FY2013 HIGHLIGHTS

Everyone is a learner

Collaborative for Educational Services
collaborative.org

Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

We are a community of innovative and effective professionals dedicated to improving education.

We know that everyone is a learner from the day they are born, and we know how to create classrooms and other environments in which every learner can flourish.

We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.

Everyone is a learner
Every year is filled with rewarding accomplishments and challenging new opportunities for the Collaborative, but 2013 has provided a unique chance to look back on our forty-year history and consider our future.

The retirement in early 2014 of Executive Director Dr. Joan Schuman will constitute a big transition for the organization. When she was hired twenty years ago, the Collaborative was a tiny agency, with a small but dedicated staff providing special education services for a handful of member districts, and a professional development department in its infancy.

Today, as a result of Joan's leadership and innovative spirit, our membership has tripled, our budget is many times what it was when she began, and the breadth of innovative services we offer to children, parents, educators, and communities is staggering in comparison.

Dr. Schuman's understanding of educational trends, her ability to network with state and federal leaders, her gift in hiring talented staff, her tireless advocacy for educational service agencies, and her vision for new possibilities for CES have combined to make the Collaborative one of the most highly-respected, leading-edge agencies in the region.

We are incredibly grateful to Dr. Schuman for her valuable work here, and the Board takes very seriously its responsibility to preserve her legacy. To maintain the integrity of the Collaborative, we must ensure that it continues to evolve and remain relevant.

I look forward to a future with a new leader who shares Joan's commitment to providing excellent educational services to the educators and learners in our member districts and beyond.

Sincerely,

Lisa L. Minnick
Chair, Board of Directors

The Collaborative for Educational Services has always prioritized attracting highly skilled, dedicated staff who research best practices to inspire, engage and support learners of all ages. As a result, we have identified the needs, and developed services that support the successful development of our students.

Since the days of Education Reform, the Collaborative has nurtured centers for assistive technology, the use and interpretation of data, the teaching of English Language Learners, and developed expertise to meet the requirements of state and federal initiatives. It has expanded to bring quality education programs to incarcerated and institutionalized youth, established licensure programs across the state for teachers and administrators, and built technology supports for our own agency as well as for our member districts.

As we have grown both programmatically and geographically, welcoming Franklin County Districts into our membership and changing our name to be more inclusive of our clientele, we focused this year on building our own internal capacity and infrastructure. I believe we have accomplished that goal and as a result, we are prepared to meet the requirements of the state's new legislation on educational collaboratives and whatever opportunities come our way over the next several years.

I consider myself very fortunate to have been surrounded by staff and board members who are creative, visionary and passionately committed to serving young people, schools and communities. As I near my retirement, I am filled with a sense of great pride for all we have accomplished together to provide the best educational services that we can for all learners.

Sincerely,

Joan E. Schuman, Ed.D.
Executive Director
Governance

The Collaborative for Educational Services is formed by its member districts and governed by a Board of Directors comprised of an elected school committee representative from each member school district.

In addition to the Board of Directors, two Steering Committees composed of the Superintendents of Schools of the Franklin and Hampshire County member districts, respectively, serve in an advisory capacity to the Executive Director. Both groups meet regularly throughout the year.

2012-2013 BOARD OF DIRECTORS and STEERING COMMITTEES

Franklin County Technical School
www.fcts.org
Superintendent: James Laverty
Board of Directors: John Carey

Frontier Regional/Union 38 School District
www.frontierregionalandunion38.com
Superintendent: Regina Nash
Board of Directors: Erin Beaudet
Frontier Regional Kenneth Cuddeback
Frontier Regional Robert Decker, III
Sunderland Elementary Douglas Fulton
Whately Elementary Nathanael Fortune

Gill-Montague Regional School District
www.gmrsd.org
Interim Superintendent: Mark Prince
Board of Directors: Sandy Brown

Greenfield Public School District
gpsk12.org
Superintendent: Susan Hollins
Board of Directors: Vacant

