>
</tr>
<tr>
<td><strong>Fund Balance - End of Period</strong></td>
<td>3,162,365</td>
<td>4,127,053</td>
<td></td>
</tr>
<tr>
<td><strong>Program Net Amounts:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>23,513</td>
<td>50,964</td>
<td>(27,451)</td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td>69,497</td>
<td>146,708</td>
<td>(77,211)</td>
</tr>
<tr>
<td>Professional Services</td>
<td>(126,294)</td>
<td>166,853</td>
<td>(293,147)</td>
</tr>
<tr>
<td><strong>Total Program Net Amounts</strong></td>
<td>(33,283)</td>
<td>364,525</td>
<td>(397,808)</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Collaborative for Educational Services

**Statement of Activities**

**FY21 for the Period 7/1/2020 through 11/30/2020**

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Rev FY21 Approved Budget</th>
<th>FY21 Changes to Date to Budget</th>
<th>FY21 Adjusted Budget</th>
<th>Jul - Nov Period Budget</th>
<th>FY21 Jul - Nov Actual</th>
<th>Period Budget vs Actual</th>
<th>Available Budget Balance / Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Business Development</td>
<td>(3,567,911)</td>
<td>-</td>
<td>(3,567,911)</td>
<td>(1,486,630)</td>
<td>(1,229,487)</td>
<td>82.70%</td>
<td>(2,338,424)</td>
</tr>
<tr>
<td></td>
<td>4,011,679</td>
<td>-</td>
<td>4,011,679</td>
<td>1,671,533</td>
<td>1,253,001</td>
<td>74.96%</td>
<td>2,758,678</td>
</tr>
<tr>
<td>Net</td>
<td>443,768</td>
<td>-</td>
<td>443,768</td>
<td>184,903</td>
<td>23,513</td>
<td>420,255</td>
<td></td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td>(2,426,755)</td>
<td>-</td>
<td>(2,426,755)</td>
<td>(1,011,148)</td>
<td>(787,684)</td>
<td>77.90%</td>
<td>(1,639,071)</td>
</tr>
<tr>
<td></td>
<td>2,813,363</td>
<td>-</td>
<td>2,813,363</td>
<td>1,172,234</td>
<td>857,181</td>
<td>73.12%</td>
<td>1,956,181</td>
</tr>
<tr>
<td>Net</td>
<td>386,608</td>
<td>-</td>
<td>386,608</td>
<td>161,086</td>
<td>69,497</td>
<td>317,110</td>
<td></td>
</tr>
<tr>
<td>Professional Services</td>
<td>(1,593,353)</td>
<td>-</td>
<td>(1,593,353)</td>
<td>(663,897)</td>
<td>(578,653)</td>
<td>87.16%</td>
<td>(1,014,700)</td>
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<tr>
<td></td>
<td>1,688,044</td>
<td>-</td>
<td>1,688,044</td>
<td>703,352</td>
<td>452,359</td>
<td>64.31%</td>
<td>1,235,685</td>
</tr>
<tr>
<td>Net</td>
<td>94,691</td>
<td>-</td>
<td>94,691</td>
<td>39,455</td>
<td>(126,294)</td>
<td>220,985</td>
<td></td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Net - (Surplus) / Deficit</td>
<td>925,067</td>
<td>-</td>
<td>925,067</td>
<td>385,444</td>
<td>(33,283)</td>
<td>958,350</td>
<td></td>
</tr>
<tr>
<td><strong>Special Revenue Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth to Age 22</td>
<td>(3,105,887)</td>
<td>(37,497)</td>
<td>(3,143,384)</td>
<td>(1,309,743)</td>
<td>(866,280)</td>
<td>66.14%</td>
<td>(2,277,104)</td>
</tr>
<tr>
<td></td>
<td>3,105,887</td>
<td>37,497</td>
<td>3,143,384</td>
<td>1,309,743</td>
<td>866,280</td>
<td>66.14%</td>
<td>2,277,104</td>
</tr>
<tr>
<td>Net</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Professional Services</td>
<td>(2,614,543)</td>
<td>180,262</td>
<td>(2,794,805)</td>
<td>(1,164,502)</td>
<td>(696,362)</td>
<td>59.80%</td>
<td>(2,098,443)</td>
</tr>
<tr>
<td></td>
<td>2,614,543</td>
<td>180,262</td>
<td>2,794,805</td>
<td>1,164,502</td>
<td>696,362</td>
<td>59.80%</td>
<td>2,098,443</td>
</tr>
<tr>
<td>Net</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>DYS</td>
<td>(15,530,419)</td>
<td>-</td>
<td>(15,530,419)</td>
<td>(6,471,008)</td>
<td>(4,860,565)</td>
<td>75.11%</td>
<td>(10,669,854)</td>
</tr>
<tr>
<td></td>
<td>15,530,419</td>
<td>-</td>
<td>15,530,419</td>
<td>6,471,008</td>
<td>4,860,565</td>
<td>75.11%</td>
<td>10,669,854</td>
</tr>
<tr>
<td>Net</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>SEIS</td>
<td>(9,696,777)</td>
<td>-</td>
<td>(9,696,777)</td>
<td>(4,040,324)</td>
<td>(2,530,748)</td>
<td>62.64%</td>
<td>(7,166,029)</td>
</tr>
<tr>
<td></td>
<td>9,696,777</td>
<td>-</td>
<td>9,696,777</td>
<td>4,040,324</td>
<td>2,530,748</td>
<td>62.64%</td>
<td>7,166,029</td>
</tr>
<tr>
<td><strong>Total Special Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Revenue Fund Net - Surplus/(Deficit)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Combined General &amp; Special Revenue Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined General &amp; Special Revenue Funds</td>
<td>(38,535,645)</td>
<td>(217,759.00)</td>
<td>(38,753,404)</td>
<td>(16,147,252)</td>
<td>(11,549,779)</td>
<td>62.64%</td>
<td>(27,203,625)</td>
</tr>
<tr>
<td></td>
<td>39,460,712</td>
<td>217,759.00</td>
<td>39,678,471</td>
<td>16,532,696</td>
<td>11,516,496</td>
<td>62.64%</td>
<td>28,161,974</td>
</tr>
<tr>
<td>Net</td>
<td>925,067</td>
<td>-</td>
<td>925,067</td>
<td>385,444</td>
<td>(33,283)</td>
<td>958,350</td>
<td></td>
</tr>
</tbody>
</table>

**Available Budget Balance / Variance**

- Jul - Nov FY21 Period Budget
- Period FY21 Budget vs Actual
Collaborative for Educational Services  
HEC Academy Summer School Budget  
FY 2022

<table>
<thead>
<tr>
<th></th>
<th>2% COLA</th>
<th>No COLA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td>64,532</td>
<td>63,228</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>42,912</td>
<td>42,077</td>
</tr>
<tr>
<td>Fringe</td>
<td>6,011</td>
<td>5,681</td>
</tr>
<tr>
<td>Contractual</td>
<td>5,720</td>
<td>5,720</td>
</tr>
<tr>
<td>Supplies</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Travel</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Other</td>
<td>2,850</td>
<td>2,850</td>
</tr>
<tr>
<td>Indirect</td>
<td>6,914</td>
<td>6,774</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>64,532</td>
<td>63,228</td>
</tr>
</tbody>
</table>

|                        |         |         |
| **Net**                | -       | -       |

<table>
<thead>
<tr>
<th></th>
<th>HEC Academy</th>
<th>HEC Academy</th>
<th>FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Summer</td>
<td>Day Rate</td>
</tr>
<tr>
<td><strong>Proposed FY 2022</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member Rate</td>
<td>$ 6,158</td>
<td>$ 6,033</td>
<td>$ 5,998</td>
</tr>
<tr>
<td>Non-Member Rate</td>
<td>$ 7,143</td>
<td>$ 6,999</td>
<td>$ 6,898</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>HEC Academy</th>
<th>HEC Academy</th>
<th>FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Summer</td>
<td>Day Rate</td>
</tr>
<tr>
<td><strong>Budget FY 2021</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member Rate</td>
<td>$ 5,998</td>
<td>$ 5,998</td>
<td>$ 5,841</td>
</tr>
<tr>
<td>Non-Member Rate</td>
<td>$ 6,898</td>
<td>$ 6,898</td>
<td>$ 6,425</td>
</tr>
</tbody>
</table>

|                        |             |             |             |
| **$ Difference**       |             |             |             |
| Member Rate            | $ 160       | $ 35        | $ 157       |
| Non-Member Rate        | $ 245       | $ 101       | $ 473       |

|                        |             |             |             |
| **% Difference**       |             |             |             |
| Member Rate            | 2.66%       | 0.59%       | 2.69%       |
| Non-Member Rate        | 3.55%       | 1.46%       | 7.36%       |

*Non-Members assessed an added fee for additional administrative costs of 16%.*
Collaborative for Educational Services  
Proposed HEC Academy Rates for Summer 2021 (FY22)  
January 27, 2021

