# CES BOARD OF DIRECTORS MEETING AGENDA

**WEDNESDAY, MARCH 31, 2021 (6:30-9:00)**

*Join Zoom Meeting - [https://collaborative.zoom.us/j/82295761329](https://collaborative.zoom.us/j/82295761329) Meeting ID: 822 9576 1329*

**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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</thead>
<tbody>
<tr>
<td>1. Call to Order and Introductions – Board Chair Dan Hayes</td>
<td>6:30</td>
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<tr>
<td>2. Public Comment</td>
<td>6:35</td>
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<tr>
<td>3. Approve Minutes of January 27, 2021 Board of Directors Meeting Pg. 2-9 (Slideshows Pg. 10-52) &amp; March 23, 2021 Finance Committee Meeting Minutes Pg. 53-56 (Vote Required) - Motion to be considered: To approve the minutes of the 1/27/2021 Board of Directors meeting and the 3/23/2021 Finance Subcommittee meeting.</td>
<td>6:40</td>
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<tr>
<td>4. CES Presentation: Social Justice and Equity (SJE) - Safire Delong and Romina Pacheco</td>
<td>6:45</td>
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<tr>
<td>5. HEC Academy &amp; Mount Tom Update - Sherry Smith and Pedro Gomes; Karen Reuter</td>
<td>7:15</td>
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<tr>
<td>6. Hires and Separations for 1/16/2021-3/15/2021 (Vote Required) Pg. 57-58 - Motion to be considered: To approve the hires and separations for the period of 11/16/2020-1/15/2021, as presented.</td>
<td>7:25</td>
</tr>
<tr>
<td>7. Financial Report - Barbara Siegel (Votes Required) Pg. 59-60 ● Changes in Fund Balance and Statement of Activities for the period ending 1/31/21 - 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 1/31/2021, as presented.</td>
<td>7:30</td>
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<tr>
<td>8. Executive Director Search Update - Cheryl Rogers</td>
<td>7:50</td>
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<td>9. Memo from Local 509 SEIU - Dan Hayes ● 509 Petition to CES Board, dated 3-3-21 Pg. 61-62 ● Statement to Board on SEIU Memo from Karen Reuter Pg. 63</td>
<td>8:00</td>
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<tr>
<td>10. Board Communications through CES Gmail Accounts - Dan Hayes</td>
<td>8:15</td>
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<tr>
<td>11. Strategic Planning: Board Focus Group - Karen Reuter - Potential Dates: April 6th or 13th from 5:30 - 6:30 PM</td>
<td>8:25</td>
</tr>
<tr>
<td>12. Interim Executive Director’s Report - Karen Reuter Pg. 64-89</td>
<td>8:30</td>
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<tr>
<td>13. Topics of Board Interest</td>
<td>8:45</td>
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<tr>
<td>14. Adjournment</td>
<td>9:00</td>
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This notice was posted on March 29, 2021 at 4:15PM

Location: [https://www.collaborative.org/events-and-courses/upcoming-meetings/ces-board-directors-meetings-2020-2021](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 Karen Reuter, Kelly Hernandez, and Heidi Gutekenst with Dan Hayes joining midway.

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 6:30 PM.

Dan Hayes welcomed all and spoke about not utilizing the Chat options in order to keep all communications open and inline with the Open Meeting Laws.

Public Comments

Dan Hayes provided his appreciation to all in attendance. He provided recognition that we are all going through challenging times and we want to support students, teachers, schools and the communities. We are all in this together and appreciate everyone’s efforts to navigate through these uncertain times.

Approve Minutes of the November 18, 2020 Board of Directors Meeting & January 19, 2021 Finance Subcommittee. (vote required)

- A copy of the minutes from the 11/18/2020 Board of Directors meeting was included in the Board Packet on pages 2-6.

The Board of Directors’ meeting minutes were approved with the amendment of the meeting called to order time to 6:36 PM and Maureen Nichols being in attendance.

Don Sluter moved to approve the minutes of the 11/18/2020 Board of Directors meeting. Laura Fallon seconded the motion. A roll call vote was taken. Heidi Gutekenst abstained. None opposed and the motion passed.
Jonathan Schmidt moved to approve the minutes of the 1/19/2021 Finance Subcommittee meeting. Jennifer Mallette seconded the motion. A roll call vote was taken. Heidi Gutekenst abstained. None opposed and the motion passed.

Appointment of Secretary and Authorized Signer (Vote Required)

Dan Hayes advised that this portion of the agenda is a technicality now that Bill Diehl has retired as Executive Director and Karen Reuter is now the Interim Executive Director. For transparency reasons, we are voting to add Karen Reuter to be an authorized signer.

Laura Fallon moved 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. Gene Stamell seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed unanimously.

Hires and Separations for 11/16/2020-1/15/2021 (vote required)

• A copy of the hires and separations for the period of 11/16/2020-1/15/2021 were included in the Board Packet on pages 9-10.

Dan Hayes explained the Board of Directors are required to vote to accept the hires and separations.

Don Sluter motioned to approve the hires and separations for the period of 11/16/2020 - 1/15/2021 as presented. Jonathan Schmidt seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed unanimously.

Heather Hala Lord joined the meeting.

Financial Report (vote required)

FY21 Statement of Activities and the Change in Fund Balance for the period ending November 30, 2020

• A copy of the report was included in the Board Packet on page 11.

Barbara Siegel took a moment to provide the following updates:

• CES had set a goal to bring in an additional $25,926 of indirect revenue through additional contracts and grants that were not included in the development of the budget. To date, $47,765 of indirect funds have been brought in and is in line with what happens in a traditional year. We are on track having met, and well exceeded the established conservative goal.

• The November numbers are very good with a $33,000 surplus.

• Related Services - for the first time they have broken even for the period ending November 30th. One of the reasons for this is due to a staff member having retired and the position not being refilled. Along with increasing the time charged for the staffs’ time for writing reports and so forth, which was not captured in previous billing.
Mount Tom Academy is on target to break even by the end of the fiscal year.

Professional Development is close to where they were at the end of last fiscal year and we still have 5 months to bring in new business, creating a great trajectory.

Early Childhood’s consulting has a minor loss but seems to be an invoicing timing issue.

Licensure Department is off on their goals in terms of new enrollments being at approximately two-thirds of where they had expected to be at this time and this will create an impact on the budget. There is support in place to review and assist them with navigating this reality.

HEC Academy is also running at a loss due to the inability to meet the budgeted enrollment of 32 students. The current enrollment of 24 students is the reason for the $105,000 loss that is anticipated to increase. There are additional students being reviewed and the hope is that with the distribution of vaccines, there will be space to support additional students in the last quarter of the academic year. There have been many actions to reduce expenses at HEC Academy and every cut possible is being done. Getting students into the classroom is what is needed to reduce this deficit.

There is an expectation that there will be a loss of $500,000 in the Special Education Department by the end of the fiscal year.

COVID continues to impact the budget.

Barbara then drew the Board’s attention to page 11 of the Board Packet, Changes in Fund Balance. She provided a high-level overview of the data provided with a focus on the comparison of last year versus this year.

Dan Hayes provided appreciation for the examples of how and why the numbers are where they are. He explained that all the departments are being looked at and seeking ways that they can modify their trends.

Karen Reuter advised that COVID pandemic has created its challenges but it has also created opportunities which are reflected in the Professional Services area, especially with the need for Social Justice & Equity (SJE) platform work.

The floor was open for discussion and questions that included the following:

Clarification on a comment from the Finance Subcommittee meeting was sought and Barbara explained that currently there is not a lot of enrollment in the Teacher Prep program.

Inquiry was made on the net savings for laid-off individuals and if the contracts allow for those laid off to be hired by member districts seeking to fill a role. Karen Reuter advised that CES has not had many layoffs rather the savings is made by reorganizing the department to not fill the vacant position.

Appreciation for the way CES restructures and collaborates with surrounding communities to navigate the needs that surface.

New practices have been established to benchmark and meet with departments to review the expectations while enlightening many across the agency in the budget process. The goal is to bring knowledge and empower staff to understand the fiscal impact their department has on the budget.
FY21 Adjusted Budget for the period ending November 30, 2020

- A copy of the report was included in the Board Packet on page 12.

Barbara proceeded to review Page 12, the Statement of Activities. The two figures listed are the only additions/changes to the budget in the special revenue. She also reviewed the percentages in the second to last column showing that CES is doing well spending less. The January numbers should show the budget-to-actual is trending closer to the expectations. There were no comments or questions on this report.

*Laura Fallon motioned to accept the adjusted FY21 Statement of Activities, the Change in Fund Balance, and the adjusted budget for the period ending 11/30/2020, as presented. Kyle Belanger seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed unanimously.*

FY22 HEC Academy Summer tuition rates, effective July 1, 2021

- A copy of the materials reviewed were included in the Board Packet on page 13-15.

Barbara Siegel brought attention to page 13 of the Board Packet and reviewed the FY22 HEC Academy Summer tuition rates. The budget was built on a 10 student enrollment versus the 18 in years past. The idea is to be conservative with the budget due to COVID while having hope that we will be able to accept more students, in turn adding more staff at various intervals. Last summer a program was developed for students in the program to receive social-emotional services and the plan is to promote this program for this summer as well. The hope is this will help generate more revenue. The budget does not include any occupancy costs because they are charged to the school year students as we would have this cost despite the summer program. The COLA of 2% listed is a holding place marker until the FY22 budget is presented for Board approval of the possible COLA.

The comparison of other programs was reviewed on page 14. Our rates are below the individual averages.

Dan Hayes added that the Finance Subcommittee met and it was interesting to hear from the superintendents at the meeting who recommended approving these rates. The fees need to be released to the districts and the COLA needs to be built in now to be negotiated later. Jennifer Mallette agreed with the rates and the quality of the program is reasonable.

*Laura Fallon motioned to accept the FY22 HEC Academy Summer tuition rates effective 7/1/2021, as presented. Jonathan Schmidt seconded the motion. A roll call vote was taken. None abstained. None opposed and the motion passed unanimously.*

Building Equitable Support for Children with Disabilities (BESCD) Presentation (Desiree Lalbeharie-Josias, Emily Koester, Emily Bouvier)

Karen Reuter welcomed Desiree Lalbeharie-Josias, Early Childhood Director. Who introduced Emily Bouvier and Emily Koester of the Early Childhood team. Emily B. shared her screen while they presented the attached presentation. They briefly reviewed the services they provide with focus on the Building Equitable Support for Children with Disabilities (BESCD). Upon completion of the presentation they fielded comments and questions:

- It was expressed how impressive the work is that goes into these types of programs.

- Hadley has been doing a lot of Antiracism work and introducing these concepts to educators early is so important. Interest in how to bring this to the community and how CES can bring more of this work to the districts.
The scope of work at CES with Social Justice & Equity (SJE) will be considered for a future Board presentation.

**Strategic Planning Process Overview Presentation (Josh Moulton of Strategy Matters)**

Karen Reuter advised that early last Fall we made a commitment to engage in the strategic planning process despite the leadership changes. After interviewing various groups, CES chose to work with Strategy Matters as they share the same values of inclusion and are able to reflect the broad spectrum of the agency bringing all people to the table to provide input. She proceeded to introduce Josh Moulton, Senior Consultant with Strategy Matters. He shared his screen to present the attached presentation. As he finalized the presentation he advised how the Board can participate and encouraged them to complete the survey and share it with other school committee members. A work group will be developed on a future date. Upon completion of the presentation, comments and questions were taken and included the following:

- The survey referenced was sent out with the Board details and will be re-sent after the link is reviewed for accuracy.

**HEC Academy Update (Pedro Gomes)**

Karen Reuter introduced Pedro Gomes, Assistant Education Director. He provided the Board with updates on the HEC Academy program, advising they have shifted to a hybrid model with students in-person four days a week in the morning. They also consolidated the in-person learning students to one cohort after many students elected for remote learning. This shift has given them the opportunity to have more touchpoints with high-need students. It also supports the students' learning because many students struggle with mask fatigue when in full-day in-person, therefore, it allows them to invest and be engaged. It is also challenging due to their reinforcements having limitations in the ability to provide their typical awards due to the community status. There is only one meal time, breakfast, for them to remove their masks, due to lunch being brought home. It has also eliminated the tension for educators to be able to focus on students in-person and remote learning.

Time was taken for comments and questions that included the following:

- What is CES's approach to teachers’ preferences for not being in-person and how is it being handled? Karen advised they seek any appropriate accommodations they may need and the changes that have been made were driven by staff concerns for the special population.

- It was noted that there was a plan but they have been flexible to the needs. Not to mention, knowing and addressing what the services that these students need is impressive.