Mohawk Trail Regional School District
www.mohawkschools.org
Superintendent: Michael Buoniconti
Board of Directors: Patricia Bell
Mohawk Trail Regional Vacant
Rowe Elementary Vacant
Hawlemont Regional Vacant

Pioneer Valley Regional School District
www.pioneervalley.k12.ma.us/PVRS
Superintendent: Dayle Doiron
Board of Directors: Vacant

R.C. Mahar Regional School District
www.rcmahar.org
Superintendent: Michael Baldassarre
Board of Directors: Peter Cross

Union 28 School District
www.union28.org
Superintendent: Joan Wickman
Board of Directors: Mackenzie Bailey
Eving Elementary Sarah Dolven
Leverett Elementary Carla Halpern
Shutesbury Elementary Daniel Hayes
Wendell Elementary Sarah Chase

HAMPDEN COUNTY

Amherst-Pelham Regional School District
www.arps.org
Superintendent: Maria Geryk
Board of Directors: Amherst-Pelham Regional Kip Fonsh
Amherst Elementary Amilcar Shabazz
Pelham Elementary Trevor Baptiste

Belchertown Public School District
www.belchertownps.org
Superintendent: Judith Houle
Board of Directors: Beverly Phaneuf

Easthampton Public School District
www.easthampton.k12.ma.us
Superintendent: Nancy Follansbee
Board of Directors: Lori Ingraham

Granby Public School District
www.granbyschoolsma.org
Superintendent: Isabelina Rodriguez
Board of Directors: Dawn Cooke

Hatfield Public School District
www.hatfieldpublicschools.net
Superintendent: John Robert
Board of Directors: Cathy Englehardt

Northampton Public School District
www.nps.northampton.ma.us
Superintendent: Brian Salzer
Board of Directors: Lisa Minnick (Chair)

South Hadley Public School District
www.southhadleyschools.org
Superintendent: Nicholas Young
Board of Directors: Dale Carey

Smith Vocational & Agricultural High School
smith.tec.ma.us
Superintendent: Jeffrey Peterson
Board of Directors: Joseph Cotton

Ware Public School District
www.warepublicschools.com
Superintendent: Mary-Elizabeth Beach
Board of Directors: Vacant
Joan Schuman remembers:

When Joan Schuman arrived on August 1, 1993 as the new Executive Director of the Hampshire Educational Collaborative, the 19-year-old organization was housed in cramped rooms in the old South Hadley Center School. Within six months the small staff was packing up to move to larger quarters.

"My first goal," said Schuman, "was to find new space for a new beginning." By the end of 1993, "We were in the only office building in the Northampton Industrial Park, had our first large grant to provide adult education classes throughout the county, and had replaced typewriters and word processing machines with computers."

That was also the same year the Commonwealth’s landmark Education Reform Act was signed into law, bringing many more resources into schools as the state attempted to equalize funding among communities. Some of this funding came in the form of competitive grants, which the Collaborative sought at both the state and federal levels on behalf of its small member rural districts. As a result, Schuman said, "a number of innovative programs were started and many of those continue today."

"Joan was always incredible at researching new ideas and bringing them back home," said CES Board Chairwoman Lisa Minnick.

Over Schuman’s tenure, CES grew from a small educational collaborative to a diverse, multi-service agency serving the needs of students, families and educators in communities throughout the state. In 1999, a new building was designed and constructed on Hawley Street near downtown Northampton to provide both office and conference space for the busy educational service agency. In 2009, school districts in Franklin County joined Hampshire County districts as Collaborative members, and in 2010 the agency became the Collaborative for Educational Services to reflect the organization’s focus on service and its wider geographic base.

Schuman attributes the agency’s growth to an “exceptional, dedicated staff who are very good at understanding the needs of districts and then going out and meeting those needs.” She added that flexibility has also been critical to the agency’s growth, as staff pursue grant and contract opportunities to bring innovative programs to the region. "We can change on a dime...that's led us to be resourceful and move into new areas where there are needs that aren’t being met."