<table>
<thead>
<tr>
<th>Collaborative Programs</th>
<th>Location</th>
<th>Effective</th>
<th># Days</th>
<th>Summer Tuition</th>
<th>Summer Day Rate</th>
<th>Summer Tuition</th>
<th>Summer Day Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEC Academy</td>
<td>Northampton</td>
<td>7/1/2021</td>
<td>25</td>
<td>$6,158</td>
<td>$246.31</td>
<td>$7,143</td>
<td>$285.72</td>
</tr>
</tbody>
</table>

### PRIVATE SCHOOL RATES WITH SUMMER PROGRAMS

<table>
<thead>
<tr>
<th>Private School Programs</th>
<th>Location</th>
<th>Effective</th>
<th># Days</th>
<th>Summer Tuition</th>
<th>(Summer Day Rate)</th>
<th>FY21 With 2.63% Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearway School, Inc.</td>
<td>Newton</td>
<td>FY21</td>
<td>24</td>
<td>$5,756</td>
<td>$246.37</td>
<td>$252.85</td>
</tr>
<tr>
<td>Compass, Inc.</td>
<td>Dorchester</td>
<td>FY21</td>
<td>24</td>
<td>$7,683</td>
<td>$328.82</td>
<td>$337.47</td>
</tr>
<tr>
<td>Cotting School, Inc.</td>
<td>Lexington</td>
<td>FY21</td>
<td>25</td>
<td>$7,746</td>
<td>$318.28</td>
<td>$326.65</td>
</tr>
<tr>
<td>Margaret Gifford School</td>
<td>Weston</td>
<td>FY21</td>
<td>20</td>
<td>$5,926</td>
<td>$304.20</td>
<td>$312.20</td>
</tr>
<tr>
<td>Children's Study Home*</td>
<td>Springfield</td>
<td>FY21</td>
<td>36</td>
<td>$8,484</td>
<td>$242.09</td>
<td>$248.46</td>
</tr>
<tr>
<td>Cutchins Program for Children &amp; Fam*</td>
<td>Northampton</td>
<td>FY21</td>
<td>38</td>
<td>$13,438</td>
<td>$360.48</td>
<td>$369.96</td>
</tr>
<tr>
<td>NE Adolescent Research Institute*</td>
<td>Holyoke</td>
<td>FY21</td>
<td>40</td>
<td>$13,936</td>
<td>$357.86</td>
<td>$367.27</td>
</tr>
<tr>
<td>RF Kennedy Action Corps*</td>
<td>Holyoke</td>
<td>FY21</td>
<td>36</td>
<td>$11,536</td>
<td>$339.46</td>
<td>$348.39</td>
</tr>
<tr>
<td>Valley West Day School</td>
<td>Chicopee</td>
<td>FY21</td>
<td>30</td>
<td>$6,149</td>
<td>$210.54</td>
<td>$216.08</td>
</tr>
</tbody>
</table>

Average Daily Rate: $300.90  
Average: $308.81

<table>
<thead>
<tr>
<th>Average of all Private Summer Programs</th>
<th>12 Summer Programs FY21 Rates</th>
<th>$292.88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of all Private Year Round Programs with no difference in the Summer Programs</td>
<td>70 Year Round &amp; 11 Summer Programs FY21 Rates</td>
<td>$401.50</td>
</tr>
</tbody>
</table>

FY22 Rates have not been posted for this group of schools

* Schools with year round programming

Collaborative for Educational Services
Proposed Summer School Tuition Rate for FY22
January 27, 2021

FY21 HEC Academy Summer School Budget and Tuition Rate

Vote:

1. To approve the FY22 HEC Academy Summer budget and tuition rates as presented, effective July 1, 2021.

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
<th>Day Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Budget</td>
<td>$ 64,532</td>
<td></td>
</tr>
<tr>
<td>Member Rate</td>
<td>$ 6,158</td>
<td>$ 246.31</td>
</tr>
<tr>
<td>Non-Member Rate</td>
<td>$ 7,143</td>
<td>$ 285.72</td>
</tr>
</tbody>
</table>
I am pleased to wish you a Happy New Year and welcome you to our January Board Meeting.

As we move forward into 2021, while we might want to look in our rear view mirror with the hope that our challenges are behind us, we see that the pandemic continues to challenge us in many ways! But the CES team continues to be nimble, responsive, flexible and thoughtful about how to continue to live up to our mission and deliver services to our member districts, the students we serve, and the communities we strive to strengthen with our ongoing work. This report is intended to bring you up to speed on what is happening and allow you to glimpse highlights of the extraordinary work taking place.

It is important to take a minute to acknowledge the work of our teachers and front line staff who throughout this pandemic have placed themselves in harm’s way by showing up each and everyday to deliver services in person to our students. Their commitment and dedication is notable.

Since our last meeting in November, we have actively engaged in the Strategic Planning Process and with our partners Strategy Matters hosted a Town Hall earlier this month. Over 80 staff members attended and the group grappled with key questions to provide input on a SWOT (Strengths, Weaknesses, Threats, Opportunities) analysis. I am pleased that Josh Moutlon will be able to join us at our meeting to share details and information with the CES Board of Directors.

On January 29th, staff will be attending the Human Service Forum Legislative Breakfast to advocate for key issues facing us as an organization but also our member districts. Some of these issues include declining enrollment due to families choosing home schooling during COVIS and the accompanying loss of significant revenue, mental health issues for students and staff, funding to broaden

I hope as you read through this, you will share my sense of pride and and sheer amazement about all that is happening around CES. We are extremely grateful to each and every member of the CES team who each day, brings the highest level of professionalism to our work.

Respectfully,

Karen Reuter
Interim Executive Director
STRATEGIC GOAL 1: MEETING MEMBER DISTRICT NEEDS by collaborating to build needed strength and capacity based upon recognition of current and upcoming demands and trends in education

Regional
The Franklin and Hampshire County Superintendent Steering Committees continue their monthly convenings, organized and facilitated by CES. In addition, the Connecticut Valley Superintendents Roundtable (CVSR), also organized by CES, held their December and January meetings. CVSR includes all the superintendents in Franklin, Hampshire, and Hampden Counties.

CES continues to play a supportive and important convening and information-sharing role for our member districts during this time of change and uncertainty. As reported at the previous Board meeting, CES has hosted one-hour Zoom meetings of superintendents every Wednesday since March 25, 2020. These meetings covered a range of issues, selected by the superintendents, related to COVID-19 and school closings and re-openings. At the last meeting, the superintendents agreed to continue these weekly meetings for the time being. On average, 17 of 21 superintendents are on a given call.

CES Social Justice & Equity staff (SJE) Safire DeJong and Romina Pacheco have been joining these weekly meetings once a month to open dialogue and provide support on issues of leading equity initiatives. It became a standing issue on the weekly meeting agenda and beginning in November, one meeting per month is dedicated to this work.

CES has set up and facilitated biweekly Zoom meetings of secondary level principals as well as our regular meetings of Special Ed Directors, Curriculum Directors / Associate Superintendents, and Technology Directors for our member districts.

Professional Development
- Delivered 4 training sessions focusing on anti-bias and antiracism to the entire staff of the Northampton Public Schools, we have 2 remaining sessions scheduled for February and March.
- We have 5 new contracts for transition assessments
- SJE work continues in Belchertown, PVPA, South Hadley, Easthampton, Hilltown Charter, Frontier Regional, Greenfield, Archbishop Williams High School. Equity dialogue work has begun with Fitchburg State University.
- Technology Integration work continues with the Worcester Public Schools, Belchertown Public Schools, Greenfield Public Schools, Ware Public Schools. New work will begin with Cutchins in the Spring.
- SSoS consulting work in the areas of Special Education and English Language Learners continues in Chelsea, Greenfield, Holyoke and Southbridge.
• The highly successful MA SETLI and CT PPTLI special education team leader institutes continue
• A virtual Team Leader Institute is planned for the Spring.
• Delivered 9 open enrollment PD courses in the Fall Semester serving 147 educators.

Healthy Families / SPIFFY
Healthy Hampshire:
Launched hiring process for an Inclusive Engagement Specialist to support a new initiative aimed at increasing representation and power for youth and adults most impacted by health inequities within decision-making and governance processes in Hampshire county communities
- Completed youth raised garden bed at Florence Heights in Northampton, MA
- Designed a community garden for the Fort River Farm in Amherst, MA
- Completed a walking map of Blandford
- Completed an online beta version of the Hilltown walking maps

Worked with key partners to take steps toward establishing the Hampshire County Food Policy Council. This included working with a group of community residents from throughout Hampshire County, the Food Policy Council Governance Circle, to select a decision-making method for the Food Policy Council. It also included hosting two Learning Circles to bring additional stakeholders into the conversation and prepare them for the work of the Food Policy Council. The topics of the two Learning Circles were "Transforming White Supremacy in the Hampshire County Food System" and "Zooming in and out on food security in Hampshire County."