- Is there a bigger decline in students being present and engaged than prior to COVID? If so, how is it being addressed? It is mixed, some are significantly doing better and some are worse. When a student has not arrived, support staff is reaching out immediately to the student. When that step is ignored, they reach out to the family to proceed with establishing how to support and get them on track. The phases will eventually lead to contacting the district. There are tiered approaches to make sure they are helped socially and emotionally. The team approach to monitoring has been a hallmark of the program and is proving its worth.

Dan Hayes, on behalf of the Board, provided appreciation to Pedro Gomes and the HEC Academy staff. He misses visiting the school and students, as he had in the past.

**Executive Director Search Update (Cheryl Rogers)**
Dan Hayes explained that Cheryl Rogers is spearheading the search process and it is underway. He reminded the Board of their engagement that was established and approved at the previous meeting. He communicates with Cheryl regularly and requested for her to bring the Board up-to-date on where in the process we are. Cheryl provided that, to date, there have been 89 applications received with a large diversity pool as a result of posting the position in 16 different recruitment avenues. The acceptance of applications will close on 1/31/2021. It is also finalizing time of assigning staff members to the screening and interviewing committees along with establishing superintendent participation. The hope is to finalize these placements and the goal is to start screening the candidates the first two weeks of February. Then, moving finalists to the interview committee with hosting the interviews the last week of February and beginning of March. She welcomed questions and comments that included:

- Part of Cheryl’s role is to review the 89 candidates to make sure they meet the established criteria before moving to the screening committee.

- The diverse applicant pool is due to intentional efforts that were put into the Diversity, Equity, and Inclusion (DEI) recruitment and retention plan that was previously established and the avenues that provide a platform that draws diverse candidates in line with our mission and values. For this search, they looked at local, regional, statewide, national associations, networking associations, and what our colleagues were doing. They navigated who is drawing diverse candidates and posted on an additional 20 platforms for our typical avenues. It has provided an excellent variety that stayed within the approved budget. The position was also brought to two job fairs where they were recruiting for teachers and ran this position alongside of it. An analysis of the outcomes will be done.

Dan Hayes provided his appreciation that the internal functions are practicing what they preach.

**DESE Approval of Annual Audit and Annual Report status**

Karen Reuter advised the Board that in November they presented the Annual Report and Audit. We then moved to submit them in an appropriate timeline. It is common that it will take some time to receive official approval. Our intention is to provide you with a status update that the response is still pending. This length of time is typical.

**Interim Executive Director’s Report (Karen Reuter)**

- A copy of the Interim Executive Director’s report was included in the Board Packet on pages 16-31.

Karen Reuter took the time to provide some highlights to a couple of items. She started with the advocacy role that CES plays for their member districts. Recently, there has been work with Senator Comerford around enrollment decreases over the past that have a potentially devastating impact on district budgets, due to parents concerns around safety and exposure resulting in non-enrollment. A letter has been drafted, signed by many superintendents, and will be moved along and presented. She also mentioned that Bill Erickson, on behalf of CES, has been hosting the Connecticut Valley Superintendent Roundtable for a number of years. They have drafted a letter to move educators up in the vaccine protocol. The Human Services Forum Legislative Breakfast will be attended by CES and will be bringing talking points of the most pressing issues with them.

The highlights of the Annual Report have been summarized in the flyer found in the Board Packet on pages 32-35. It captures the numbers that our programs impact and serve. The goal will be to continue to bring forward presentations of the work that CES is doing.

Karen also provided the news that a new remote program expanding into West Springfield, a non-member district, has requested that CES design and implement a pay-for-service After School...
program in all their elementary schools. We are always looking for new opportunities and fine tuning to make them relevant and responsive. The floor was opened to questions and comments that include the following:

- What is the percentage of services provided to non-districts? The bulk is to member districts and is our primary goal. The percentage will need to be calculated and provided.

- Thanks for the superintendent letter and asked what outcomes are being hoped for from the advocacy. The goal is to communicate and convey the lost revenue in Western Mass districts. If the revenue is lost and the students return, districts will not be appropriately staffed. The goal for Senator Comerford is to get before the education chairs to start having a more broad conversation across the state. The Massachusetts Superintendents Association started looking at this on 11/1; across the state, the decreased numbers are alarming.

- The Massachusetts Association of School Committees (MASC) had their retreat over the weekend and it was learned that the consensus was down 4%. They believe it is a speculative problem and will not use historical data rather they will use actual headcounts and adjust later. It was made very clear publicly the feelings and there needs to be a lot of noise around this.

- SPIFFY (Strategic Planning Initiative for Families & Youth; now Healthy Families & Communities) data has been utilized significantly and it was asked what measurements and data will be used. This will be rolled out in March as there are some logistical issues being ironed out. These surveys typically cycle every couple of years with a plan being navigated.

Questions on acronyms:

- SSoS - State System of Support
- MTCP - Massachusetts Tobacco and Cessation Program
- TALP/VALP - Reflects different areas in the ways students are organized in HEC Academy (Transitional/Vocational Alternative Learning Program)

Topics of Board Interest

Student Opportunity Act (SOA) and what is the most effective way to address it. Karen advised she would happily keep the group informed on details that develop with funding. Request to keep an ear out for the details on the Charter School shortfall. Laura and Karen will stay connected.

Consideration for advocacy regarding MCAS testing for this year and next within the rural areas with lack of access and internet. This reality is having a huge impact on education. The Massachusetts Association of School Committees (MASC) has an outline that can be used as a draft to submit this concern. CES is strongly advocating at the state level that MCAS needs to be face-to-face and not remote along with additional monies to fund this.

Legislative issue and relieve rural districts of the retirement liability insurance to move the costs to the state proportional to the district size.

A suggestion was made to consider alternate ways for the members to meet to chat in an unconference style to communicate their school committee challenges and solicit some solutions. Support was provided for this idea. Dan will look into this and how it may affect Open Meeting Law guidelines. There was discussion that the head of MASC, Glen Koocher, could be a source of support for the idea.
Adjournment

Dan adjourned the meeting at 9:13 PM.
Early Childhood Department (EC Dept.)
Promoting strong foundations and school readiness for young children through positive early experiences by engaging and supporting their parents/caregivers and educators
EC 2021

Relevant and Responsive
EC Dept. Work Varies & Includes

● Grant funded projects
  ○ 2 Long-term 12-18 year contracts
  ○ Lead or subcontracts

● Contracted Projects
  ○ 3 Annual contracts
  ○ 1-3 years

● Donor-Based Projects
  ○ 1 project
  ○ 8 years

● Professional Development (PD) and Consulting
  ○ Open Enrollment PD
  ○ Site-based PD and Consulting/Coaching
Early Childhood Leadership Team (ECLT)

- Operates to support the smooth functioning of the EC Dept. and all projects
- Includes:
  - CES Deputy Director
  - EC Director
  - Grant Funded Project Coordinators
  - EC Administrative Assistant
- Meets twice a month
Coordinated Family and Community Engagement (CFCE)

● Promotes Kindergarten Readiness
● Promotes Early Literacy
● Connect families to community resources
● Parent/Child Playgroups
  ○ Provides Developmentally Appropriate Early Learning Experiences for Young Children
    ■ Music & Movement
    ■ Yoga for Families
    ■ Baby & Toddler Sign Language

Mary Schreiber, M.S.Ed
CFCE Coordinator & EC PD Coordinator
Coordinated Family and Community Engagement (CFCE)

We provide CFCE services in 17 towns and communities

- Amherst
- Belchertown
- Chesterfield
- Easthampton
- Goshen
- Granby
- Hatfield
- Monson
- Palmer
- Pelham
- South Hadley
- Southampton
- Ware
- Warren
- West Brookfield
- Westhampton
- Williamsburg
Social-Emotional Learning

Four different projects

- Early Childhood Mental Health (ECMH)
- Strong Foundations for Young Children (SFYC)
- EEC Pyramid Model for Positive Behavior Supports
- DESE Pyramid Model for Positive Behavior Supports

Sarah Lusardi, LicSW
ECMH Clinical Supervisor and Pyramid Model Coach
Social-Emotional Learning

- Early Childhood Mental Health (ECMH)
  - Funded by EEC and subcontracted through BHN
  - Hampshire and Franklin County
  - EEC Licensed settings and Public School Preschool Programs
  - Provide consultation to educators to support positive behaviors and reduce suspension and expulsion
  - Support educators in their work with families
  - Involves some direct work with parents/caregivers

- Strong Foundations for Young Children (SFYC)
  - Hampshire County
  - Birth to Kindergarten entrance
  - Support child in context of family by providing resources to family too
Social-Emotional Learning

- DESE-Pyramid Model of Positive Behavior Supports
  - Public School Early Childhood Programs (Preschools)
  - Leadership Implementation Team
  - 6 schools

- EEC-Pyramid Model of Positive Behavior Supports
  - Early Education and Care Programs
  - Directors and teachers
  - 5 programs
Professional Development

● Open Enrollment
  ○ 14 workshops for FY21 planned
  ○ Total attendees to date is 111 attendees for 9 workshops

● Practice Sessions following some PD sessions are FREE and provided to both deepen and expand learning on the topic as well as allow for more questions, case studies, etc.

● Site-Based PD and/or Consulting
  ○ Rolling interest and applications
  ○ 3 sites scheduled to date

● Sample PD topics include:
  ○ Building Skills for Culturally Responsive Anti-Bias Early Childhood Education
  ○ Engaging and Supporting Families
  ○ Practical Tools for Supporting Young Children with ASD during COVID-19
  ○ Understanding and Addressing Young Children’s Challenging Behaviors
BUILDING EQUITABLE SUPPORTS
FOR CHILDREN WITH DISABILITIES

EEC Contract
An EEC & DESE Collaboration
October 2020
BESCD is:

A multifaceted professional development experience to inform and equip school districts with knowledge and resources to effect change that promotes equity and inclusion in public preschools.
BESCD Outcomes

- Disproportionality and implicit bias
- Family Engagement in decision making
- Inclusion practices and community connections
- Wellness practices for staff
- Trauma impact on brain development
- Trauma informed approach to understanding challenging behaviors
- Action Plan for positive outcomes
BESCD Implementation Team

- Desiree Lalbeharie-Josias, Ed.D
  - Director of CES Early Childhood Department & BESCD Oversight Manager

- Emily Koester, M.Ed.
  - BESCD Initiative Coordinator / Coach Lead

- Emily Bouvier, BA
  - BESCD Initiative Support Specialist
BESCD School District Coaches

- Audrey Morse, MSLP
- Barbara Black, M.S.Ed.
- Emily Koester, M.Ed.
- Kori Bardige, Ed.D.
- Mackensey Bailey, M.Ed.
- Marlene Robbins, M.Ed.
- Megan McGuirk, M.Ed.
- Nadine Ekstrom, PhD
- Linda Prothers, M.Ed.
BESCD Participants

- 30 School District Teams
- 4 Regional Cohorts
BESCD School District Teams

South Shore & Cape Cod

- Attleboro Public Schools
- Bourne Public Schools
- Fall River Public Schools
- Middleborough Public Schools
- Old Rochester Regional School District
- Truro School District
- Westport Community Schools
BESCD School District Teams

Western Mass

- Amherst Public Schools
- Central Berkshire Regional School District
- Gill-Montague Regional School District
- Granby Public Schools
- Hadley Public Schools
- North Adams Public Schools
- Northampton Public Schools
- Pioneer Valley Regional School District
North Shore & Central

- CAPS Collaborative
- Dracut Public Schools
- Haverhill Public Schools
- Lowell Public Schools
- Marblehead Public Schools
- Groton Dunstable Regional School District
BESCD School District Teams

Boston & Metro area

- Boston Public Schools
- Public Schools of Brookline
- Everett Public Schools
- Melrose Public Schools
- Medford Public Schools
- Milton Public Schools
- Randolph Public Schools
- Woburn Public Schools
Expectations for School District Teams

- PLCs
- Regional school district cohort coaching
- Individual school district coaching
- Action Plan development
- Resource folder
PLCs

- 6 monthly PLCs
- Scheduled for early in each of the 6 months
- 2 hours for each PLC
<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
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<tr>
<td>December</td>
<td>Implicit Bias and understanding race, racism, and equity in special education</td>
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<tr>
<td>January</td>
<td>Using data collection to inform practices</td>
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<td>February</td>
<td>Inclusion supports for children in public pre-k and community programs</td>
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<tr>
<td>March</td>
<td>Engaging and working with families</td>
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<tr>
<td>April</td>
<td>Trauma informed practices and the effects on learning for children with disabilities</td>
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<tr>
<td>May</td>
<td>Wellness practices for early childhood educators and administrators</td>
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Coaching Sessions