CONTINUES
Paul Stracco remembers:

In 1975, just six months after the Collaborative opened its doors, Paul Stracco was asked to create and lead the organization’s first special education program. He had six weeks to design the program, initiate contact with districts and recruit students. Stracco managed to negotiate use of a classroom at Hampshire College. “We had no money for books or materials or supplies—and staff shared a pay phone in the corridor, but somehow, it all worked out,” he said. “That was probably the best teaching experience of my professional life.”

Stracco recruited interns from Hampshire College, and mentored them in how to teach students who were struggling with a traditional classroom setting. “We had college film students teaching English, and pre-law students teaching history.”

Within a few months, many of the students in Stracco’s program were ready to transition back into their home districts. “These were the students that were considered failures and now they were excelling.”

The original grant that funded the program was over by the start of the second year, but Stracco had developed the track record he needed to build a special education program that would continue to grow and expand over the next 40 years.

Cecelia Buckley remembers:

Cecelia Buckley, Director of Professional Development and Curriculum at CES, recalls a standout moment in her career when administrators of three member school districts worked with the Collaborative to bring a program that benefits struggling young readers into western Massachusetts.

One of the superintendents had heard about an innovative reading program that was helping children who came into the first grade able to recognize only four or five letters. The challenge the group of administrators faced was finding the money to support a local teacher to live for one year in Cambridge and become a certified trainer. But together, they leveraged the resources they needed to hire Laurel Dickey as the first Reading Recovery® teacher/trainer—and Dickey has continued to lead the program at the Collaborative for the past 20 years.

After completing the Reading Recovery® certification program, Dickey was able to teach and certify educators in the model within the three participating districts. In time, more districts in Hampshire, Franklin and Hampden Counties took advantage of this local resource. To date, some 12,000 first grade students have been instructed in the program by several hundred area teachers trained by or associated with the CES training site.

Buckley recalls a video made of one of the first Hampshire County students to complete the program. The video showed a memorable picture of a child who “was on the outs with school already…But with the efforts of our districts and teachers, he became engaged in learning again. That is
why I’ve spent so many years of my career here at the Collaborative,” she said. “It was just such a responsible way to approach a problem. These administrators wanted the program, and they made it work.”

As the districts worked together to pool costs and coordinate a program that was beyond their means as individual districts, the process “was a great example of how the Collaborative works best,” Buckley said.

Lisa Minnick remembers:

For a brand new Collaborative Board member, the decision to pick a new executive director was a daunting one.

Lisa Minnick joined the Board just a few months before the Board ultimately hired Joan Schuman. Minnick, who is now the Chair of the CES Board of Directors recalls, “It all seemed challenging and overwhelming…I didn’t know the other board members or what they were looking for… so I had to go with my gut.”

Minnick saw that Schuman, with a strong background in schools and experience at the state’s Department of Education, had a vision for creating educational excellence. Schuman encouraged her staff “to go out and learn or teach what’s new or evidence-based… developing programs that small, local school districts couldn’t possibly develop on their own.”

Minnick cites one example in the development of the Collaborative Center for Assistive Technology (CCATT), at the time a new program serving the unmet needs of children with disabilities. After watching staff members demonstrate a machine that could translate the written words of a child who couldn’t talk into speech, “I knew we were on the cutting edge, providing districts with knowledge of things that could help kids have a life rather than be shut in an institution or their own home…it was an emotional and eye-opening experience.”

Minnick said that over the years as she has watched the Collaborative grow, she has considered her own service on the CES Board “to be a privilege…I’m so glad to be involved…to be able to watch people who are so passionate about what they do… make a difference in a child’s life.”

The journey continues:

Over the years, the heart of the Collaborative has been the passion and commitment of staff members to the well-being and success of the children and youth they serve. It is a testament to the strength of the agency’s mission, values, and creative culture that staff members stay with the Collaborative as long as they do. These committed professionals continue to be joined by energetic, skilled, and innovative new staff members, bringing their strengths and experiences to educators and students across the region.
Brandon's Grandmother encouraged him to stand in front of his new pick-up truck for a photograph.