Hired a new Healthy Hampshire Special Projects Coordinator to work on establishing the Hampshire County Food Policy Council as well as other projects that fall under the Healthy Hampshire mission.
Continued to facilitate the Hilltown Food Council and Amherst Mobile Market Planning Committee to provide community oversight to the Hilltown and Amherst Mobile Markets. Applied to an Amherst Community Development Block Grant to support the Amherst Mobile Market during the 2021 season and worked with a videographer to develop a video about the program for storytelling, fundraising, and advertising purposes.
Co-facilitated two Mass in Motion regional meetings in my role as the statewide Mass in Motion mentor.
Worked with the Town of Belchertown to develop plans for implementing community conversations about the intersection of racial justice and disability access priorities coming out of the Community Health Inclusion Index assessment we completed in Belchertown in mid 2020.
Continued to support the Amherst Survival Center's monthly pantry distributions to food insecure households in Amherst.

Hampshire/Franklin County Tobacco Prevention Program:
Participated in ongoing education about racial equity by reading books, articles and watching films with DPH/MTCP colleagues in weekly meetings. Included was: Dawnland, How to Be an Antiracists/Ibram Kendi, several Daily Hampshire Gazette Columns written by Tolley Jones
- Provided information and newsletter copy/announcement about new $50 incentive sponsored by DPH to help menthol tobacco users to quit to all Health Directors and Boards of Health in Franklin and Hampshire Counties
- Provided information and newsletter copy/announcement about new $50 incentive sponsored by DPH to help menthol tobacco users to quit to all Housing Authority Directors in Franklin and Hampshire Counties
- Provided information and newsletter copy/announcement about new $50 incentive sponsored by DPH to help menthol tobacco users to quit to other local partners in Franklin and Hampshire Counties (including but not limited to CDH, FCMC, UMass Health Center, Hilltown Health Center, CSO Bridge Center for Families, CHCPC, Community Action – both the central leadership and various agencies within the agency)
- Contacted regional partners to learn of opportunities for DPH/MTCP Work Plan Case Study to support local initiatives to reduce disparities in social determinants of health and promote racial equity. Project chosen must have intersectionality with tobacco prevention. Project yet to be determined, but believe I will be working with Communities that Care/FRCOG in their project to introduce robust antiracism curriculum in schools in Franklin County.
- Provided all regional partners with newsletters with “Quit for the New Year” tobacco cessation information/copy for them to publish and distribute
- Attended local prevention coalition meetings (QHSUA, SPIFFY, NPC, South Hadley)
- Attended and participated in DPH/MTCP statewide racial equity training
- Attended and participated in DPH/BSAS statewide racial equity training
- Organized and facilitated Western Regional MTCP meeting
- Served as liaison between South Hadley High School Peer Leaders and The84 Movement to ensure smooth transition for new South Hadley HS Adult Advisor
- Reviewed statewide upcoming communications campaigns (youth vaping, peer support to help youth quit vaping, parent education) and commented
- Reviewed potential budget and brainstormed ideas for projects to be funded by small amount of extra funding supplied by DPH/MTCP to be spent in the community.

STRATEGIC GOAL 2: FOSTERING THE SUCCESS OF CHILDREN, YOUTH AND FAMILIES, WITH A FOCUS ON THOSE PLACED AT RISK – by providing educational programs, policies and practices that foster the success of families, youth and children.

### Special Education

**HEC Academy 2020-2021 Enrollment** (as of 1/15/2021)

<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Agawam</td>
<td>1</td>
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<tr>
<td>Amherst</td>
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<tr>
<td>Chicopee</td>
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HEC Academy like many districts has faced ongoing challenges and has had to actively adjust the learning mode along the way. Please see below:

- **LEARNING PLANS:** Over the course of the fall, we have adapted our learning plans (3) times in response to changing circumstances:
  - Initial in-person plan to start on 9/15 waylaid due to lack of nurse;
    - Nurse hired -- started on 10/26
  - CHANGES IN-PERSON START 10/27/2020
    - Cohort 1 in-person set for 10/27/2020 (full days in TALP)
    - Cohort 2 slated to start 11/9/2020 (full days in VALP)
    - Remote learning for all required from 11/2 - 11/18 (nurse remote due to child-care)
  - 2nd REVISION in-person plan to commence 11/19 -- Cohort 1A & 1B to share TALP
    - Took into account space considerations & available staffing for in-person coverage
    - Monday 11/30 -- remote day due to critical staff shortage

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easthampton</td>
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<tr>
<td>Frontier Regional</td>
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<tr>
<td>Greenfield</td>
<td>3</td>
</tr>
<tr>
<td>Hadley</td>
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</tr>
<tr>
<td>Longmeadow</td>
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</tr>
<tr>
<td>Northampton</td>
<td>4</td>
</tr>
<tr>
<td>Pioneer Valley Regional</td>
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<tr>
<td>Ralph C. Mahar</td>
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<tr>
<td>South Hadley</td>
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<tr>
<td>Springfield</td>
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<tr>
<td>Ware</td>
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<tr>
<td>Worcester</td>
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</tbody>
</table>

**Total Enrollment = 24**
Remote learning for all required from 12/14 - December break (only in-person special ed teacher needing remote accommodation)

- 3rd REVISION in-person/hybrid plan to commence 1/4/2021
  - Took into account space considerations & available staffing for in-person coverage
  - Condensed students back into one cohort
  - Up to (7) students to attend (4) ½ days from 8:00 - 11:20, remote for afternoon academic support and history class

**ENROLLMENT**

- (24) students at the time of this report
  - (2) formal terminations as of 1/14 not reflected in total (both member districts, will not charge for January as students have not been in attendance for quite some time)
    - One student in DYS custody, moving to residential
    - One student needing different placement (not engaged, not attending, not appropriate)
  - (1) pending termination -- waiting on placement -- not reflected in total
    - Cannot meet student’s safety needs
  - (2) students enrolled 1/4/21 and 1/11/21 (Amherst, Longmeadow respectively) -- enrollments reflected in total
    - (3) referrals pending -- timing in referral process & potential enrollment varies widely by case
  - (2) inquiries from member districts -- not official referrals at the time of this report

**OTHER -- Fund 274 Special Education Improvement Grant ($6000 allocation)**

For the first time in years, we were allocated $6000 to address the following priority areas:

- supporting social-emotional learning, health, and safety
- strengthening curriculum, instruction, and assessment
- promoting educator development
- using data and technology to support student performance

From the grant narrative:

The first proposed activity entails the implementation of an online SEL platform, which will enhance and supplement the curriculum, instruction, and assessment options for existing SEL classes. The platform provides an electronic, evidence-based program and mobile app that promotes student agency and also collects data on student use and activity completion.

The second proposed activity is for staff members to engage in Trauma Stewardship professional development. This PD will improve both educator awareness of and responses to the individual and collective toll that occurs as a result of working with populations who experience acute trauma.

Our third proposed activity entails working with consultants to engage in PD focused on examining restorative practices and how these practices may be successfully implemented at HEC Academy.
Mount Tom Academy

<table>
<thead>
<tr>
<th>Sending School District</th>
<th># of students</th>
<th># of students remote learning</th>
<th># of students hybrid learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agawam</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Belchertown</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>East Longmeadow</td>
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<td>0</td>
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<tr>
<td>Greenfield</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hampshire Reg.</td>
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<td>2</td>
</tr>
<tr>
<td>Mohawk Trail</td>
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<td>1</td>
</tr>
<tr>
<td>Ware</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>West Springfield</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
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</tbody>
</table>

Mount Tom Academy has had remote and hybrid choices available to all students since the end of September. The program uses two programs; Apex Learning and Google Classroom, and each day includes both group classes and independent learning.

In addition, academy faculty are currently busy preparing students for both the English and Math MCAS tests, with classes in both subjects offered each day. The team has seen improvements in student knowledge as they progressively join said classes. Faculty and students await official dates during which the tests will be administered, as well as the way(s) in which the tests will be administered due to the unique challenges that the COVID-19 pandemic presents.

The academy also currently has one student enrolled in the Dual Enrollment Program at Holyoke Community College. This student is following in the footsteps of several other students, who, over the course of several years, have taken this opportunity to take a college course for credit while simultaneously receiving high school credit for it.

Mount Tom continues to have weekly Art classes, which give students the opportunity to be creative and to continue to get to know one another as they work on their projects.

Lastly, Mount Tom has just begun a Health class, for which students will receive high school credit.

**Alternative Youth Programs: Connecting Activities, Stem@Work, Perkins**

Connecting Activities is looking at an increase in funding for the coming year, which includes a program called High School Senior Intern in Education Program (HSSIEP), which will pay...
qualified high school students to intern within the school setting to support the education of younger students. Work is moving forward among a coalition of area youth service providers to roll out a career speaker and job fair series that will run from late February to early May.