- 1 Regional Coaching session each month
  - Includes the PLC presenter to deepen the work

- 1 Individual Coaching session each month
  - To develop and work on each district’s Action Plan
Regional Cohort Coaching

- Monthly for 1.5 hours
- Cohorts of 6 or 7 school district teams
Regional Cohort Coaching

- **PLC topic of the month follow-up:**
  - Facilitated by PLC presenter of the month
  - Reflect on PLC topic
  - Expand learning on the topic

- **BESCD exploration:**
  - Facilitated by BESCD Regional Coach
  - Idea sharing
  - Problem solving
  - Regional professional support network
Individual School District Team Coaching

- Monthly for one hour
- Guide Action Plan development
- Connect to PLC topic(s)
Action Plan Development

- Reflect
- Identify a goal
- Set objectives
- Determine strategies
- Complete template
Reflection for Action Plan Development

1. Alignment with state and federal regulations
2. ECTA Center Indicators of High Quality Inclusion
3. Review preschool data
4. COVID Pandemic Context
5. Consider strengths and challenges of your school district
6. School and community demographics
7. Aspirations for your preschool policies and/or services
Action Planning Resources

- [Action Planning Guide](#)
- [Vision/Focus Area](#)
- [Smart Goal](#)
- [Action Plan Template](#)
Evaluation

- Promote reflection
- Identify progress and next steps
- Feedback for coaches and BESCD implementation team
- BESCD Initiative report
BESCD Resource Folder

- **BESCD Google folder for resources**
  - Sub-folders organized by PLC topic
  - Action Plan resources
  - Additional sub-folders may be added as needed

- **Collaborative effort**
  - PLC Presenters
  - Coaches
  - School District Teams
QUESTIONS?
THANK YOU!
INTRODUCTION/OPEN HOUSE: RESILIENCE STARTS WITH US

Staying strong, calm and positive during the re-opening process is challenging. This free event will provide discussion and resources on the importance of self-care to support our care for children. We will also share our professional development calendar that offers practical support and resources to navigate these unusual times.

INSTRUCTORS: Desiree Lalbeharie-Josias, Ed.D. & Mary Schreiber, M.Ed.

CORE COMPETENCY: 7, 8 • CREDITS: 1 training hour • COST: FREE • DATE: 9/23/21 (6:30 - 7:30pm)

PRACTICE SESSIONS are an additional optional session, included in many of our workshops this year at no additional cost. These facilitated sessions will deepen and broaden the learning from the workshop by offering a place for Q & A and to share and reflect on the information learned, attendee experiences related to the topic, resources, and challenges or successes with integrating the new knowledge into your practice. You will receive one training hour for attending a practice session.

2020/21 EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

USING ROUTINES AND PREDICTABILITY TO PROMOTE STABILITY IN EARLY LEARNING EXPERIENCES

Young children thrive with stability. These unusual times increase the need for stable nurturing early experiences. In this workshop we will discuss responsive teaching strategies for child-directed free play, social interaction, and for safe sensory exploration which align with EEC and CDC guidelines. The Pyramid Model approach of supporting children's positive early learning experiences and behavior by considering the intersection of relationships and environment, as well as key elements of trauma informed care will be discussed.

INSTRUCTOR: Emily Kaelder, M.Ed. • CORE COMPETENCY: 4, 5 • CREDITS: 1 training hour • COST: $40

PRACTICE SESSION: 11/12/20 (6:30 - 7:30pm)

SPRING SESSION: 1/1/21 (6:30 - 8:00pm)

PRACTICE SESSION: 1/12/21 (6:30 - 7:30pm)

USING DRAMATIC AND PRETEND PLAY TO MAKE MEANING OF CHANGING TIMES

Dramatic play is a powerful early learning tool that ignites creativity, play, social interaction, and helps children understand events, practice emotion regulation and social cues. During these unusual times pretend play can help children process cultural shifts, and social changes. Early educators can implement specific strategies and activities to help children dramatize and make sense of new and confusing experiences and expectations such as mask wearing and social distancing.

INSTRUCTOR: Mary Schreiber, M.Ed. • CORE COMPETENCY: 5 • CREDITS: 1.5 training hours • COST: $40

PRACTICE SESSION: 3/2/21 (6:30 - 7:30pm)

REASSURING AND RESPONSIVE CARE: EARLY EDUCATION IN A CHANGING WORLD

The COVID-19 Pandemic and increased awareness and reactions regarding racial injustice is the perfect storm for increased anxiety in our communities, families and children. Early childhood is an ideal time to build positive foundations and to foster understanding and compassion. Strategies to address children’s anxiety and to maintain reassuring and culturally responsive programs will be discussed.

INSTRUCTOR: Dana Lee Mengawor • CORE COMPETENCY: 2 • CREDITS: 1.5 training hours • COST: $40

DATE: 10/7/20 (6:30-8:00pm)

PRACTICE SESSION: 10/14/20 (6:30-7:30pm)

UNDERSTANDING AND ADDRESSING YOUNG CHILDREN’S CHALLENGING BEHAVIORS

Young children use their behaviors to communicate their feelings, needs and wants. This course looks at what children may be trying to communicate with their behavior, the impact of trauma on behavior and why children sometimes have challenging behaviors. Information on brain development, the importance of healthy social emotional development, and the impact of trauma will all be discussed in the context of understanding and addressing young children’s behaviors.

INSTRUCTOR: Sarah Lusardi, LCSW • CORE COMPETENCY: 2 • CREDITS: 1 CEU or 10 training hours • COST: $100

DATES: 6/1/21, 6/18/21, 7/18/21, and 5/20/21 (6:00 - 8:30pm)

BUILDING SKILLS FOR CULTURALLY RESPONSIVE ANTI-BIAS EARLY EXPERIENCES

Culture shapes our beliefs, values, practices, interactions and relationships. In this course, early childhood educators will explore the intersection and impact of culture and bias in early learning opportunities. Opportunities for learning, reflection and discussion will support course participants’ journey to promoting anti-bias and anti-racist early childhood education.


CORE COMPETENCY: 4, 5 • CREDITS: 5 CEUs or 5 training hours • COST: $70

DATE: 4/13/21 (6:00 - 8:00pm)

DATE: 4/20/21 (6:00 - 7:30pm) and 4/27/21 (6:00 - 7:30pm)

PROMOTING EQUITY IN EARLY CHILDHOOD SETTINGS: PART 1 EXPLORING IMPLICIT BIAS: A CRITICAL STEP FOR ANTI-BIAS EARLY EDUCATION

Implicit biases develop during early childhood and they play a role in shaping our value systems. In this workshop we will deepen participants’ understanding of implicit bias, how it develops and how we can recognize and prevent it. We will also explore what is “fit” between your own temperament and those of the children in your care.

INSTRUCTORS: Desiree Lalbeharie-Josias, Ed.D. & Mary Schreiber, M.Ed.

CORE COMPETENCY: 5 • CREDITS: 1 training hours • COST: $40

DATE: 11/17/20 (6:30 - 8:00pm)

PRACTICE SESSION: 11/17/20 (6:30 - 7:30pm)

PROMOTING EQUITY IN EARLY CHILDHOOD SETTINGS: PART 2 USING CULTURALLY RESPONSIVE PRACTICES TO ADDRESS IMPLICIT BIAS

Culturally responsive practices (CRP) will be discussed in context of addressing and reducing implicit bias in early childhood. The connections of CRP; social emotional learning and family engagement will also be explored. Concrete strategies and beneficial tools to support embracing all kinds of diversity and the promotion of racial justice will be shared.

INSTRUCTOR: Desiree Lalbeharie-Josias, Ed.D.

CORE COMPETENCY: 1, 5 • CREDITS: 1.5 training hours • COST: $40

DATE: 1/10/21 (6:30 - 8:00pm)

PRACTICE SESSION: 1/20/21 (6:30 - 7:30pm)

TUNE IN TO TEMPERAMENT

Children enter the world with unique temperaments, which shape the personality they develop over time. Learn about the traits seen in the three temperamental categories, sometimes referred to as “flexible, fearful, and feisty”. Strategies on how to care for children based on their temperament will be discussed, as well as the ‘goodness of fit’ between your own temperament and those of the children in your care.

INSTRUCTORS: Mary Schreiber, M.Ed.

CORE COMPETENCY: 1, 5 • CREDITS: 1 training hours • COST: $40

DATE: 2/23/21 (6:30 - 8:00pm)

PRACTICE SESSION: 3/2/21 (6:30 - 7:30pm)

HOW DO WE PLAY NOW? UNDERSTANDING SENSORY MOTOR PROCESSING IN YOUNG CHILDREN IN COVID TIMES

Session 1: We will discuss how sensory motor play provides the foundations for brain development in young children.

Session 2: How to keep kids moving, playing and getting what they need within social distance limitations.

INSTRUCTORS: Tom Murphy, MS, OTR/L, ATP & Arielle Spooner, PT

CORE COMPETENCY: 1, 5 • CREDITS: 3 training hours • COST: $55 • DATE: 10/6/20 and 10/13/20 (6:30-8:00pm)

PRACTICE SESSION: 10/27/20 (6:30 - 7:30pm)

ENGAGING AND SUPPORTING FAMILIES

Building supportive relationships with families is always important, especially now. As we grapple with the pandemic and issues related to racial injustice, the daily complexity of family life is increased and is different for each family. Strategies for culturally responsive communication and relationship building, addressing developmental lags, and resources for families will be discussed.

INSTRUCTORS: Mary Schreiber, M.Ed. • CORE COMPETENCY: 3 • CREDITS: 1 training hours • COST: $40

DATE: 10/19/20 (6:30 - 8:00pm)

PRACTICE SESSION: 10/26/20 (6:30 - 7:30pm)

INSPIRING YOUNG SCIENTISTS

Providing STEAM activities and exploration in the context of managing the pandemic health and safety concerns requires us to be innovative. Participants will learn safe and creative activities that allow for fun exploration and experimentation. Suggestions to engage children’s imaginations, promote creativity, and sharpen their powers of observation will be provided. We will also discuss the value of encouraging curiosity, noticing what children are doing, and asking the right questions.

INSTRUCTORS: Mary Schreiber, M.Ed. • CORE COMPETENCY: 5 • CREDITS: 1.5 training hours • COST: $40

DATE: 4/7/21 (6:30 - 8:00pm)

PRACTICE SESSION: 4/14/21 (6:30 - 7:30pm)

PRactical tools for supporting young children with ASD during COVID-19

This workshop will provide tools and strategies you can begin using tomorrow to promote comfort, safety, and social connection for young children with autism and their peers amidst the new COVID-19 school regulations. Participants will leave with a concrete list of tools, songs, games and books to begin using right away in their classroom settings.

INSTRUCTOR: Christy D’Agostino, M.A.

CORE COMPETENCY: 1, 6 • CREDITS: 1.5 training hours • COST: $40

DATE: 11/2/20 (6:30-8:00pm)

PRACTICE SESSION: 1/20/21 (6:30 - 7:30pm)

SPRING DATE: 3/2/21 (6:30 - 8:00pm)

PRACTICE SESSION: 3/15/21 (6:30 - 7:30pm)

ALL COURSES ARE ONLINE!
Yes, I have a child between the ages of 16 months and 3 years old and live in one of these communities:

Amherst, Belchertown, Easthampton, Monson, Palmer, Ware

I would like to receive more information about the ParentChild+ Program!

Parent’s Name(s)______________________________
Street Address __________________________________________
Town __________________________ State _____ Zip _________
Phone Number (_____ ) ____________________________
Child’s Name _________________________________________
Child’s Date of Birth_______________________________
Language(s) Spoken at Home ___________________________

Please return to the agency that gave you this flyer, or to:
ParentChild+ Program
97 Hawley Street • Northampton, MA 01060

The ParentChild+ Program is administered by the Collaborative for Educational Services and is funded through a grant from the Massachusetts Department of Early Education and Care.
1. Confirm project workplan, logistics, and members of SPC
2. Engage stakeholders, conduct sector research, develop SWOT
3. Review SWOT, develop goals and objectives, identify areas of consensus
4. Develop and evaluate strategy options
5. Create conditions for successful implementation

Our Process Overview:

- Q1: Where are we now? (September)
- Q2: Where do we want to go? (December-February)
- Q3: How will we get there? (February - March)
- Prepare for implementation (March)
- Prepare to launch (March - April)
Participant Agreements

Good intentions do not assure positive impact.

Recognizing this, we need a way to take note of this in real time and to address it. To do this, we can use “ouch” and “oops,” - if someone experiences negative impact they need to say something (possibly ouch if that works), and then the person who, presumably unintentionally, caused the harm, needs to recognize the issue, and then together they can explore the issue or misunderstanding, and move to resolution.