“You paid for that truck yourself with your own money, it should be in the picture with you,” she told him. “We’re very proud of Brandon,” she added.

Brandon scraped together the $1,000 he needed to purchase the used truck from earnings he made working part-time after school.

“I’m a very busy person…between going to school, having a social life and hanging out with my girlfriend, there’s always something to do.”

But he wasn’t always so engaged in either work or school. In his freshman year at Greenfield High School, “things got a little rough,” he admitted. By the end of the school year he was receiving instruction in the evening at the CES Accelerated Learning Program due to some behavior issues.

In his sophomore year Brandon attended a CES Special Education Alternative Learning Program full time during regular school hours. The smaller setting of the alternative learning program helped him build better, more positive relationships with teachers and peers, so that he could focus on learning. Brandon was also able to learn strategies around his learning roadblocks and develop better tools to access the curriculum.

“It’s good to be in a smaller program. The teachers gave you a little more attention and everybody talks to each other, not like in a bigger school. If we went out to lunch, we’d all go out to lunch or if we went on a field trip, we’d all go.”

“Patricia is a good Head Teacher,” he added, “she helps you out with whatever you need…It’s good to have someone who cares and wants to help you out.”

Brandon said that while the CES teachers “were all pretty friendly,” he made close enough ties with a few of the staff members that he still keeps in contact with them. “I check in with Dan a lot, mostly about sports and what’s happening in and outside of school.”

The close connections he made with teachers helped him transition back into the much bigger public high school.

“I know now there are people out there who care, maybe there’s other teachers that want to do more than just teach something.”

Not only is he back on track at Greenfield High School, but moving full steam ahead, balancing academics, friends, family, and 30 hours of work each week.

Through the CES program’s internship opportunities, Brandon was introduced to local employers, and he has continued to work after school and on weekends. Several jobs helped him gain a variety of skills, from bicycle repair to customer service.

The internship opportunities also provided a chance for Brandon to make meaningful connections with other adults in the community. One of the internships he particularly enjoyed was with the Sunderland Police Department, where he shadowed Chief Gilbert.

“He was a very nice person to be around…he told me all the things to do when you pull someone over or give someone a ticket,” he said.

The internship sparked Brandon’s interest in pursuing a career in police work. After graduation, Brandon plans to work full-time, saving money so he can pay for college. He plans to begin his studies at Greenfield Community College, and then apply to Westfield State University, which he said has one of the best criminal justice programs in the state.

As a teenager who was once almost always in trouble at school, Brandon reflects with a smile on his interest in criminal justice, “It’s ironic.”

Brandon is also pictured on the cover.
Collaborating with peers is one of the best ways to invigorate teaching practice and bring fresh new ideas into the classroom.

Danielle Robillard worked on a team with three other Western Massachusetts teachers to design and evaluate a history lesson as part of a CES Emerging America program. The workshop is one of many developed and produced by CES in partnership with the Library of Congress Teaching with Primary Sources (TPS) program. Workshops help educators use primary sources to teach inquiry and align history with Common Core standards in reading, writing, speaking and listening. Teachers participate for free.

“Teachers are so often by themselves…I think the program is such a good opportunity to share and borrow ideas from other teachers,” said Robillard, who taught 5th grade in the Chesterfield/Goshen School District last year.

Robillard’s team designed a lesson on the American Revolution. The objective of the lesson was to develop student skills in arguing opinions based on careful reading of primary and secondary sources.

Robillard drew a fist-size circle on the text of Paul Revere’s letter describing his fateful ride to Concord, instructing students to just focus on understanding the words in that circle.

Robillard also said she picked up several new ideas from a lesson study teammate who co-taught the lesson with her at Chesterfield/Goshen.

“I was able to observe her and listen to the language she used with students,” which helped elicit student thinking on the lesson.