STEM@Work, Perkins, and Connecting Activities programs will all avail themselves of the externships offered in Cybersecurity, Start Up, Game Development, and Tech Fundamentals by the Seattle-based company Experience Externships. By year’s end we could have upwards of 25 or more quality placements. The externships require 25 hours of attendance at an online tech summit featuring project-based learning and content provided by experts in the listed fields. More information can be found at:
https://www.experienceamerica.com/cybersecurity-virtual-externship/

The STEM@Work internship program achieved its target of 6 placements this summer and fall. Greater engagement of STEM employers in Hampshire County is a priority for the next six months in the hopes of creating additional placements (virtual or remote) for students. As part of our work in STEM CES is in discussions with a group at Holyoke Community College to support a National Science Foundation grant that would include a strong career development/internship component, the design of which is informed by the STEM Paid@Work internship program at CES. CES has also provided a letter of support to an NSF grant application from UMass.

Perkins V began this year, and efforts among schools are focused on increasing the quality of Advisory Committee input and in expanding programs.

Lastly, the “Alternative Youth Programs” department will be changing its name to “Workforce Programs” as a reflection of the change in area of focus in the past three years.

**Afterschool Programs**

All 12 of the 21st CCLC grant funded programs are running. Most are in full remote mode with three sites offering hybrid programs. A 21st CCLC after school program, per DESE, is to mirror what the school day program is doing in relation to the pandemic. For example, if a school is in full remote mode the 21st CCLC after school program must be as well. The Ware School District is operating a hybrid school day program thus the two 21st CCLC sites at SMK and Ware Middle are offering hybrid programs since the start of the school year.

The fee-for-service site at William E. Norris Elementary is running a hybrid program (which also mirrors the school day program) per the wishes of school and district administrations.

The 21st CCLC Greenfield High and Palmer Middle sites were awarded the state’s SPED 244 grant recently. This grant will enhance services for students on IEPs that attend these particular after school programs.

**Early Childhood**

**Coordinated Family and Community Engagement (CFCE)**

CFCE continues to offer virtual, interactive playgroups. They are offered on ZOOM and on Facebook Live in all our CFCE communities. Throughout October and November, staff offered limited outdoor engagement activities with families such as nature walks, “StoryWalks”, and in person storytimes.

Although in-person programming is temporarily paused due to the pandemic status and the weather, the CFCE sites’ Facebook pages and outreach efforts (such as texts, email, and telephone calls) have become a valuable resource for many families during the pandemic, offering information about resources such as food pantries, school schedules, early intervention and WIC, as well as providing ideas of enriching activities for young children and story-times.
Many sites are also holding virtual parent meetings and “Parent Cafes”, to support relationship building and networking. The PC+ (Parent/Child Plus) program has resumed virtual “home visits” offering literacy experiences to very young children, as well as providing support to parents and caregivers who may be experiencing high needs. Virtual parent education workshops have been offered such as *Helping Children Manage Anxieties* and *Managing Screen Time*.

Some other topics include *Early Reading Skills*, *Baby Sign Language*, and *Positive Solutions* (which is offered to families both in English and in Spanish), and Parent/Child Yoga. Chinese language parenting workshops have also resumed, and meet virtually once a month. CFCE staff are also supporting EEC licensed child care programs, to assist in the complexities of the re-opening process.

Community Council meetings have continued virtually this fall, meeting more frequently and with increased participation.

Parent Workshops provided:
- Early Reading Skills - 4x
- Positive Solutions - 2x
- First Steps to Reading - 2x
- Screen Time and Managing Virtual Engagement - 2x
- STEAM Activities - 1x
- Helping Children Manage Anxieties - 2x
- Baby and Toddler Sign Language (one time session) - 2x
- Baby and Toddler Sign Language (series) - 2x
- Positive Solutions, Session 5 in Spanish - 2x
- Music and Movement Series - 1x
- Yoga for Families: Bond, Stretch, and Breathe - 1x

**Early Childhood Professional Development**

Professional Development has been offered to 133 people throughout Fall and early winter or 2020. Our workshops are intentionally geared to be responsive to the needs of the Early Childhood Community during the pandemic and the current social climate.

We have offered workshops on topics such as *Engaging and Supporting Families*, *Supporting Children with ASD (Autism Spectrum Disorders)*, and *Reassuring and Responsive Care*.

We have begun a three part series focused on Exploring Implicit Bias and Providing Culturally Responsive Care virtually for an early education program in Plymouth. Most of these workshops include follow up sessions, allowing participants to ask questions, ask for support, and to solidify their learning experiences.

- *How do we play now?: Understanding Sensory Motor Processing in Young Children in COVID Times*
- *Reassuring and Responsive Care: Early Education in a Changing World*
- *Engaging and Supporting Families*
- *Practical Tools for Supporting Young Children with ASD during COVID-19*
- *Exploring Implicit Bias: A Critical Step for Anti-Bias Early Education*
- *Using Routines and Predictability to Promote Stability in Early Learning Experiences*
Using Culturally Responsive Practices to Address Implicit Bias

Using Routines and Predictability to Promote Stability in Early Learning Experiences

Building Skills for Culturally Response Anti-Bias Early Intervention for REACH Early Intervention staff

Building Skills for Culturally Responsive Anti-Bias Early Childhood Education & Engaging Families for Plymouth Early Childhood Center staff.

Pyramid Model Consultation

DESE services include 6 different school districts. Despite the pandemic, work has continued in all of the districts. The school districts are at varying points of implementation due to the pandemic. The focus of the year has been on wellness of staff (to better support the children and families) and implicit bias amongst staff.

EEC services include 6 childcare sites. All 6 sites have committed to continued implementation of the Pyramid model despite the pandemic. Engagement has varied depending on the needs and pressures of the childcare program. As with the DESE sites, we are focusing on wellness of staff and implicit bias amongst staff.

Early Childhood Mental Health (ECMH)

Currently 21 individual child cases are open and one program wide referral open. At this time, we are providing virtual services. This model is working surprisingly well and has, in some ways, simplified the process by which we provide services. We continue to support children, educators and families.

A monthly ECMH newsletter is being sent out to directors and educators. The newsletter focuses on practice support for educators.

Strong Foundations for Young Children (SFYC)

We currently are serving 6 children and families. As was expected, we have had an increase in referrals, due to 1) remote schooling being the only option for the child 2) families that have chosen to keep their children at home. The focus is on supporting caregivers to support their children, in the face of unprecedented stress.

Building Equitable Supports for Children with Disabilities

This is a new initiative/grant we were awarded in October. The initiative consists of monthly PLCs, and district team coaching - both meetings with a coach and an individual team, and meetings with the regional coach and teams in the same region. District teams are made up of EC directors, SPED directors, teachers, and other staff as each team sees fit. The teams will take the information learned through the PLCs and coaching and use it to form an action plan to make their district more equitable and inclusive.

We started up in October/November with 31 teams and 8 individual team coaches and 1 regional coach. One of our teams had to leave the initiative due to their schedules filling up more than expected, so we have 30 teams.

We held an introductory convening in November that went over the expectations for the teams, and gave time for team members to ask questions. We also held 2 coach orientations, as coaches joined at different times, and a coach meeting where we went over expectations for the coaches and they were able to ask questions.

We held our first PLC in December, along with the first regional meetings for our 4 regions. Coaches have had or have scheduled their first coaching sessions with their district teams.

Our second PLC occurred on January 13th, with regional coaching sessions to follow.
Massachusetts Migrant Education Program (MMEP)

The MMEP successfully transitioned from EDCO Collaborative to CES in September 2020 with the hiring of eight veteran staff from the program. The following bullets are the activities and data from the program in the first quarter (September-November 2020)

- There were 416 eligible migratory students/youth enrolled in the program, residing in 26 districts throughout the state.
- Staff provided over 400 individual direct support services from September-November 2020 including assistance with technology and internet for remote learning, academic supports to connect caregivers with teachers, P-EBT, basic needs (food, heat, housing, clothing), and health services (both COVID and non-COVID related)
- Staff participated in 45 coordination meetings with school districts and community based agencies

Starting in January, MMEP will begin offering more direct services and activities to students and youth including remote English classes to the Out of School Youth population, February Vacation week activities (remote) for PK-8th grade students and regional Parent Advisory Council (PAC) meetings throughout the state.

MMEP has been invited by DESE to participate in a SEL/SL initiative to develop a summer based leadership curriculum for migratory middle school students. This initiative combines training in Social Emotional Learning, Anti-Racism Workshops and Service Learning, along with structured planning and coaching in curriculum development. We hope to pilot the curriculum this summer.

MMEP is an active participant in the iSOSY consortium, composed of sixteen migrant programs throughout the country, aimed at supporting improved recruitment and services for Out of School and high risk secondary migratory students. The MMEP Program Director is a team lead for the Pathways group, developing tools for migrant program staff to support youth in the journey to completing their HSED, credential programming and entrepreneurial endeavors. The MMEP Program Director has also been selected to serve on the Mentoring Initiative. This initiative will develop a support network for migrant programs in creating infrastructure and program models to best serve the Out of School Youth population in their states.