Recognize and be aware of your power position

Each of us will be bringing various aspects of our identities into our meetings, whether it be the role you hold in the organization or a social identity such as your race or gender. These roles will bring various types of power (both formal and informal) to our contributions. Remember, you may inadvertently be exercising this power in meetings. For example, if a leader speaks first in a problem-solving session, it may suppress contributions from those who don't wish to seem like they disagree with the boss.

Please don’t ask others to put their experience on a platter.

Seeking everyone’s perspective is great, but asking them to speak from a specific part of their identity can be hurtful, and also may put the person in the uncomfortable role of trying to speak “for the ______ community.” Consequently, please refrain from asking for others’ perspectives on the basis of your understanding of their racial/ethnic/gender identity or aspects of their lived experience.
### Participant Agreements

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<tr>
<th>Approach discussions from a place of curiosity rather than assumption</th>
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<tbody>
<tr>
<td>Too often, we use a question to make a point or to show the deficiency we see in another person's point of view. It is far more generative to stay curious about views that you don't hold or understand, and ask your question/offer contributions from there. This enables others to offer their views in the fullest sense and enables each of us to set aside our own ideas long enough to truly hear them.</td>
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<tr>
<th>You won’t be comfortable all the time, but we aim to protect your safety</th>
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<tr>
<td>Comfort is what you feel when none of your assumptions or beliefs are challenged. It’s a good way to ensure that you miss opportunities for growth. So it’s often good to not feel comfortable (even if it is mildly unpleasant). Safety is what you feel when you know that others respect you, care about your wellbeing, and demonstrate this by making space for you in the group. We don’t ever want to create environments where people don’t feel safe.</td>
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<tr>
<th>Please engage authentically and also with care and concern for others</th>
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<tr>
<td>We need you to be fully present and engaged, even when it is challenging to do so. This applies to both how you hear and how you speak. We ask that everyone “hang in” even when it is hard (when there is “radical candor”) and also to stay mindful of the need for respectful and caring dialogue even in hard conversations.</td>
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Strategic Issues Under Consideration

● **Mission**: What are you here to accomplish? Does the current mission statement express this?

● **Social Justice and Equity**: How are your commitments to equity demonstrated in your work with the people and communities you serve, and with one another?

● **Unique Value**: What valuable services is CES uniquely well-qualified to provide. What Opportunities are there for thought leadership?

● **Financial Sustainability and Innovation**: How can CES pursue new, innovative programs and services while continuing to deliver what has worked for member districts and others?
How Board Members Can Support the Process

- Take the survey yourself
- Encourage participation in the survey (share the link with other school committee members)
- Work with this group to develop SWOTs *(meeting date TBD)*
- Review results of the SWOT analysis, and develop goals and objectives *(meeting date TBD)*
Collaborative for Educational Services
Finance Committee Meeting
March 23, 2021 at 8 AM
Minutes (DRAFT)

Zoom Meeting: https://collaborative.zoom.us/j/82439942308
Meeting ID: 824 3994 2308

In Attendance:

Committee Members: Dan Hayes, Jennifer Mallette, Richard Martin
CES Attendees: Karen Reuter, Barbara Siegel, Sarah Molloy

Materials provided.

1. Call to order, welcome, introductions
The meeting was called to order at 8:03 AM.

2. Presentation of Financial Statements for the period ending 1.31.21

a. Changes in Fund Balance

Barbara Siegel gave an overview of the Changes in Fund Balance document that was emailed to the committee and linked above. She noted that in comparison to the last year, things have improved. She then directed them to the “Program Net Amounts” at the bottom of the page and noted the following:

- Shortfall of $13,500 in Operations & Business Development as of January 31st. Last year there was a surplus.
  - Right now there is a deficit in Operations & Business Development by year end. It's around $150,000 but she really thinks it's possible that is very high for what we might be able get to by June. Departments have done a great job at being careful this year and reducing expenses. There is a great consciousness about not being wasteful.
- Birth to Age 22 has a shortfall of about $201,000 with a little of that (about $6,000) being from the Early Childhood department and that could break even by end of school year.
- Related Services has about a $12,000 shortfall, but we had a surplus at HEC Academy this summer (about $15,000) so that's keeping that shortfall in Related Services at bay.
- Mt. Tom has a small shortfall of about $5,000 because two students graduated early. If those districts kept paying tuition, we would have broken even.
- As of January 31st, HEC Academy has a shortfall of about $198,000. We know COVID Is culprit. That's equivalent to three non-member district students. Had we been able to
have those three students we wouldn’t be having this conversation about a deficit. If we’re back in school after April vacation we have an opportunity to bring in more students. There are students in the pipeline that could help chip away at that deficit if we have them for the full two months.

- Professional Services are even and there is nothing to report. It’s a great swing for them compared to last year.

A conversation then followed that included:

- The biggest concern is HEC Academy, but this year it’s easier to point and say COVID is the cause of their shortfall.
- The CDC’s new guidance stating students can be three feet apart.
  - Karen noted that the commissioner suggested families have the opportunity to keep their students at home so they are currently polling families. She estimates it will be a 50/50 split so they are working out how to use the space effectively and keeping the most distance possible.
  - They have about five to six students in the high priority category so they will be almost doubling.
  - There are a couple of new students who joined recently and there are three in the pipeline as they are getting a lot of interest in HEC Academy. Due to the hard work around remediation she believes HEC Academy and Mount Tom Academy are going to recover well.
- Operations continues to bear the costs of PPP (about $95,000).
- The $225 fees that districts received per student form the CARES Act were itemized in district tuition for HEC Academy.
- There are no grants that we are aware of for PPP expenses, but FEMA might be relaxing their regulations. MOEC is looking into this. They could potentially back date reimbursements for expenses. We did receive $1,500 from the state of MA and will receive another $1,500 in April. The funds were deposited into that expense account.

b. Statement of Activities

Barbara proceeded to review the Statement of Activities document that was also emailed to committee members and linked above. She explained that this report is to look at the individual areas more closely and how we’re doing based on that current period. She brought everyone’s attention to the column “Changes to Date to Budget” where there are a few numbers where there are shifts, including the following:

- Reduction in Operations & Business Development’s revenue by $160,000. They spent time talking with every department to see where we think they’re going to land and to do a thorough assessment.
- Several projects will be carried over into FY22 because the deliverables couldn’t be completed by the end of June. This includes:
  - The Library of Congress work, which will go into the end of September
  - Recovery High School, which was a recent award
○ Young Adult Empowerment Collaborative (YAEC) work, which is a Healthy Families & Communities grant that is being deferred into the Summer
○ Together it’s around $160,000 with consideration that we might not spend all of the DYS money and therefore wouldn’t get all the indirect.

● Our indirect is a monthly line item and we bill monthly 1/12 of our indirect.

Rick Martin joined the meeting.

Barbara directed the committee to the “Changes to Date to Budget” and noted the following:

● Reduction of $450,000 in budget expenditures for Operations & Business Development. It’s made up of a combination of every line item. There were some savings in salary and fringe. For the fringe we have to budget for our HRA support we provide with health insurance. Everyone who has an HMO plan has access, but it only goes into effect when someone taps their insurance. We have some in reserve we don’t think we’ll spend.
● Regarding office supplies – we trimmed and thought it would be steady, but the spending is way down.
● Regarding our consulting costs - there are projects we haven’t moved forward with.
● Depreciation is going to be lowered based on a new method of taking contracts off our books and only including things CES owns.
● Utility costs are way down due to limited office use.
● There were a couple of COVID capital expenditures we were able to use the money for before the school year ended.
  ○ There are a couple of other things planned, but they probably wouldn’t happen until the new fiscal year. One thing is to make the main entrance door hands-free. The security system is hands free now, but opening it is not.

Rick was now able to join audio to speak.

There was a brief conversation regarding Rick’s school, Franklin County Tech, and their increase in enrollment.

Barbara then continued reviewing the Statement of Activities and noted the following:

● Under the Special Revenue Fund, the Birth to Age 22 had an increase.
  ○ The Special Education Department received a new nursing grant and an increase to an existing grant. They also received a small SPED improvement grant.
  ○ Overall, there was about a $36,000 increase for Birth to Age 22.
● Professional Services received early literacy grants, which we have had for 20 years, but this is the latest we received the funding.
● For the Recovery High School grant, most will be deferred. Until they can determine what they can do, we have to include that here.
● Barbara directed the committee’s attention to the column on the far right, “Period Budget vs Actual.”
  ○ This column indicates how we are doing within this particular budget period with spending and revenue.
In each individual department, while the numbers fluctuate, what percentage the spending and revenue are on pace with one another. There are no big gaps so it’s what we want to see and the cash flow is good. That picture is excellent.

Barbara asked if there were any questions - there were none.

The following topics were then mentioned:

- The impact that COVID had on the revenue for direct services work and the way that working remotely had such a positive impact on reducing expenditures.
- Regarding indirect – we are long past meeting our goal for the year, but the original goal was to get an additional $25,000 of indirect into the budget. We had adjusted it to totalling about $14,000 and new revenues at about $47,000 for a total of $61,780 brought in beyond what we budgeted. There was a $14,000 increase from the last report so should expect that will be even more.
- The Operational Continuity Team, which was formed when the pandemic hit to look at operations to make sure we can perform essential functions during a pandemic, has morphed into a group that is managing the finances of the organization in a much more active way and it's proven to be beneficial.
  - The decreases in expenditures, tight management of resources, is a result of that. Barbara has been able to provide all of the data so the group can actively discuss how they can manage.
  - It’s noteworthy that we went from bringing in deficit closing in on $1 million and higher before and we’ve already done work to try to close the gap and we’re now down to $600,000, which is still a big number and we would like it to be balanced, but we are pleased that we’ve been able to get those numbers down like this.
  - It was asked if they reflect the forgiveness of PPP loans. Barbara said it does not and we are still holding that liability.

Dan asked if there were any questions. Rick mentioned that in the future he will be able to better look at trends once he’s gotten to know this organization. Barbara offered to send any historical data that would be helpful and it was concluded that she will send him a copy of the last two audits.

3. Vote to accept the Financial Statements for the period ending 1.31.21 for presentation to the full board

_Dan Hayes motioned to move to the Board to accept the Changes in Fund Balance, Statement of Activities and the changes to budget, as presented. Jennifer Mallette seconded the motion. Roll call vote was taken. All in favor. The motion passed unanimously._

4. Adjourn

Barbara thanked the group for their time.

The meeting adjourned at 8:44 AM.
HIRES AND SEPARATIONS JANUARY 16th 2021 - March 15th 2021

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## HIRES AND SEPARATIONS JANUARY 16th 2021 - March 15th 2021

### HIRES

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<td>Lada</td>
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<td>Instructor</td>
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<td>Paula</td>
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<td>Part Time</td>
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<td>Romm</td>
<td>Naomi</td>
<td>2/22/2021</td>
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<td>Part Time</td>
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<td>Rosario</td>
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<td>Instructor</td>
<td>Part Time</td>
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<tr>
<td>Tore</td>
<td>Grant</td>
<td>2/16/2021</td>
<td>MEP</td>
<td>Instructor</td>
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<td>Walsh</td>
<td>Erin</td>
<td>1/19/2021</td>
<td>21st CCLC</td>
<td>Activity Leader</td>
<td>Part Time</td>
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### SEPARATIONS

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<th>Last Name</th>
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<td>Pradhan</td>
<td>Sahara</td>
<td>1/29/2021</td>
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<td>Wisnewski</td>
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Collaborative for Educational Services
Changes in Fund Balance
FY21 for the Period 7/1/2020 through 01/31/2021

<table>
<thead>
<tr>
<th></th>
<th>FY21 1/31/2021</th>
<th>FY20 1/31/2020</th>
<th>Difference FY21 - FY20</th>
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<td><strong>Revenues:</strong></td>
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<tr>
<td>Operations &amp; Business Development</td>
<td>1,864,477</td>
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<tr>
<td>Birth to Age 22</td>
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<tr>
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<td>859,921</td>
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<td>Grants &amp; Contracts</td>
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<td>14,697,590</td>
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<td></td>
<td><strong>17,926,486</strong></td>
<td><strong>18,715,423</strong></td>
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<td><strong>Expenditures:</strong></td>
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<td>944,535</td>
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<td><strong>18,141,229</strong></td>
<td><strong>19,051,392</strong></td>
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<tr>
<td></td>
<td>(214,743)</td>
<td>(335,969)</td>
<td>(1,699,099)</td>
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<td><strong>Depreciation</strong></td>
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<td>General Fund</td>
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<td>1,688,044</td>
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<td>94,691</td>
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<td>General Fund Net</td>
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<td>Special Revenue Fund</td>
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<tr>
<td>Birth to Age 22</td>
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<td>DYS</td>
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<td></td>
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<tr>
<td>SEIS</td>
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<td>(9,696,777)</td>
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</tr>
<tr>
<td>Special Revenue Fund Net</td>
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<tr>
<td>TOTAL NET</td>
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<td>(290,000.00)</td>
<td>635,067</td>
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<td>(38,753,404)</td>
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<td></td>
<td>925,067</td>
<td>(290,000.00)</td>
<td>635,067</td>
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To: The Collaborative for Educational Services Board

We, the employees of CES, demand parity with our peers in public schools. Since its inception, CES has compensated educators who work in institutional settings at a rate lower than teachers who teach in the traditional public-school system.