DYS and SEIS

Department of Youth Services

- Submitted final draft of Annual Report to DYS for publication
- Launched first phase of vaccination campaign for first phase of eligible employees working in congregate care settings
- Hired New Associate Director of Education and Transition Services, Deb Rivera. Deb R. has over 25 years of education experience as an educator and administrator in a variety of settings including public, private and DYS schools as a Teacher, Teacher Coordinator, Instructional Coach and Director of Curriculum and Instruction for High School and Adult Transition programs. Debbie’s educational background includes a Bachelor of Arts in Biology and a Master’s in Education both from Clark University, Worcester, MA. She is certified as an administrator in both General Education and Special Education. For the past five years, Debbie has worked as the Director of Curriculum and Instruction at the Doctor Franklin Perkins school as an administrator where she has directly worked with
Teachers and Administration to create instructional leadership that focuses on motivational and targeted instruction methodologies that enhance curricula and student academic achievement and supervising high school teachers and the Adult Transition Program. Debbie strongly believes that all students can learn and thrive in a learning environment that is stimulating, comforting and safe, and appropriate to their unique abilities and learning styles. Debbie has chaired various committees including the Curriculum, Literacy and Professional Development Committees and the Math and Science Councils as the Director of Curriculum and Instruction. In addition, she has presented and co-facilitated various professional development sessions in the topics of Instruction differentiation, Culturally Responsive Practices and Positive Youth Development and Instructional Strategies, including UDL and ELL strategies within the classroom.

- Finalized our agenda for the Second Annual Racial Trauma Conference on April 12, 2021 under our contract with DYS. Our PD theme is, "Liberatory Education: Healing the Hidden Wounds of Racial Trauma in the Classroom.” By liberatory, we mean education that explicitly teaches about real social issues through critical consciousness raising and applying social justice principles to create a more "just" society. We define racial trauma as the cumulative and toxic effects of racism on an individual's mental and physical health often linked to anxiety and depression. Racial trauma affects all of us, especially Black, Indigenous, and Communities of Color. Guided by this theme, our PD series this entire year has been designed to deepen our shared understanding of racial trauma on youth in DYS and use this understanding to strengthen our individual and collective skills in reaching and teaching our youth.

- We are expecting up to 400 participants at this conference. The participants include teachers, education administrators, education and career counselors, clinical staff, direct-care residential staff, leadership across DYS, Commonwealth Corporation, Collaborative for Educational Services, Department of Elementary and Secondary Education, and a host of other caring adults and practitioners. Once the participants choose their workshops, we anticipate that each workshop should have between 25-35 participants.

- Finished the first semester of college classes and finalized agreements with more colleges to expand our offerings to include youth in the community and classes that may lead to

**Special Education in Institutional Settings**

- SEIS has completed the FY21 Professional Development series. SEIS teachers attended a series of workshops aligned to the content they teach and best practices in special education.

- The Chromebook deployment for SEIS teachers is moving forward. Chromebooks were deployed to DYS teachers and Pappas Head Teachers. SEIS will continue to outline the deployment plan for all of the teachers at Pappas.

- The SEIS Program Coordination and Data team created and implemented the structure for the SEIS Remote Learning to be done in Aspen. All current students have a completed SEIS Remote Learning Plan shared with their district and other caring adults.

- Aspen Security Role Workgroup's work has been working on mapping out Aspen access/roles and developing a process to request and memorialize changes to access/roles.
SEIS Contract Administrator and the SEIS operations team have outlined several new Contract Performance Measures (CPMs) to determine key pieces of data that will be monitored throughout the contract period. The team will finalize the CPMs by April 2021.

The SEIS team has continued to work on a structure to reconvene the IEP team or general education team during the intake process. We are currently developing systems to effectively engage witty districts and host agency partners during this process.

SEIS is working with the Department of Mental Health (DMH) to outline and structure Extended School Year (ESY) services in DMH elementary, adolescent and adult settings.

**STRATEGIC GOAL 3: DEVELOPING EXEMPLARY EDUCATORS** - through the delivery of high quality and distinctive professional development. (please also see Goal #1)

**Professional Development: Emerging America**
K-5 classrooms continue to adopt the new, user-friendly, literacy-building curriculum *History’s Mysteries: Historical Inquiry for Elementary Classrooms*. Teachers Laurie Risler and Kelley Brown received a Library of Congress regional TPS grant to write new units. Emerging America continues to offer workshops.

In fall, we offered a new course on Disability History and one on resistance to Jim Crow, as well as several short webinars and virtual conference posters.

Upcoming courses feature our popular Accessing Inquiry for Students with Disabilities and Accessing Inquiry for English Learners, both of which meet state re-licensure requirements.

Emerging America looks forward to new and continued partnerships with school districts to offer virtual professional development in civics education and on making history and social science curriculum accessible to all. DESE will soon announce a second annual round of civic education grants to support this work.

**Licensure/Credentialing and Endorsement Centers**

**Licensure** - The Spring term started on 1/6/21.

**Reading Recovery** - The grant for Reading Recovery was just released and we will be applying. The state approved $600,000 which we will be allocated between the reading recovery sites across the state.

**SEI Endorsement Center** - Our SEI courses for the Spring are fully enrolled.

**ISTE** - We will be hosting 2 ISTE on-line courses, one in January and one in March. The January session is fully enrolled. ISTE will be changing the format of the on-line course beginning April 1st, the redesigned fully online course will be lengthened to a 14 week course (from the current 7 week format). All ISTE CAP providers will be required to send at least one trainer to the new course which began January 18th. Suzanne Judson-Whitehouse will be attending to represent CES.
Additional Highlights/Selected Activities

Research and Evaluation
We are expanding our evaluation work with developers of innovative secondary STEM curricula: developing meaningful assessment tools to understand student content learning as well their ability to apply concepts; expanding use of frameworks such as Interactive-Constructive-Active-Passive (ICAP) for assessing engagement (e.g., ICAP) -- looking at both classroom setting and curricular design.

We are working with a school district in Connecticut to narrow essential questions around what is working well in remote/hybrid learning, what are they learning that they can apply in the future, and how they can more deliberately center the experiences of those that are not actively engaged in learning.

We continue to lead a team of evaluators, social justice and equity specialists, and community engagement specialists working with the Hartford Foundation to learn from their experiment in power sharing with community groups to make local decisions about resource distribution.

Business Development and External Relations

Business Development

● We are working on creating a Design Sprint process to support follow up work on our Preparing for the Future team ideas. Our goal is to coordinate, pilot and support design sprints later this spring for two services: SJE Leadership training, and an online certification curriculum for paraprofessionals. These are just two of the many ideas coming out of the PFTF team.

● We are currently working to coordinate and prepare a team of 7 CES staff members to represent CES at the upcoming January 29th Human Service Forum legislative breakfast (virtual this year).

● In the interests of enhancing our management of the CES SalesForce customer relationship database, we are establishing a new SalesForce Data Steering group, which will represent a cross departmental, cross disciplinary team working on planning, reviewing, and improving our use of this information system. Their first monthly meeting will be in February.

● We are grateful to a number of donors, both new and past, for responding to our November/December fundraising campaigns on behalf of our Migrant Education Program and our newly established SJE Fund. We’re currently underway preparing for a February campaign on behalf of the Joan E Schuman Scholarship, the Ben DeMarino Scholarship, the Patty Walsh-Cassidy Assistive Technology Library, and the early childhood Strong Foundations for Young Children program. For a brief period of time, online donations were unavailable on our CES website, but have been re-launched and can now be used to receive credit card donations.

Selected Funding Applications and Awards

● Approved by MA DESE for the 23-district, FY21 Title III Consortium application spanning our four Western Massachusetts counties (supplementary services for English Language Learners). Awarded $140,937.

● Approved by MA DESE for our FY21 Perkins Application for the Alternative Education Program with Easthampton High School, Amherst Regional High School, South Hadley High School, and Gateway Regional High School. Awarded $75,033.
• Awarded by MA DESE for the Increased Access to Afterschool, Out-of-School Time (ASOST) and Summer Learning Programs for the After School Program. Awarded $38,700 for programming at Memorial Elementary School in FY21.

• Awarded by MA EEC for the Early Childhood Department for the Building Equitable Supports for Children with Disabilities Program. Awarded $125,000 for FY21.

• Awarded the FY21 21st Century Community Learning Centers Learning Continuation Grant reapplication for our After School Program. The sites included are: Easthampton High School, Greenfield High School, Memorial Elementary, Maple Elementary, Neil A. Pepin Elementary, Palmer Middle School, Philip G. Coburn Elementary, Sheffield Elementary, Stanley M. Koziol Elementary, and Ware Middle School. Awarded $986,718 by MA DESE.

• Awarded the STEM@Work Connecting Activities grant by MassHire Franklin Hampshire Workforce Board for the Alternative Education Program with a total budget of $63,063.

• Awarded by Cooley Dickinson Hospital Health, a contract to provide Focus Group Facilitation on behalf of the Research and Evaluation Department. The contract amount will vary depending on demand and final agreements, anywhere from $5,600 to $12,800.

• Submitted an application to MA DPH for the SPIFFY Coalition and partners under the Massachusetts Collaborative for Action, Leadership, and Learning 3 (MassCALL3) Substance Misuse Prevention Grant Program. Requested $125,000 for FY21. Award decision pending.

• Submitted an application to MA DESE for evaluation services to be provided by the Research and Evaluation Dept. under the Professional Development to Support Students Behavioral & Mental Health program. Requested $1,900,000 for FY21-FY23.

• Submitted an application to the Town of Amherst under the CDBG program for the Mobile Market program of the Healthy Hampshire Program (Healthy Families and Communities Department) Requested $30,000 for one year.

• Submitted an application to MA DESE under the Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant Fund Code. Requested $6,095. Award decision pending.

• Submitted an application to MA DESE under the 21st CCLC: Continuation Grant Enhanced Programs for Students on an IEP for the Afterschool Program for programming at Greenfield High School and Palmer Middle School. Requested $23,173. Award decision pending.

Marketing and Communications

• The Communications team has been developing a proposed CES Internal Communications plan, which is currently in draft form and being presented to a series of internal groups for feedback. It proposed a set of internal agreements and several new and updated tools for reliable and accessible communications to and among staff.

• The January Board packet contains a four page “Annual Mini Highlights” piece containing key highlights of our FY20 year.

• In follow up to previous Board discussions requesting that CES notify member towns and municipalities about our open Board meetings: as agreed, we have sent a notification to all towns and municipalities represented by our member districts, providing all available upcoming Board meeting dates and links to Board meeting information (now and future) on the CES website at www.collaborative.org, and inviting the recipients to
post about meetings on their town websites and calendars. We will send an annual notification each January.

- The Communications team is launching a plan to support and enhance Human Resources in their recruitment efforts by coordinating regular social media activity and advertising on our CES platforms, including the CES Facebook, Twitter, and LinkedIn accounts.

- Our department, and in particular, our Manager of Publications and Design Lauren Parent, is currently working with Hadley Public Schools to provide design services supporting their Early College and Innovation Pathways programs. Lauren has also recently completed design and layout for an evaluation report for the Northampton Prevention Coalition, which was a Healthy Families and Communities project.

**Web Development**

- Our Web Development team continues to progress work on the design and content for a new CES website, envisioned to launch sometime during the summer/fall of 2021.

- Our Web Development team is currently working in a contract with BiCounty Collaborative, to design and build not only a new website for the agency, but also a complete online registration system based on their new Salesforce platform and our custom made event portal as a replacement for SmartPD. We are excited about the potential application of this work to other Massachusetts collaboratives that may have a similar need.

**Human Resources**

The Human Resource Department continues to provide priority support to all departments with workplace safety guidelines, practices and exposure response.

CES has worked closely with SEIU union representatives and SEIU members to develop workplace safety memorandums of agreement.

The HR team has prioritized employee support and assistance for leave time and workplace accommodations as needed and in accordance with best practices and CES’s community of care guiding principles.

The Executive Director search is in the first stage of recruitment and receipt of candidates’ applications. Recruitment started in mid November and will close on January 31, 2021. CES utilized 16 different recruitment venues for dissemination, including regional, state and national posting.

**Admin & Support Services**

We are very excited to welcome Theodore Dooley and Elizabeth Craig who have brought a high-level of organization, support, and a welcoming environment within the reception area at 97 Hawley Street!

The administrative support staff has taken the opportunity to reassess how best to provide efficient, timely support to the agency. Kelly Hernandez has been meeting with departments to assess their administrative support needs while taking the opportunity to begin the process of establishing a work-order program to manage requests for services, similar to the IT department.

They are also eager and excited to provide support to the EAW and have been brainstorming ways to create a sense of community despite the separation that remote work has created.
On March 10th, Governor Baker declared a State of Emergency due to the COVID-19 pandemic. The work of CES – indeed the work of education throughout the Commonwealth – changed dramatically. We rose to the occasion with innovation, adaptation, and hard work. The CES community, our districts, and partners did so even while staff, students, educators, and caregivers struggled with illness, or supported others who are vulnerable or experiencing the effects of trauma.

4,053
CHILDREN, YOUTH, AND FAMILIES RECEIVED DIRECT SERVICE FROM CES PROGRAMS

680
STUDENTS IN CES AFTERSCHOOL PROGRAMS

1,639+
CHILDREN AND YOUTH SERVED THROUGH DYS EDUCATION AND SPECIAL EDUCATION IN INSTITUTIONAL SETTINGS PROGRAMS
Long-standing issues about equity, institutional racism, oppression, and social justice that have been increasingly centered in our own work with schools and students became a focus of a national dialogue this year. The continuing deaths of Black Americans at the hands of local authorities further galvanized our commitments and those of the communities we serve. CES held affinity group sessions for staff from across the agency, where people could openly discuss their experiences and feelings about racism and recent events. We significantly increased our support to districts and other partners to continue or in some cases, begin their equity work as organizations and educators. CES also worked with our Superintendents to voice our shared commitments for the local news outlets in June of 2020. As an organization, CES continues to believe in working to understand and take action together to challenge racism and support equity, in both educational settings and our larger communities.

Image: SEIS/DMH Instructional Coach Marleene Vizcarra at a protest in Boston, MA.

SUPPORT FOR SOCIAL JUSTICE WORK

The CES Professional Development Department rallied when education went remote — developing free PD for teachers and paraprofessionals. Over a five-week period, the team redesigned an array of courses to offer each via Zoom. Over 850 educators participated, with over 500 registrations in the first weekend alone. CES consultants also provided virtual support for educators as they transitioned to remote learning environments such as Google Classroom.

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

— PD participant

CES also gained approval to deliver ongoing SEI endorsement learning, complete the Special Education Team Leader Institute for 60 professionals online, and completed our second year as an International Society for Technology in Education (ISTE) Certified Authorization Provider for the teacher certification program by becoming one of the very few authorized providers to deliver the training online after the pandemic began.

PROFESSIONAL DEVELOPMENT EXPANDED AND INNOVATED

2,460 EDUCATORS PARTICIPATED IN DISTRICT-BASED PROFESSIONAL DEVELOPMENT

2,437 EDUCATORS ATTENDED OPEN-ENROLLMENT PROFESSIONAL DEVELOPMENT

462 EDUCATORS ATTENDED LICENSURE, SEI, OR READING RECOVERY TRAINING
CES quickly moved to remote, on-line, or hybrid learning in our student programs, including HEC Academy, Mount Tom Academy, After School programs, Early Childhood programs, and our educational programs under contracts with the Departments of Youth Services and DESE for Special Education in Institutional Settings. For these students, disproportionately impacted by interrupted schooling, sparsity of social-emotional supports, reduction in special education and EL services, trauma, and even basic access to the curriculum, CES’s response was immediate, timely, and caring. A key focus was maintaining ongoing strong and personal connections with students - checking-in both academically and in terms of emotional well-being.

HEC Academy and Mount Tom Academy, and the statewide regular and special education programs for the Departments of Youth Services and Mental Health, and at County Houses of Correction and the Pappas Rehabilitation Hospital, were also able to have held graduation observances, thanks to the creativity of our dedicated teachers in these programs.

“These past two years at HEC Academy have made [our student] so much stronger—academically, socially and emotionally—and more resilient and ready to be successful. 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.”

— Sending District, Educational Advocate

CES found new ways to provide Connecting Activities services to students through a new series of online courses in career development. In response to the schools shut-down, Program Director Matt Rigney instituted weekly online classes in resume and cover letter writing and interviewing skills, and set up a weekly series of live “Meet the Pro” workshops, featuring STEM professionals for 1-hour workshops with students.
COLLABORATION AND CONVENING FOR MEMBER DISTRICTS AND SUPERINTENDENTS BECAME MISSION CRITICAL

CES played a key role in communication and collaboration among our member districts as the crisis unfolded. After March 16th, CES arranged and hosted Zoom meetings once a week for Franklin and Hampshire County Superintendents. 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; graduations; budget planning for FY21; ideas about re-opening; and coordinating services. CES co-hosted with Senators Comerford and Hinds and Representative Carey a Zoom "briefing" for thirteen legislators early in May. This included most of our region's delegation, including one member of the Joint Committee on Education. Two other Joint Committee members also attended. 19 superintendents provided overviews of the current status, the pressing challenges now, and those to be faced next year. Meetings with the Superintendents and other job-alike groups in our member districts continue to provide important shared support as the pandemic continues.

“Without these meetings, I don’t think I could do this. They are my lifeline.”

— Member District Superintendent

ARTICLES OF AGREEMENT AND TWO NEW MEMBERS

After a year-long process, our Board, School Committees, and DESE approve the revised articles of Agreement of CES in early May. We welcomed the Gateway Regional School District and the Worthington School District into full membership in CES, effective July 1, 2020.