We teach and instruct youth during the most challenging times in their lives, yet we are compensated at a rate less than our peers. This inequity results in high turnover among our staff, at a time when staff turnover is most damaging to students. CES’s poor compensation has created an incentive for staff to leave and seek higher paying positions elsewhere. Staff retention is key to quality education for committed students, many of whom are people of color.

After nine months of negotiating with CES, they have failed to respond at all to our wage proposal, despite assuring us that they do in fact have the capital to meet our demands.

CES must compensate their employees appropriately to provide an education system that ensures students receive the same education they would receive were they not incarcerated.

While we understand that DYS has suggested they may fund a partial wage increase for our coworkers, it is indeed partial and not for all educational staff - excluding two essential groups, Learning Coaches and Educational Career Counselors. These two positions and the employees who occupy them are essential to education at DYS, and our coworkers in these roles have performed their duties in-person when necessary during the pandemic.

We ask you to direct CES to meet our demand for wage parity and negotiate with us in good faith including providing a wage increase to all educational staff, not only a select group.

Susan M. Abbott  Jennifer Carelli  Nicole Durand
Sarah Abney  Donna Carney  Timothy Ellis
Gary Abrams  James Carvill  Alexa Fearing
Josephine Aduroja  Cindy Carvill  Karen Fisher
Paul Benoit  A. Cheema  Shawn Fogg
Robert Britt  Jane Chick  Dottie Forsberg
Melody Brown  Jeremiah Clark  Robert Freund
Jessica Brueshaber  Rich Condon  Kelly Fritschy
Ryan Bucci  Susan M. Czuczwa  Jessica Gadoury
Dana T. Buckner  Jim Daou  Debra Gorsky
Lisa Burns  Jeffery Doel  Jill Goyette
<table>
<thead>
<tr>
<th>Jennifer Graves</th>
<th>Susa Murphy</th>
<th>Kimberly Rush</th>
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<tbody>
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<td>Steven Haynes</td>
<td>Samantha Nikitas</td>
<td>Liberty Schlipp</td>
</tr>
<tr>
<td>James Heenehan</td>
<td>Paul Nordberg</td>
<td>Laura Scutt Drohan</td>
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<td>Nathan Henner</td>
<td>Anthony Nuzzetti</td>
<td>Erin Silverman</td>
</tr>
<tr>
<td>Janice Hogle</td>
<td>Daniel Nye</td>
<td>Miriam Smirnov</td>
</tr>
<tr>
<td>John Hutchins</td>
<td>Sean T. Nyhan</td>
<td>Patricia Sockey</td>
</tr>
<tr>
<td>Julia Kennedy</td>
<td>Melissa O'Brien</td>
<td>Amy Stamm</td>
</tr>
<tr>
<td>Diana Klimas</td>
<td>Kathleen M. O'Neil</td>
<td>Bobby Stanton</td>
</tr>
<tr>
<td>Robert Lawler</td>
<td>Frank J. Oneil</td>
<td>Loraine Sterling</td>
</tr>
<tr>
<td>Stefani Leonczyk</td>
<td>Gopesh Pandey</td>
<td>Jacqueline Strenk</td>
</tr>
<tr>
<td>John Lovell</td>
<td>Melina Paumbo</td>
<td>Ryan Travis</td>
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<tr>
<td>Sosten Lungu</td>
<td>Ronald Perrott</td>
<td>Susan Vinovrski</td>
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<tr>
<td>Alicia Lynch</td>
<td>Tighe Poirier</td>
<td>Marlenne Vizcarra</td>
</tr>
<tr>
<td>Dave Madeloni</td>
<td>Angela Pomarole</td>
<td>Annie Vlack</td>
</tr>
<tr>
<td>Miriam Marriner</td>
<td>Veda Quinn</td>
<td>Regine Wagnac</td>
</tr>
<tr>
<td>Beth Martin</td>
<td>Elizabeth Raczka</td>
<td>Sheila B. Wilkins</td>
</tr>
<tr>
<td>David Mathieu</td>
<td>Scott Reid</td>
<td>Raymond Williams</td>
</tr>
<tr>
<td>Quincy McCray</td>
<td>Jason Richmond</td>
<td>Richard Wood</td>
</tr>
<tr>
<td>Kristina Meuse</td>
<td>Eva Robbins-Davies</td>
<td>Jonathan Yrayta-Mart</td>
</tr>
<tr>
<td>Maureen Mitchell-Tardiff</td>
<td>Daniel Robichaud</td>
<td>Theresa Zheleznyakov</td>
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<tr>
<td>Elizabeth Monteiro</td>
<td>Maureen Rooney</td>
<td></td>
</tr>
<tr>
<td>Kimberly Mook</td>
<td>Allysha Roth</td>
<td></td>
</tr>
</tbody>
</table>
Dear Members of the CES Board,

You recently received via email a memo from Local 509 SEIU representing CES employees who work under the DYS and SEIS contract. I wanted to be able to shed some light on the issues outlined and to assure you that we are working diligently to resolve them.

When CES first won the DYS contract and took on the workforce previously employed by another Collaborative, their pay was far lower in comparison to public schools than it is today. In 2008 CES negotiated a large increase in educator compensation which brought our starting pay closer to that in school districts. We have worked diligently with DESE (SEIS) and DYS to create an equitable compensation approach for SEIU membership across the two contracts. With each subsequent bid we have built into our proposals annual COLAs and other mechanisms in order to offer employees more competitive wages. As we prepare the upcoming DYS bid, we are proposing multiple recruitment and retention strategies in the form of incentives. We do understand that in this school year we have seen high turnover in some programs and are examining the causes through exit interviews. However, we are ultimately limited and bound by the resources available through the funding agencies.

It is important to note that any and all compensation increases must be authorized by the applicable agency, and this requirement is reflected in the Collective Bargaining Agreement (CBA) At this time SEIS has approved a 2% retroactive COLA for all educators working under their contract, and DYS recently authorized the same increase but only for those classifications that have been routinely working on site. This would mean there would be no COLA for our Education & Career Counselors and the DYS Instructional Coaches. We concur that all employees are deserving of a COLA and continue to advocate for our educators with state funders, and this is why we have been unable to formally make a wage proposal.

Regardless of the union’s statement to the contrary, CES has not assured the bargaining unit that we have the capital to meet their demands. Rather, we have explained to the union the legal, strategic and practical reasons that regardless of financial ability we cannot assume responsibility for a bargaining unit wage increase that is not authorized by the funding agency.

We value the effort, commitment and hard work of all the SEIU membership employed under both contracts. We believe that the educational program offered to our students meets high academic standards and we are always focused on continuous improvement. We have been advocating for all staff to receive appropriate compensation and will continue to do so.

Sincerely,

Karen Reuter
Interim Executive Director
Interim Executive Director’s Report to the Board of Directors
March 31, 2021

Welcome to our March meeting! I hope everyone has been enjoying the early spring weather and getting outside to enjoy the warm temperatures and sunshine.

I look forward to seeing everyone Wednesday evening.

As always, this report is full of highlights, information and updates. There is much to share and I hope you will take some time to read through all that is here for you. It is clear that in fact during this pandemic we have not slowed down or allowed ourselves to simply accept the status quo but rather we continue to develop new programs, react to the needs of our community, and expand services!

We are adding staff to new positions and look forward to a time when we can all be in person to welcome new folks to our organization and enjoy the opportunity to renew our connections to those we haven’t seen for some time. CES’ community of care though, has been strong throughout these challenging times in support of one another.

Here are a few ways that you can dig deeper into the work at CES.

Early Childhood Mental Health Powerpoint
https://drive.google.com/file/d/1iAJs3OvljsZNXGfwKQ_faBDgSLIgnPlh/view

From our Communications team:
Please take a moment to read the CES Newsroom blog about the Amherst Mobile Market

From our Healthy Hampshire team: Check out this mobile friendly online database of walk-friendly routes in the Hilltowns that will be accessible through www.HilltownWalks.org

Fundraising Effort
Beginning on April 18th, we are partnering with Broadside Bookstore in Northampton for a fundraising event. Strong Foundations for Young Children (SFYC), our pro bono program providing services to Hampshire County families with young children experiencing social emotional needs, will be the non profit of the month at Broadside. There is a featured booklist that you can purchase from, and a portion of the proceeds will directly benefit SFYC. We encourage everyone to visit Broadside after April 18th!

Strategic Planning: Board Focus Group
As you may know, CES has undertaken a strategic planning process. To support this process, CES has engaged a consulting firm, Strategy Matters, to help set future goals and develop a plan for achieving them. It is important to CES that the process reflects our organization's voices and perspectives and other stakeholders.

We would like to invite you to join a focus group via Zoom. This will be an opportunity to share your thoughts and insights with a small group of your colleagues and the Strategy Matters team. We'd like to understand your perspectives on CES’ strengths, challenges, and opportunities to advance our work in the future.

The two possible dates are Tuesday, April 6 at 5:30pm and Tuesday, April 13 at 5:30pm.

Declining Enrollment and Impact on Funding
Senator Jo Comerford reached out to get support for advocacy on the impact of declining enrollment and the corresponding negative impact to foundation budgets.

As part of this effort, a letter was submitted to Governor Baker, Secretary of Education James Peyser, and Commissioner of Education Jeffrey Riley advocating for the use of Fall 2020 enrollment figures. The letter was signed by Member District Superintendents.

CES staff put together an analysis of the impact on the foundation budget and declining enrollment for a sample of six member districts and sent it to Senator Comerford, which is attached at the end of this report. We then sent superintendents a spreadsheet containing this same information for each member school district with the ability to select their district from a dropdown list to see the trends from FY20 to the Governor’s proposed FY22 aid.

So much is always happening at CES! I hope you share my sense of pride in the work of our organization.

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

Franklin and Hampshire County Superintendent Steering Committees

CES continues to host and hold monthly Steering Committee meetings via Zoom in both Hampshire and Franklin Counties. The agendas are designed to allow for discussion on pressing issues related to funding, DESE initiatives, COVID, and all that is related to effectively operating a school district. The meetings also allow for CES to share updates on new opportunities, professional development, and hear how we can better serve the needs of our districts.

In addition during the pandemic, we have hosted weekly Superintendent Zoom meetings. These are informal discussions where Superintendents seek input from one another and share thinking, ideas, updates, and challenges. The meetings are well attended by folks from both Hampshire and Franklin Counties.

CES is also supporting the Superintendents with presentations, discussions and exercises on social justice, equity and anti-racist strategies monthly. Our SJE team has stepped up to make this meaningful for those who have a vast range of experience of understanding on the topics.

Connecticut Valley Superintendents’ (CVSR) Roundtable

CES continues to be a sponsoring agency and host of the CVSR, which meets monthly. The roundtable includes Superintendents from Hampden, Hampshire and Franklin Counties.

Member District Support

CES’ Manager of Publications and Design is working with Hadley Public Schools to design materials to support their Innovation Pathways and Early College Pathways programs.

Additionally, DESE contacted the Collaborative regarding the Family Institute for Student Success (FISS) Initiative to support the development of culturally responsive partnerships between families, students, and educators to further students’ academic achievement. This program provides the opportunity for districts/schools to reflect on and strengthen their family engagement practices. The Parent Institute for Quality Education (PIQE) curriculum was selected by DESE because it:

- is research-based;
- is specific to pre-K/elementary, middle school, and high school;
- is supported by an ongoing coaching model; and
- has a strong focus on engaging families who are English learners.

Additional curricular opportunities focused on early literacy, financial literacy, and STEM careers. After a series of meetings, it was agreed that the Amherst-Pelham Regional School District will partner with the Collaborative and DESE to launch this project for the middle school families in Amherst. This project has the ability to expand to other schools and other districts in the ensuing years.

**Healthy Families & Communities**

**Strategic Planning Initiative for Families and Youth (SPIFFY) Coalition**

SPIFFY is growing! In December we welcomed Alexis Polokoff to our team as the School and Youth Programs Specialist and Municipal Policy Liaison. In March we hired Lisa Goldsmith as the new SPIFFY Coalition Coordinator allowing Heather Warner to move into the role of SPIFFY Manager. We are still seeking a full-time Data and Evaluation Specialist.

SPIFFY has been involved in two youth leadership workshop series recently. We have been co-sponsoring a series of 12-week Youth Leadership Workshops on Healthy Relationships in collaboration with the Hilltown Domestic Violence Prevention Task Force and other local groups. There was so much interest in the first workshop, which started in December, that we formed a second workshop that began March 1st. Two of the young people who were part of the 1st cohort are now co-facilitating the second workshop. A second 10-week workshop series was launched specifically for boys and young men to examine healthy relationships and relationship violence. Within one week, 117 boys and young men had applied for 16 slots. In response, two additional sessions were added which will run from March through May. Students in all workshops receive a $200 stipend upon completion.

In addition to these workshops, SPIFFY and our partners are launching a year-long visioning and strategic planning process to better understand the needs of young leaders and community organizers throughout Hampshire County, and the adults who support them. Young people are part of the planning process from the start and will explore what structures and systems can support networking, training, and resource sharing in order to elevate youth power and civic engagement.

In support of organizations through Hampshire County, SPIFFY supports the Trauma Informed Hampshire County Network of health and human service providers who are currently offering a free 90 minute training on Trauma Informed Practices to organizations and groups throughout Hampshire County. We have provided training to the Center for New Americans, Big Brothers Big Sisters, and are planning a train-the-trainers to build capacity to offer the training in Franklin County.

Lastly, SPIFFY is in the midst of administering the Prevention Needs Assessment Survey to all students in grades 8, 10, and 12 throughout Hampshire County. Nearly all school districts have signed on and we expect to have results by the end of April. We are grateful to the amazing
coordination being done by school districts to make this happen during this turbulent time. Due to the pandemic, we shortened the survey but also added COVID specific questions. The survey is administered online.

**Healthy Hampshire**

The Healthy Hampshire team completed the planning period for the MA Health Policy Commission's MassUP grant to fund the development of a Hampshire County Food Policy Council and submitted the final Theory of Change, Implementation Plan, and Measurement Plan to the Commission.

We began meeting with the Hampshire County Food Policy Council Startup Circle to build out and plan the launch of the Hampshire County Food Policy Council, and launched three Helping Circles to support this work focused on Training; Vision, Mission, Aims and Domains; and Discretionary Budget Allocation.

We launched an Empowered Learning Circle for members of the Hampshire County Food Policy Council network who want to learn more about Sociocracy, the decision-making method chosen by the Hampshire County Food Policy Council Governance Circle in 2020. We also held two Learning Circles for the Hampshire County Food Policy Council network on the topics of Bringing a Trauma Informed Lens to Our Food Systems Work and Introduction to Sociocracy.

We convened a planning committee to launch a project in Belchertown focused on prioritizing infrastructure improvements to address the intersection between disability access and racial justice.

We also launched and facilitated two subcommittees of the Amherst Mobile Market Planning Committee to dive deeper into the topics of Fundraising and Communications and Decision Making.

As part of our goal to increase opportunities for walking in our communities, we launched a walking map process in Westhampton and held walkability focus groups in conjunction with Hilltown CDC and WalkBoston, project partners on a Healthy Aging grant, in Chester and Blandford.

In support of all of this work, we onboarded a new Healthy Hampshire Special Projects Coordinator and completed a hiring process for a new Inclusive Engagement Specialist position within our department, which included youth and agency representatives as external advisors to the process.

**Hampshire-Franklin Tobacco-Free Community Partnership**

We continued Racial Equity education and weekly conversation with MA Tobacco-Free Community Partnership (MTCP) colleagues, which includes the other Community Partners (CPs)/Tobacco-Free Community Partnership Program Coordinators across the state.
We also continued to promote the “quit menthol tobacco products incentive,” which includes sending gift cards to menthol users who call Quitline.

As a result of a statewide strategy shift, we continued to search for a "case study" group to join to replace a former workplan. We were tasked to seek out a non-tobacco, non-prevention centered local grassroots organization seeking to improve a social determinant of health and promote racial equity. We proposed the Trauma Informed Hampshire County to MTCP for our group to join. I am awaiting approval from the contract manager.

We interviewed and selected recipients for additional MTCP funding in the budget earmarked to be spent with local grassroots projects working to promote racial equity and end white supremacy in the region.

We participated in reviews and comment sections for the upcoming statewide campaign materials/videos about vaping and quit vaping support for youth and parents.

Lastly, during this time, we joined DPH colleagues to help vaccine effort in communities of color.

**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**

<table>
<thead>
<tr>
<th>HEC Academy 2020-2021 Enrollment (as of 3/24/2021)</th>
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<tbody>
<tr>
<td><strong>District</strong></td>
</tr>
<tr>
<td>Agawam</td>
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<tr>
<td>Amherst</td>
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<tr>
<td>Easthampton</td>
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<tr>
<td>Frontier Regional</td>
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<td>Greenfield</td>
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<tr>
<td>Hadley</td>
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<tr>
<td>Hatfield</td>
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Updates

The HEC Academy team devised a hybrid learning model that began on January 4th, for those students identified for in-person instruction that is as follows:

- The Cohort 1 students attend school four days per week: M, Tu, Th, F from 8:00 - 11:20
- Cohort 1 students are in remote classes M, Tu, Th, F from 12:30 - 2:20
- All students are remote on Wednesdays
- We have had up to seven students in-person, and seventeen in a remote learning environment

HEC Academy submitted an application, completed a virtual interview, and has been accepted to the YouthWorks program run through Community Action. YouthWorks is a paid job readiness training and career exploration program that will give the student a chance to work on a team project that directly benefits area local businesses.

We have two students doing a weeklong externship the week of March 29th in exploring the world of cybersecurity. This was an opportunity brought to our attention by Matt Rigney and two of our students qualified to participate.

Content teachers are doing an amazing job of balancing both remote and in-person learning needs for our students. All cohorts have mixed learning levels in every class, and teachers have been working diligently to keep students connected and engaged in their assignments to the extent possible. Staff also reach out to students daily via phone calls or text to let them know class is in session and help them get to class.

Seniors are working on a Civics Project, a new requirement for high school students as noted in Chapter 296 of the Acts of 2018. Students will develop a civic minded project to research and enact in some way. Some examples of topics being explored include: later start time for high
school students; great white shark preservation; and more therapeutic supports for students in schools.

**Enrollment Referrals**

We have four referrals currently; however, most will be following a protracted referral process and we expect that some of the referrals may not join until summer or fall. We’ve also had districts reaching out to inquire about slots, and we expect that our census will continue to grow over the summer/early fall.

**June Graduation**

- We are planning to host an in-person graduation ceremony, however the details need to be worked out
- We are currently exploring options that can work for our students that also align with the recently published graduation guidelines and COVID precautions

**Occupational Therapy Center**

The Occupational Therapy Center (OTC) clinicians began seeing a limited number of clients in the center after February break. Clients were selected based on their ability to follow safety protocols and ability to wear a mask in the clinic. Additional clients & families are eager for a full return to the clinic, and regularly inquire about this.

**Mount Tom Academy**

Current Enrollment at MTA

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<tr>
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<tr>
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<tr>
<td>Greenfield</td>
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<tr>
<td>Mohawk Trail Regional</td>
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<tr>
<td>Ware</td>
<td>1</td>
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<td>West Springfield</td>
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Welcome, Spring! Beginning next week we will have students actively engaged in preparing a tray of 70 seed planting pods. Students will learn to plant a variety of seeds and will observe, document and draw pictures of the life cycle of plants. As with all our classes, this gardening project follows MA Curriculum Frameworks.

Mount Tom has introduced Civics learning this year. Students have also been learning about the voting process.

We continue to have Art class every week and students complete Art projects using items they have in their homes or outside of their homes as well as any paper or writing utensils they may have. We are planning painting projects and have supplies ready when more students return in person.

We have four candidates for graduation this year--yes, four! We couldn’t feel more proud of our soon to be graduates.

Mount Tom Graduation

Our graduation will be held on June 3, time and location TBD. We are moving forward with creating a plan of where our graduation will take place.

As with all COVID safety protocols at 97 Hawley Street, where we are currently located, we will be following the same COVID safety protocols for graduation.

Mount Tom Academy Parent Testimonial:

“The Mount Tom program has 100% changed our family’s lives because she wouldn’t have completed high school without it. She would have dropped out or gotten a GED. The trust that she developed with her primary teacher built the original trust that helped her know she could do her work and then to trust others on the great team they have there. Because of Mount Tom’s team’s compassion and patience, they guided her through the transition to your school and she is now graduating and is enrolled in a community college. I never would have expected my daughter to do these things given how she was doing before coming to your program. And she is even thinking about becoming a teacher.”

After School Programs

Programming continues to be remote and we look forward to a time when we can serve our students in person.

Here are some highlights from the world of 21st Century After School Programs:

- Greenfield High School after school program was awarded a DESE SPED 245 grant
- United Way of Pioneer Valley has awarded our Palmer Middle School site $40,000 to enhance our services there!
**Workforce Development Programs**

Connecting Activities will receive an additional $20,000 in funding to support workforce staff and an expansion of STEM externship opportunities for area high school students, with a focus on recruiting members of underserved populations as much as possible. The money will be spent by the end of June, 2021. In a recent meeting about Connecting Activities, it was suggested that the increase in funding seen this year will be the benchmark level sought for funding next year. This is great news and positions CES to expand its role as a regional leader in STEM opportunities for youth (see more in the STEM@Work section, below).

The High School Senior Education Internship Program (HSSEIP) has begun. It pays qualified high school students to intern within the school setting to support the education of younger students. Across the state, well over 800 students are participating—an enormous number in excess of expected goals. In Hampshire County, we have 20 students participating from 3 different schools. Students receive 5 professional development sessions through a company called Education Rising. The PD includes segments addressing implicit bias and other issues related to social justice and equity.

The career speaker and job fair series, created in partnership with MassHire Franklin-Hampshire and other youth service providers, has begun. CES hosted the second Wednesday offering last week, with healthcare professionals from Cooley Dickinson. Participants included a nurse, a radiology technician, human resources professionals, and others. Student attendance was very strong.

STEM@Work students (as well as those in Perkins and Connecting Activities programs) will 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/](https://www.experienceamerica.com/cybersecurity-virtual-externship/)

While the STEM@Work internship program achieved its target of 6 placements this summer and fall, our recruitment of students and placements continues, and we have an additional 3 placements secured, with more hoped for. As the pandemic eases, it remains unclear whether UMass will host students this summer. Regardless, Workforce Development is working to build a network of relationships in the Pioneer Valley with the goal of creating enduring pipelines from high schools to employers and post-secondary opportunities for students to earn certifications and degrees. In support of this is a partnership with DESCO Medical to implement something called GenLab that will serve area high schools, families, students and (hopefully) other employers in discussions about how to improve communication and culture at work for greater worker satisfaction and company performance.
Perkins V began this year, and efforts among schools are focused on increasing the quality of Advisory Committee input and in expanding programs. New advisory committees are meeting in the month of April in accordance with Perkins requirements. Easthampton High School is undergoing an ESE Perkins review by the state.

**Early Childhood**

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

As the weather improves, CFCE is beginning to offer limited outdoor engagement activities with families such as nature walks, “StoryWalks", and in person storytimes. This programming is informed and planned by carefully monitoring the status of the pandemic in the distinct communities, and with the approval of the local departments of health. CFCE staff also continues to offer virtual, interactive playgroups. They are offered on ZOOM and on Facebook Live in all our CFCE communities. Staff have reported many specific examples of the value of these opportunities: such as supporting a mother who has postpartum depression, and encouraging her to come to an outdoor playgroup, and helping a new resident access special services for her child and connect with the local school.

CFCE continues to use Facebook pages to engage families, 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. Other forms of outreach are also used, such as email blasts, personal phone calls and texts. The virtual parent meetings and “Parent Cafes” have been creatively planned, and activities such as “Drive by and say Hi!” support consistency in relationship building and help staff to personally engage with families. CFCE also supports the Department of Early Education and Care (EEC) licensed child care programs, to assist in the complexities of the re-opening process.

The Parent/Child Plus (PC+) program provides 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. It has been challenging to recruit families to engage in the program while services are virtual, but we have expanded our reach to all our communities and have now 23 families enrolled in the program.

Virtual parent education workshops are offered on a variety of topics, developed to reflect the interests and the needs of the families in our communities. One topic that has been particularly successful is the *Baby and Toddler Sign Language* series, which has attracted a consistent group of new parents. *Positive Solutions* is offered to families both in English and in Spanish, and our *Parent/Child Yoga* and *Music and Movement* series are continuing until mid-April.