THE COLLABORATIVE FOR EDUCATIONAL SERVICES is a non-profit educational service agency, committed to reaching and educating learners of all ages, experienced in working with educators to help students learn and succeed. Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

Follow us on social media: @collaborative.org @LearnWithCES | more at collaborative.org/social-media
For more information, contact Erin Sullivan, CES Professional Development:
413.586.4900 x5981 | esullivan@collaborative.org

COMPLETE WORKSHOP DETAILS AND ONLINE REGISTRATION AT:
collaborative.org/professional-development

Certificates of Attendance or PDPs are awarded. Some workshops require an outside assignment. These PDPs will count toward the ELL or SPED related requirement for recertification. For greater detail on course structure, please visit our website: www.collaborative.org/professional-development

PROFESSIONAL DEVELOPMENT

REGISTER NOW!
COURSES BEGIN JANUARY 20TH!

ENGLISH LANGUAGE LEARNERS

Meeting the Needs of English Learners
3/9 - 3/23/21
Virtual session: 3/9, 3/16, 3/23 (4:00pm - 6:00pm)
Alice Levine | 15 PDPs

Culturally Meaningful Books for ELs
4/5 - 4/26/21
Virtual sessions: 4/5, 4/12, 4/26 (4:00pm - 6:00pm)
Alice Levine | 15 PDPs

SPECIAL EDUCATION

Annual Legal Issues Seminar
4/6 - 4/7/21
Virtual sessions: 4/6, 4/7 (1:00pm - 4:00pm)
Regina Tate | Certificate

Annual Educational Team Leaders Seminar
4/9/21
Virtual sessions: 4/9 (9:30am - 3:30pm)
Laurel Peltier, Colleen Holforty | Certificate

SITE-BASED PROFESSIONAL DEVELOPMENT

CES can bring tailored professional development and technical assistance on-site to your district, school, or organization to meet your specific needs and goals. We’ll work with you to design a program that fits into your available time and takes place at your location, addresses your audiences, and presents the content you need.

To learn more, or to request an informational call, please visit:
www.collaborative.org/site-based-services

HISTORY AND SOCIAL STUDIES

America and World Fascism: From the Spanish Civil War to Nuremberg and Beyond
1/22 - 3/1/21
Virtual sessions: 1/27, 2/3, 2/17, 2/24
(4:00pm-5:15pm)
Optional Spanish session 2/17 (1:15 - 6:30)
Sebastian Faber, Peter Carroll, Rich Cairn | 22.5 PDPs

Teaching the History’s Mysteries
K-5 Curriculum - Section 1
2/18 - 6/14/21
Virtual sessions: 2/10, 6/14 (7:00pm-8:15pm)
Laurie Risler, Kelley Brown | 10 PDPs

Accessing Inquiry for Students with Disabilities through Primary Sources
2/19 - 4/2/21
Virtual sessions: 2/23 (7:00pm - 8:15pm)
Rich Cairn, Alison Noyes | 22.5 PDPs

Teaching the History’s Mysteries
K-5 Curriculum - Section 2
4/14 - 6/14/21
Virtual sessions: 4/14, 6/14 (7:00pm-8:10pm)
Laurie Risler, Kelley Brown | 10 PDPs

The Right to Privacy
5/3 - 6/25/21
Virtual Sessions: 5/13, 6/9 (7:00pm - 8:30pm)
Kelley Brown, David Hudson | 67.5 PDPs

MENTAL HEALTH

Youth Mental Health - Section 1
3/12/21 | 2 hours of advance work required
Virtual sessions: 3/12 (9:00am - 2:00pm)

Youth Mental Health - Section 2
4/9/21 | 2 hours of advance work required
Virtual sessions: 4/9 (12:00pm - 5:00pm)

Youth Mental Health - Section 3
5/14/21 | 2 hours of advance work required
Virtual sessions: 5/14 (9:00am - 2:00pm)

Youth Mental Health - Summer 2021
7/27/21 | 2 hours of advance work required
Virtual sessions: 7/27 (9:00am - 2:00pm)

TECHNOLOGY

ISTE Certification Training for Educators
3/29 - 6/21
Virtual sessions: 3/29, 4/5, 4/12, 4/19
(4:00pm - 7:00pm)
Casey Daigle, Suzanne Judson-Whitehouse | 45 PDPs
BOARD OF DIRECTORS

Meeting Presentations
From
November 18, 2020
Audit Engagement Overview

• Management's Responsibility
  o Preparation and fair presentation of the financial statements
  o Determination and proper application of accounting policies
  o Design and implementation of internal controls

• Auditors’ Responsibility
  o Conduct our audits in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards and the Uniform Guidance
  o Based on our audits, express an opinion as to whether or not the financial statements are free of material misstatement
  o Ensure that BOD is kept appropriately informed of financial reporting matters and compliance with professional programs.
# Significant Audit Areas

<table>
<thead>
<tr>
<th>Significant Audit Areas</th>
<th>Reason or Risk</th>
<th>Audit Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Single Audit Compliance</td>
<td>Regulatory Requirement</td>
<td>Control/Substantive Testing</td>
</tr>
<tr>
<td>State Audit Compliance</td>
<td>Regulatory Requirement</td>
<td>Control/Substantive Testing</td>
</tr>
<tr>
<td>Revenue, receivables and receipts</td>
<td>Significant Balance</td>
<td>Control/Substantive Testing/Confirmation</td>
</tr>
<tr>
<td>Expenses, payables and disbursements</td>
<td>Volume of Transaction</td>
<td>Control/Substantive Testing</td>
</tr>
<tr>
<td>Grants payable and deferred revenue</td>
<td>Significant Balance</td>
<td>Control/Substantive Testing</td>
</tr>
<tr>
<td>Payroll</td>
<td>Major Expense</td>
<td>Control/Substantive Testing</td>
</tr>
</tbody>
</table>
Statement of Net Position (in thousands)

<table>
<thead>
<tr>
<th></th>
<th>June 30, 2020</th>
<th>June 30, 2019</th>
<th>$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$ 13,930</td>
<td>$ 8,976</td>
<td>$ 4,954</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>10,630</td>
<td>5,072</td>
<td>5,558</td>
</tr>
<tr>
<td>Total Net Position</td>
<td>$ 3,300</td>
<td>$ 3,904</td>
<td>$(604)</td>
</tr>
</tbody>
</table>

**Assets**
- Increase in cash: $ 5,526
- Decrease in accounts/grants receivable: $(241)
- Decrease in other assets: $(331)
  - Net increase in total assets: $ 4,954

**Liabilities**
- Decrease in accounts/grants payable and accrued expenses: $(67)
- Decrease in deferred revenue: $(109)
- Increase in Paycheck Protection Program: $ 5,825
- Decrease in mortgage payable: $(91)
  - Net increase in total liabilities: $ 5,558

**Change in net position**: $(604)
## Statement of Activities (in thousands)

<table>
<thead>
<tr>
<th>Description</th>
<th>June 30, 2020</th>
<th>June 30, 2019</th>
<th>$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and Revenue</td>
<td>$ 38,327</td>
<td>$ 39,884</td>
<td>$(1,557)</td>
</tr>
<tr>
<td>Expenses</td>
<td>$ 38,931</td>
<td>$ 39,286</td>
<td>$(355)</td>
</tr>
<tr>
<td><strong>Change in net position</strong></td>
<td>$(604)</td>
<td>$ 598</td>
<td>$(1,202)</td>
</tr>
<tr>
<td>Less Capital Outlays</td>
<td>-</td>
<td>$(310)</td>
<td>310</td>
</tr>
<tr>
<td>Plus Depreciation</td>
<td>$ 340</td>
<td>$ 326</td>
<td>14</td>
</tr>
<tr>
<td><strong>Excess of Revenues Over Expenditures</strong></td>
<td>$(264)</td>
<td>$ 614</td>
<td>$(878)</td>
</tr>
</tbody>
</table>

### Support and Revenue
- Decrease in Federal, State and other grants $1,219
- Decrease in birth to age 22 $(876)
- Decrease in professional services $(336)
- Increase in miscellaneous 159
- Increase in State pension contribution 715
- **Net decrease in total support and revenue** $(1,557)

### Expenses
- Decrease in program services $(448)
- Decrease in management and general 93
- **Net decrease in total expenses** $(355)