Community Council and Parent Advisory Council meetings have continued virtually this fall, meeting more frequently and with increased participation. The Community council meetings help to support a large network of early childhood partners, focused on meeting the goals and
objectives of the CFCE grant in the community context. The meetings provide a hub in all our seventeen towns and communities for partner agencies to connect and to share resources and strategies for supporting families.

**Early Childhood Professional Development (EC PD)**

Professional Development (PD) has been provided on a variety of topics, intended to be practical, responsive to the current social changes, and relevant to the community as we begin to reopen and recover from the pandemic.

Two workshops: *Engaging and Supporting Families* and *Reassuring and Responsive Care* were offered at the regional conference in Springfield “Building Bridges”. The conference was held virtually and free for all Springfield, Massachusetts educators working with children from birth to kindergarten, led by *Reading Success by 4th Grade*.

We have completed a PD series including: *Promoting Equity in Early Childhood Settings: Part 1 - Exploring Implicit Bias* and *Part 2 - Providing Culturally Responsive Practices, and Engaging and Supporting Families*. This was offered virtually to an early education program in Plymouth. This event represents how virtual learning has extended our reach throughout the state.

Open enrollment PD workshops all include follow up sessions, allowing participants to ask questions, ask for support, and to solidify their learning experiences. We provided *Using Routines and Predictability to Promote Stability* in January, *Tune in to Temperament* in February, and *Using Dramatic and Pretend Play to Make Meaning of our Changing World* in March.

**Early Childhood Mental Health (ECMH)**

Currently 24 individual child cases and 2 whole classroom cases are open. Although the grant is designed to focus on supporting educators to support children, given the current situation, increased support has been offered to families in addition to educators. At this time, we will only be able to offer virtual services, as clinicians are not considered essential workers.

We have done two outreaches (November and March) to ensure that educators are aware of our services. In addition, we created an outreach video that describes our virtual services during the pandemic: https://drive.google.com/file/d/1iAJs3OvljsZNXGfwKQ_faBDgSLIgnPIh/view

A monthly ECMH newsletter is sent out to directors and families. This continues to be well received. The newsletter is currently focused on a four part series around the meaning of behavior and how to support young children with challenging behaviors.

**Strong Foundations for Young Children (SFYC)**

We currently are serving 5 children and families. We continue to provide support around social emotional development and challenging behaviors. In the past few months, we have
successfully worked with families toward stabilization and reduction in behaviors and closed 5 children and family cases.

We have done outreach to programs in the area that serve young children and particularly programs that work with families that may be struggling.

**Pyramid Model Implementation**

Department of Elementary and Secondary Education (DESE) services include 6 different school districts. Despite the pandemic, we have successfully been working with all 6 districts to continue the implementation of the Pyramid model. The focus this year has been around wellness and implicit bias among staff. For districts that have continued to only provide remote services, some of the support has centered on sharing Pyramid model components to families to support social emotional development at home, and how to incorporate social emotional learning through remote learning.

Early Education and Care (EEC) services include 6 childcare sites. All 6 sites are engaged with our coaches. Like with the public school districts, there has been an increased focus this year on wellness and implicit bias in teaching practices. Two of the 6 sites have had reduced engagement this year due to the stressors of the pandemic. The coaches are meeting the sites where they are and working with them on implementation in reasonable supportive ways.

**Building Equitable Supports for Children with Disabilities (BESCD)**

The *Building Equitable Supports for Children with Disabilities* initiative hosted its third professional learning community webinar (PLC) on “Inclusion supports for public preschool and community programs” in February. In March we hosted the fourth PLC webinar on “Engaging and Working with families.” In each case, we had high turnout of district teams at the PLCs, followed by their respective regional coaching sessions. Rich discussions occurred in large groups as well as break-out rooms, where team members were able to learn from one another regarding their strategies for addressing these crucial elements to equitable inclusion for children with disabilities. With the support of their individual coaches, all teams are now well on their way to developing individualized Action Plans which address one or more aspects of building an equitable and inclusive school environment.

**MA Migrant Education Program (MMEP)**

The MMEP began two types of direct academic services for migratory students in February 2021, hosting a vacation week camp and launching remote based English classes for Out of School Youth (OSY).

February Vacation camp was attended by 81 students for four consecutive days (2/16-2/19/21) and served preschoolers through 8th graders. Students were divided into four cohorts based on grade (PK/K, 1/2/3, 4/5, 6/7/8) with age appropriate art activities. All classes were remote via
Zoom and were taught by instructors, who incorporated ice breakers as well as math and literacy activities throughout each class. Each student received all materials required to participate in the activities.

Remote English classes for Out of School Youth (OSY) began on 2/21/2021. There are 35 students enrolled in a total of thirteen classes (nine Level 1, three Level 2, and one Level 3). Four of the thirteen classes began in the month of February. Class schedules were built around student availability and are typically meeting twice a week for 90 minutes per class. One class occurs on Sunday and only meets once a week for 120 minutes. All students were provided with their textbook as well as basic school supplies and a Spanish/English picture dictionary. Any student that required technology was provided a Samsung tablet on loan from the MMEP and any student who did not have access to reliable internet was provided with a hotspot on loan from the MMEP, with the MMEP paying for the internet access.

MMEP staff continue to provide a range of support services to migratory families and students throughout the state. During the months of January and February staff provided 575 specific supports in the areas of technology, academics, basic needs (food, housing, heat, etc), P-EBT, internet/connectivity, and COVID and non-COVID related health services. In addition to these actions, the MMEP has also provided 1681 referrals to other agencies and resources since September 2020.

**Department of Youth Services (DYS)**

The deadline for submission of CES’ bid to continue education services under a contract with DYS is March 29th and we are well on our way to submitting a bid that further advances and upgrades our services to youth involved in the juvenile justice system in MA.

Plans are underway for our annual Share your Voice, Share your Art showcase—which will be held virtually this year for the first time ever. Save the date of May 19th and more details will follow.

Our youth continue to showcase their insights and vision for improving lives of others. Most recently, we had a first place and second place winner in a national contest called Unconstruct Design Thinking. For this contest, “students across the country learned about issues around housing for homeless individuals and then put their heads together to create a solution to the problem. They identified specific populations within the homeless community, including college students, pregnant women, teenagers, or those with disabilities. After exploring and learning about the challenges associated with those populations and being homeless, they used the Design Thinking process to ideate possible solutions, build prototypes of their solutions, and then test their prototypes to perfect them.” For the past two years, we have been using design thinking as a method for strengthening teaching and deeping learning. Judges reviewed student submissions, assessing their ‘How Might We’ statements, their design brainstorm, and final prototypes. Below is the announcement about their designs.

**First Place Winner!!**
The winning student, K.P. from RFK South Hadley in Massachusetts, designed a tent-like, transportable housing solution for runaway teens to ensure they are safe.

**How Might We Statement:** How might we find a way to ensure housing and other necessities for homeless teen runaways in order to make sure that they are safe & will be okay?

**Feedback from Judges:** “This was a very well thought out How Might We Statement.”
-Jacquelyn Whiting

“Your prototype is an excellent representation of your intended product - easy to understand all the elements and the construction. Kudos!” -Leslie Fagin

**Second Place!!**

From Southeast Secure Reception in Massachusetts, J.S., J.D., and J.P. designed a housing unit for a homeless college student. The students focused on solving for challenges that precluded their client from electric power access, which inhibited the client’s ability to study. They designed a solar power unit as a part of their housing unit to generate power that could keep their college student’s computer and electronics working.

Despite the restrictions resulting from the Pandemic, we have continued to push out access to continued educational services, college programming, and high quality professional development.

On April 12th, we will be hosting our second annual Racial Trauma conference and have over 300 participants registered across the education and clinical services components. This massive event and undertaking has been largely facilitated by the leadership of Associate Director of Professional Development, Darnell Williams, and the Coordinator of the Teaching and Learning Team, Barbara Bridger, who together have secured the amazing line-up of speakers to advance the vision of the conference, assigned participants to their sessions, and set up the design of the day to ensure maximum learning and engagement.

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

As CES is in the first contract year for this initiative, there is much work over and above providing Individual Education Plan (IEP) services and academic support to youth. As examples, the Data Workgroup/District Data Team continues to establish and evaluate goals that are in force for the new contract phase. In addition, The Contract Performance Measures are almost all agreed upon! The team is working to backwards plan the June 2021 report as well as operationalize agreed upon measures.

We are transitioning to Chromebooks at Pappas, with Head Teachers switching to Chromebooks as their primary devices.
The second annual DYS Racial Trauma Conference is being held on April 12th. We are excited to have a great lineup of facilitators for our varied sessions focused on understanding racial trauma and the impact on our youth.

SEIS will be implementing the newly developed IEP Reconvene structure at Cohannet Academy and Three Rivers in mid April. This structure will enhance SEIS communication with all stakeholders upon student intake.

All teachers at Umass and NFI programs are receiving training in Google Slides to support their students in developing transitional portfolios.

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

**Professional Development**

International Society for Technology Education (ISTE) Certified Educator courses are on the rise. Casey Daigle and Suzanne Judson-Whitehouse have been delivering these courses for over 2 years and have trained over 400 educators. CES has one of the highest pass rates among the 13 authorized organizations who provide the course. The course is now fully on-line and the format has changed from a 5 week course to a 14 week course which offers 4 graduate credits to participants. CES will be offering 5 more sections of the course in 2021 in March, May, July, September and December.

We have entered into an agreement with the Martha’s Vineyard Public Schools to develop Special Education online training modules for their staff. In addition to the modules we will be doing staff training and coaching.

Statewide Systems of Support (SSoS) consulting work in the areas of Special Education and English Language Learners continues in Chelsea, **Greenfield**, Holyoke and Southbridge. We will begin work with Brockton in April.

Members of our Professional Services team consulted with the Cutchins Center for Families and Children on SJE topics.

**Licensure/Credentialing and Endorsement Centers**

The Licensure team is making changes to the program format and is engaged in a curriculum alignment project (Mark Jackson, syllabus review, planning instructor PD), in preparation for changes in state guidelines.
We have recently been evaluating the program and are considering a change to our outreach messaging. A result of the curriculum alignment process was the three new pillars of our program. We are committed to ensuring that our candidates are prepared to be more than effective - to be exemplary instructional leaders in their schools. We are planning a staged return to in-person learning beginning in Summer and fully complete by Fall. We are working on professional development for our instructors as we shift to Google Meet as an organization.

CES continues to support the work of the Diverse Teacher Workforce Coalition.

**STRATEGIC GOAL 4: INNOVATIVE PRACTICES** - identifying and implementing evidence-based and innovative practices in teaching and learning, technology, and the use of data.

The R&E Department was awarded a new contract with DESE to continue our evaluation work of the Recovery High School programs in Massachusetts. These five programs are located in Beverly, Boston, Brockton, Springfield, and Worcester. They offer academic and essential supports to secondary students in recovery from substance use. Over the next two years, our team will support DESE and program leaders in designing and conducting instructional rounds to share best practices and develop common guidelines. The team is led by Rebecca Mazur, Senior Research and Evaluation Specialist, in partnership with Jonathan Brody, Clinical Leadership Specialist, and Mark Jackson, Instructional Leadership Specialist.

R&E continues to work with regional and national partners developing creative secondary STEM curricula designed to engage students -- particularly those from historically under-represented populations -- in engineering units aligned with state and national standards. Our supports for these projects include: curriculum review, observation of classrooms and out-of-school programs implementing the curricula, interviews with educators, pre- and post-assessments of student attitudes toward engineering, and student surveys. We work closely with the curriculum design teams to support their reflective and iterative development of appropriate and effective instructional resources.

**Additional Highlights / Selected Activities**

**Research & Evaluation**

Rebecca Mazur and Catherine Brooks, Senior Research and Evaluation Specialist, are conducting a unique study looking at early childhood support needs and services for women in the labor force working non-standard hours (e.g., second and third shifts). This work involves conducting a literature review, interviewing partners who coordinate apprenticeships, and a survey of women machinist apprentices.
Catherine Brooks and Kate Lytton, Director of Research and Evaluation, will be working with Holyoke Community College, providing evaluation support for the Game Changers program, which provides students in a Community Health Worker program with wraparound services and site-based experience to improve the health of families impacted by substance use.

R&E staff continue to collaborate with Healthy Families and Communities on several of their ongoing projects (e.g., the Youth Prevention Needs Assessment Survey designed to track substance use among students in Hampshire County), as well as newer projects designed to broaden participation among stakeholders in the region to design health and food access policies and practices that more effectively support historically underserved and under-represented communities.

**Operations**

While our work happens behind the scenes we are “all hands on deck” to meet the needs of the organization and provide support to programs.