### Net Change
$1,202
Statement of Functional Expense (in thousands)

<table>
<thead>
<tr>
<th>Expense</th>
<th>June 30, 2020</th>
<th>June 30, 2019</th>
<th>$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, benefits, and payroll taxes</td>
<td>$ 31,026</td>
<td>$ 30,535</td>
<td>$ 491</td>
</tr>
<tr>
<td>Contracted services</td>
<td>1,077</td>
<td>1,036</td>
<td>41</td>
</tr>
<tr>
<td>Program supplies and materials</td>
<td>346</td>
<td>981</td>
<td>(635)</td>
</tr>
<tr>
<td>Subscriptions and advertising</td>
<td>298</td>
<td>70</td>
<td>228</td>
</tr>
<tr>
<td>Staff development</td>
<td>269</td>
<td>377</td>
<td>(108)</td>
</tr>
<tr>
<td>Computer supplies</td>
<td>306</td>
<td>440</td>
<td>(134)</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>340</td>
<td>326</td>
<td>14</td>
</tr>
<tr>
<td>Administrative overhead</td>
<td>3,016</td>
<td>3,186</td>
<td>(170)</td>
</tr>
<tr>
<td>Non-capital Equipment</td>
<td>452</td>
<td>126</td>
<td>326</td>
</tr>
<tr>
<td>Other expense categories</td>
<td>1,801</td>
<td>2,209</td>
<td>(408)</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>$ 38,931</strong></td>
<td><strong>$ 39,286</strong></td>
<td><strong>$ (355)</strong></td>
</tr>
</tbody>
</table>
## Four Year History (in thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Position</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>3,096</td>
<td>3,702</td>
<td>3,109</td>
<td>3,268</td>
</tr>
<tr>
<td>Restricted</td>
<td>204</td>
<td>202</td>
<td>197</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,300</strong></td>
<td><strong>3,904</strong></td>
<td><strong>3,306</strong></td>
<td><strong>3,329</strong></td>
</tr>
<tr>
<td><strong>Total Support and Revenue</strong></td>
<td>$38,327</td>
<td>$39,884</td>
<td>$39,122</td>
<td>$38,481</td>
</tr>
<tr>
<td><strong>Net Cash Provided by (Used in) Operating Activities</strong></td>
<td>$ (68)</td>
<td>$1,168</td>
<td>$(871)</td>
<td>$410</td>
</tr>
</tbody>
</table>
Footnotes to Financial Statements

• Footnotes are an integral part of the financial statements
• No new accounting policies adopted during the year ended June 30, 2020
• Notes have been updated to reflect current year activity
• No material subsequent events needing disclosure
• Footnote 5 discloses accounting for pension costs under Governmental Accounting Standards
• Footnote 10 discloses the Paycheck Protection Program
• Footnote 13 discloses donor restricted net position and what restrictions were satisfied during the year
Schedule of Expenditures of Federal Awards

- Required under the Uniform Guidance
- Total federal expenditures $6,000,252
- Audit Findings - None
- Internal Control Over Major Programs
  - Material Weakness - None
  - Significant Deficiencies - None
- Opinion on Compliance for Major Program – Special Education – Grants to States (IDEA, Part B) and Twenty-First Century Community Learning Centers - Unmodified
Uniform Financial Report

- Required Massachusetts filing
- Agrees to the audited financial statements
- Consistent with prior year
- There were no amounts in excess of the not-for-profit provider surplus revenue retention rule
- Filing deadline automatically extended to January 15th due to COVID-19 impact
Additional Comments

- Cumulative Surplus Calculation – General Fund
  - Calculation appears reasonable
Communications Letter

• Communication with those Charged with Governance
  o Qualitative Aspects of Accounting Practices
  o Difficulties Encountered in Performing the Audit – None
  o Uncorrected Misstatements – None
  o Disagreements with Management – None
  o Management Representations
  o Management Consultations with Other Independent Accountants – None
Questions?
MMEP

The Massachusetts MEP is a federally funded entitlement grant through Title I, part C of Every Student Succeeds Act

The Collaborative for Educational Services oversees the program as a subgrantee of MA DESE
Agricultural/fishing work is often affected by weather and a need to quickly grow, harvest and process products.

Workers often have to move frequently from one job site to the next, creating a very unstable living situation.
What is the purpose of the MEP?

The MEP helps migratory students and youth meet high academic challenges by overcoming obstacles caused by their lifestyle:

- educational disruption,
- social isolation,
- cultural and language differences,
- health related problems,
- extreme poverty,
- and any other factor that impacts the ability to do well.
Who participates in the MEP?

We serve all identified, eligible migratory students residing for at least one day in the state, between the ages of 3 to 21 years old and provide opportunities for parent involvement and support.

Pre-K

K-8

Out of School Youth

Parents*

9-12
These are not one and the same
Eligibility Determination is based on two things.

Is there an Migratory Child/Youth?

Is there a Migratory Agricultural Worker or Migratory Fisher?
Is there an Migratory Child/Youth?

- Are they between the age of 3-21?
- Do they have their high school diploma or its equivalent?*
- Did they move into the school district in the past 36 months?
- Do they live with (or are) a migratory agricultural worker or migratory fisher who contributes to the household?

If all of these questions are answered **YES** then they are a migratory child/youth.
Is there an Migratory Agricultural Worker or Migratory Fisher?

- Did they move residence in the past 36 months? (Does not have to be from school district to school district)
- Was this move for economic necessity?
- Did they engage in qualifying work within 60 (ish) days of the move or have looked for qualifying work and have a history of migratory work?

If all of these questions are answered **YES** then there is a qualified worker.
Child/Youth Qualifies for Services

YES there there an Migratory Child/Youth?

YES there a Migratory Agricultural Worker or Migratory Fisher?
What is Qualifying Work?

**Agricultural work**
Production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees

**Fishing Work**
Catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms

**Seasonal or Temporary (Less than 12 months)**

**Current Employers (Agriculture)**
- J. Maheras
- O.J. Thrall Farm
- Garden Fresh Salad
- Da Silva Fruit
- Grower Direct, Inc.
- State Garden
- Nourse Farms
- Baldor Boston
- Czajkowski Farm
- Infinite Herbs
- Pioneer Gardens
- Szawlowski Potato Farm
- Dzen Brothers
- Monrovia

**Current Employers (Fish/Shellfish)**
- Great Eastern Seafood
- Channel Fish
- New England Crab Company
- Tichon Seafoods
- A.M.L. International Inc.
- Seatrade International
- Marder Trawling
- Atlantic Capes Fisheries Inc.
- Sea Watch International Limited
- Atlantic Red Crab
- Mariners Seafood
- Atlantic Fish and Seafood
  (Formerly National Fish and Seafood)
How do I refer someone to you?

Available in Spanish, Portuguese and French

Please call, text or WhatsApp for more information. We speak English, Spanish and Portuguese:

SUZANA AMARAL  978.604.4926
ANGELA SILVA  413.531.9838
How do I refer someone to you?

Welcome to the MEP Referral System

A Web Based Secure Referral that ANYONE can use
https://www.idr-consortium.net/Referral.html

Available in Spanish and English
MMEP Offices and Service Regions

Western Region
Office in Springfield
Serves: Berkshire, Franklin, Hampshire and Hampden, and Western Worcester Counties

Eastern Region
Office in Lynn (TBD)
Serves: Middlesex, Essex, Suffolk, Norfolk, Plymouth, Bristol, Barnstable, Eastern Worcester, Dukes and Nantucket Counties

Staff Include
• Migrant Program Director*
• Migrant Program Manager
• Program Coordinators*
• Recruiters*
• Program Associates*
  *Bi- or Tri-lingual
MMEP Support Services

Program Coordinator

Western Region:
Lourdes Burgos
413.582.5882

Eastern Region:
Phaedra Mangan Rocha
978.604.5266

Assist in School Enrollment
- Preschool, K-12, and ABE/Adult Ed
- Records Transfer (MSIX)
- McKinney-Vento Verification

Connection to Community-Based Agencies
- Before/Afterschool Care
- English Class
- MCAS Prep
- College/Career Readiness
- Extra-curricular and summer programming
- Health, Housing, Legal (ex.) Assistance
- New England High School Equivalency Program

Interpretation/Translation

Liaison/Support Advocate
- Special Education- IEP/504
- School Counselors

Community/School Events
- Promotion
- Transportation
- Interpretation
- Childcare
- Co-Sponsorship
Family Literacy (PK)
- Home-based
- Raising a Reader
- Migrant Literacy Program (Early Start)

Academic Tutoring (K-12)
- Site and Home Based
- Group and One-on-One

Summer Academic Programming (PK-12)
- Site and Home Based (Math/ELA)
- Group and One-on-One
- College/Career Exploration
- MCAS Preparation
- Summer Reading Support

Out of School Youth Programming
- English and Life Skills Classes
- College/Career Exploration
- Pre-HSE/HSE preparation

Parent Advisory Council
- Regional
- Statewide

Workshops*
- Parent
- MS/HS and OSY
Collaboration is Key to Success

SUCCESSFUL MIGRATORY STUDENT

- SCHOOL DISTRICT
- FAMILY YOUTH
- MIGRANT EDUCATION
- COMMUNITY AGENCIES
MMEP and SCHOOL DISTRICTS Working Together

- Parent/Caregiver Connection
- Needs Assessments and Academic Supports
- Program Recruitment
- McKinney-Vento and Residency Verification
- Record Exchange +Enrollment
- Teamwork + Wrap Around Services
Thank you for working together to Strengthen the Education of Migratory Children + Youth and their families
Contact Information

Emily Hoffman
ehoffman@collaborative.org
978.604.4935

Western Region
155 Maple Street
Springfield, MA 01105

Eastern Region
Lynn/Malden (TBD)

1285 Acushnet Avenue
New Bedford, MA 02746

Visit our website for screeners and other helpful information:
www.collaborative.org/programs/migrant-education-program