The Finance Committee met to review the CES Financial Statements for the period ending 1-31-21 and voted to support moving the reports forward to the board. While that is happening, FY22 Budgeting is already in progress. With the support of the Operational Continuity Team we launched an agency wide meeting to share the budget building process and lay the groundwork for a more unified approach. We are also developing a business office reorganization plan to improve efficiency and effective practices. The plan will be implemented as of July 1, 2021.

In addition, the Director of Finance and Asst. Director attended a series of three trainings hosted by the Massachusetts Organization of Educational Collaboratives (MOEC) entitled Virtual Finance Seminar.

The Director of Technology oversaw the installation of a new hands-free security system at 97 Hawley Street. Fobs are being distributed as Northampton employees come back into the building.

The Assistant Director of Finance is overseeing the completion of our application to the Federal Department of Health & Human Services for a federal indirect rate which will be completed by March 31.

In an effort to move CES to a more integrated and unified communications platform, we have made the decision to migrate our video conferencing services from a hybrid approach of using both Zoom and Google Meet to using almost exclusively Google Meet. This rollout is underway with trainings for each department already scheduled.

Our Procurement Coordinator has done a terrific job stepping up and taking on the Accounts Receivable work during his co-workers parental leave. Kudos to him! Our Procurement
Coordinator is also in the midst of preparing for the upcoming Art & School Supplies cooperative purchasing bid.

In more good news - several team members have reported receiving their Covid-19 vaccinations or have appointments scheduled.

**Human Resources**

Collaborative for Educational Services has been awarded DiversityJobs.com Top Employer 2021 in the Nonprofit space. All Top Employers have shown dedication and outstanding commitment to building a diverse workforce and culture.

CES has a comprehensive plan to meet the demand for educators and to diversify the CES workforces. We know that educator diversity helps close the achievement gaps and increase opportunities for youth of color and provides increased access to an intellectual learning environment, mentoring and positive role models. Our DEI goals further support CES’s strategic goal of **Fostering the Success of Children, Youth and Families Placed at Risk** by providing educational programs, policies and practices that foster the success of families, youth and children.

Our DEI Recruitment, Retention and Employee Engagement plan was informed by an extensive review of the body of research on teacher recruitment and retention. The HR planning team grouped goals based on recurring themes. The plan addresses three areas that represent areas of HR operations and practice: (a) recruitment and hiring, (b) retention, and (c) employee engagement. CES identified a set of goals for each theme and outlined specific strategies.

This month HR evaluated data under the first area of recruitment and hiring practice. The team looked at the diversity of our candidate pools and effectiveness of our recruitment to hire process, specifically the number of days to hire and welcome new employees to CES. Further, we compared our 2020 Equal Employment Opportunity (EEO) demographics voluntarily reported by candidates. The data indicates an increase in candidate diversity. During the upcoming months, HR will review additional metrics and continue to evaluate our efforts and identify areas to improve.

You can also find at the end of this report a list of the DEI recruitment sites we use.

<p>| EEO Reporting for 1/1/2020 - 3/25/2020 |
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**EEO Reporting for 1/1/2021 – 3/25/2021**

**Average Days to Fill Vacancies: 1/1/2021 - 3/25/2021**

Average number of new applicants per week: 21.2
Average days to fill vacancies: 24
Most popular recruitment effort with candidates: Indeed

**Average Days to Fill Vacancies: 1/1/2021 - 3/25/2021**

Average number of new applicants per week: 15.1
Average days to fill vacancies: 91
Most popular recruitment effort with candidates: Indeed

**Business Development and External Relations**

**Communications**

We are working to implement the Internal Communications Plan for FY21/22 goals. Work has begun to support and assist the SJE Platform in building out content on their section of the CES
The pilot staff e-newsletter (first of our new monthly newsletters) will be shared with staff at the end of March, beginning of April - and we’ll establish a spot on the Intranet for archiving newsletter content.

Please take a moment to read the CES Newsroom blog about the Amherst Mobile Market work during their first year. This project is a part of our Healthy Hampshire group, which is in the Healthy Families and Communities department here at CES. In addition to acting as lead editor and writer for the Newsroom, our Marketing & Communications Specialist is the manager of the CES email marketing program, using Constant Contact. She manages 229 different email lists in the program, and designs, writes and sends over 280 email campaigns each year, including our CES e-newsletter, the History e-newsletter, PD calendar, and Early Childhood PD and Parenting calendars.

**Social Media and website content development:** Our Manager of Online Content is working with our SPIFFY group to identify a plan to roll out new social media platforms to reflect the Coalition’s work and presence online. She is also working with our Emerging America team on plans to enhance their social media program and assess the possible use of social media advertising, and is working with the CES Licensure team to begin planning a series of social media posts and ads to support our enrollment outreach.

**Events Management:** Work is well underway for planning and scheduling of our summer PD events, including the FY22 series of ISTE courses, and the team is preparing for logistical support for the upcoming Legal Issues Seminar and the Annual Education Team Leaders’ Seminar (SETLI), to ensure both events run smoothly. Legal Issues has 164 registrations, and SETLI has 183 registrations. Both will take place online, and both are still open for registration.

**Salesforce:** The cross departmental Salesforce Data Steering Group has met twice, and identified a number of workflow areas to work on, including billing workflow issues, needs for customized report building, and the creation of a district referral system based in Salesforce for referrals to our special education services.

**Grants and Development**

Awarded $6,095 by the Department of Elementary and Secondary Education (MA DESE) for the HEC Academy under the Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant Fund Code.

Awarded $23,173 by 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.

Awarded $74,090 by MA DESE to the Research and Evaluation Department for Recovery High School Support and Evaluation.
Awarded $136,838 by MA DESE for the Professional Services Department under the Reading Recovery program.

Submitted a response to MA DESE for the Professional Services Department under the Racial Affinity Group Request for Response. Requested $60,000, Award decision pending.

Submitted a re-application to MA DESE for the Master Service Agreement to Support School, District, and DESE Sustainable Improvement (21MASSSAR1). Applied for the service areas of Co-Teaching /Inclusion, Students w/ Disabilities, and English Language Learners.

Submitted a proposal to the Lincoln and Therese Filene Foundation for an Inclusive Civic Education Curriculum in support of the Emerging America program of Professional Services. Requested $25,000. Award decision pending.

Submitted a renewal application to MA DESE for 21st Century Community Learning Centers fund code 645 for Afterschool Programs for $55,981. Award decision pending.

Submitted a continuation grant application to the U.S. Health and Human Services Dept. (USHHS) for the Strategic Prevention Framework Partnerships for Success program of the SPIFFY Coalition/Healthy Families and Community Dept. Second year budget is $300,000 annually (FY21-FY25).

Submitted an application for a Mental Health Awareness Training grant to USHHS for Healthy Families and Communities. Requested $600,000 for FY22-FY27, $125,000 annually.

Submitted a response to the Department of Youth Services under the Comprehensive Education Services Statewide Request for Response for the CES DYS Program. Requested $67,905,889 for FY22-FY25.
# Diversity, Equity, and Inclusion (DEI) Recruitment Sites

## Standard Sites Used

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Jobs</td>
<td><a href="https://www.diversityjobs.com/">https://www.diversityjobs.com/</a></td>
</tr>
<tr>
<td>African American Hires</td>
<td><a href="https://www.africanamericanhires.com/">https://www.africanamericanhires.com/</a></td>
</tr>
<tr>
<td>All Hispanic Jobs</td>
<td><a href="https://allhispanicjobs.com/">https://allhispanicjobs.com/</a></td>
</tr>
<tr>
<td>All LGBT Jobs.com</td>
<td><a href="https://alllgbtjobs.com/">https://alllgbtjobs.com/</a></td>
</tr>
<tr>
<td>Asian Hires.com</td>
<td><a href="https://asianhires.com/">https://asianhires.com/</a></td>
</tr>
<tr>
<td>Disability Jobs.net</td>
<td><a href="https://disabilityjobs.net/">https://disabilityjobs.net/</a></td>
</tr>
<tr>
<td>Latino Jobs.org</td>
<td><a href="https://latinojobs.org/">https://latinojobs.org/</a></td>
</tr>
<tr>
<td>Veteran Jobs.net</td>
<td><a href="https://www.veteranjobs.net/">https://www.veteranjobs.net/</a></td>
</tr>
<tr>
<td>We Hire Women.com</td>
<td><a href="https://www.wehirewomen.com/">https://www.wehirewomen.com/</a></td>
</tr>
</tbody>
</table>

## Sites Used Depending Upon Position/Need

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in Ed</td>
<td><a href="https://www.diversityined.com/">https://www.diversityined.com/</a></td>
</tr>
<tr>
<td>The Consortium of Higher Education LGBT Resource Professionals</td>
<td><a href="https://lgbtcampus.mcjobboard.net/jobs">https://lgbtcampus.mcjobboard.net/jobs</a></td>
</tr>
<tr>
<td>National Alliance of Black School Educators (NABSE)</td>
<td><a href="https://careers.nabse.org/rates/">https://careers.nabse.org/rates/</a></td>
</tr>
<tr>
<td>Association of Latino Administrators and Superintendents (ALAS)</td>
<td><a href="https://www.alasedu.org/jobs/">https://www.alasedu.org/jobs/</a></td>
</tr>
<tr>
<td>National Black Chamber of Commerce (NBCC)</td>
<td><a href="https://www.nationalbcc.org/">https://www.nationalbcc.org/</a></td>
</tr>
<tr>
<td>Hispanic Association of Colleges and Universities (HACU)</td>
<td><a href="https://www.hacu.net/">https://www.hacu.net/</a></td>
</tr>
<tr>
<td>NEMNET Minority Network</td>
<td><a href="https://www.nemnet.com/">https://www.nemnet.com/</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Website</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Historically Black Colleges and Universities (HBCU)</td>
<td><a href="www.HBCUConnect.com">www.HBCUConnect.com</a></td>
</tr>
<tr>
<td>Troops to Teachers</td>
<td><a href="https://www.proudtoserveagain.com/">https://www.proudtoserveagain.com/</a></td>
</tr>
<tr>
<td>American Indian Graduate Center (AIGCS)</td>
<td><a href="https://www.aigcs.org/">https://www.aigcs.org/</a></td>
</tr>
<tr>
<td>Idealist</td>
<td><a href="https://www.idealist.org/en/about">https://www.idealist.org/en/about</a></td>
</tr>
<tr>
<td>Enrollment/Chapter 70</td>
<td>FY20</td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Easthampton</strong></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,733</td>
</tr>
<tr>
<td>% Change</td>
<td>-0.81%</td>
</tr>
<tr>
<td>Foundation Budget</td>
<td>19,700,559</td>
</tr>
<tr>
<td>% Change</td>
<td>1.94%</td>
</tr>
<tr>
<td><strong>Greenfield</strong></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,989</td>
</tr>
<tr>
<td>% Change</td>
<td>-1.21%</td>
</tr>
<tr>
<td>Foundation Budget</td>
<td>23,758,804</td>
</tr>
<tr>
<td>% Change</td>
<td>1.69%</td>
</tr>
<tr>
<td><strong>Northampton</strong></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>2,702</td>
</tr>
<tr>
<td>% Change</td>
<td>1.59%</td>
</tr>
<tr>
<td>Foundation Budget</td>
<td>30,030,364</td>
</tr>
<tr>
<td>% Change</td>
<td>3.44%</td>
</tr>
<tr>
<td>Gill-Montague Regional School District Historical Enrollment/Chapter 70</td>
<td>Governors prelim</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td></td>
<td>FY20</td>
</tr>
<tr>
<td>Foundation Per Pupil:</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,072</td>
</tr>
<tr>
<td>% Change</td>
<td>0.19%</td>
</tr>
<tr>
<td>Foundation Budget</td>
<td>12,729,673</td>
</tr>
<tr>
<td>% Change</td>
<td>3.89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mohawk Trail Historical Enrollment/Chapter 70</th>
<th>Governors prelim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY20</td>
</tr>
<tr>
<td>Foundation Per Pupil:</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>930</td>
</tr>
<tr>
<td>% Change</td>
<td>-3.12%</td>
</tr>
<tr>
<td>Foundation Budget</td>
<td>10,650,335</td>
</tr>
<tr>
<td>% Change</td>
<td>-2.09%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amherst-Pelham Regional School District Historical Enrollment/Chapter 70</th>
<th>Governors prelim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY20</td>
</tr>
<tr>
<td>Foundation Per Pupil:</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,399</td>
</tr>
<tr>
<td>% Change</td>
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<tr>
<td>Foundation Budget</td>
<td>16,548,734</td>
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<tr>
<td>% Change</td>
<td>2.25%</td>
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