The TPS lesson study program is one of several CES Emerging America programs Robillard has participated in over the past few years, all of which encouraged the use of primary sources and collaboration. As a result, her own practice has shifted toward the use of primary sources she accesses through the Library of Congress and other web and print sources.

“I didn’t think about using primary sources before, but that’s been a real shift in my practice…the kids really get into them, it’s like solving a mystery” she said, as students piece together the often conflicting perspectives of people on different moments in history.
As she sat in the audience at Maple Elementary School in Easthampton, Donna Walaszek couldn’t believe the progress her son had made over the past year. It was Community Share, the day when participants in the CES After School Program at the school shared what they had learned, and William faced a crowd of over 100 parents and children. With a little encouragement from CES After School Coordinator Marcia Levy, he smiled and described his favorite after school activities.

“He’s not the same child,” said Donna, recalling William’s previous aversion to speaking or making eye contact with adults. “He’s always been so afraid to try new things, but Marcia’s program has helped him broaden his horizons in a nurturing, safe setting.”

Walaszek explained that the After School staff “allowed him to realize he could try again if he failed at first…They would work with him to help him succeed…Now he’s involved in so many enriching activities.”

Walaszek and her husband adopted William through the Massachusetts Department of Children and Families (DCF) when he was a toddler. Several years later, they adopted another child, Christopher. While both boys thrived in their adoptive family, they faced very different challenges as they grew.

The After School Program has helped William step out of his comfort zone. And Christopher has learned to respect boundaries and be a good sport in group activities. Both boys benefit from the program’s daily homework help sessions.

“I’m glad to see homework be part of the program,” said Walaszek, who had struggled to help William complete assignments. The After School Program provides additional support for him to be successful in his math and writing assignments. “Now he reads at a level way beyond his age group,” she said, adding that William’s second grade teacher has noticed the changes in his behavior and learning.

The Walaszek boys are not the only children learning and thriving at the Maple Elementary After School Program. Nor are they the only program participants living with adoptive families.

Last year, Celia Oyler and her wife adopted two sisters through DCF. Finally, they could stop moving from home to home and put down roots. While the transition was joyous, it was also tumultuous.

Ellie, the younger child, attended Maple Elementary and the CES After School program, which Oyler said was “hugely important in helping her get situated here.”

She added that the program is so successful at engaging children because “there is such attention placed on the social/emotional aspects of learning along with activities that are rich in nature and the arts.”

As an educator who has visited after school programs in several states, Oyler sees the CES program as unique in its range and breadth of offerings. Circus arts, horseback riding, and nature arts are some of the activities Ellie engages in.

“Marcia takes the time to find people in the community who have unusual skills and passions,” said Olyer, who notes that Levy also mentors these artists and entrepreneurs to help them better share their knowledge with children.

“Every community can do this, there are all kinds of interesting people doing interesting things—this can be a model.”
As Massachusetts teachers and administrators work to implement the new state-wide Educator Evaluation System (EES), the goal is to improve teaching and learning. Emma Liebowitz, now Principal of Sanderson Academy in Ashfield, is one of the many school administrators responsible for implementing the state’s new system. The new system, said Liebowitz, will benefit students by “making teachers better teachers.”

But, she added, the expectations of the EES rollout also “stressed many administrators wondering how to implement [it].” In addition, “teachers are wondering what they are supposed to be doing to show they are proficient.”

During the 2012-13 school year, Liebowitz, then Principal at the Hawlemont School, participated in the Collaborative’s Professional Learning Community (PLC) for Curriculum. The PLC group is facilitated by Damon Douglas, Coordinator of Special Projects in Learning and Leadership at CES.

As Curriculum Directors in small rural districts, the implementation of the new evaluation system had, she said, “mostly fallen in our laps.” With the deadline for implementing the new system approaching, creating a way to implement EES within each PLC member’s district became a top priority.

We asked, “How do we get started with the new evaluation system?” The system gave educators freedom but also the responsibility to develop proficiency standards that fit the needs of their own districts. The group collaborated to find solutions to implementing the Educator Evaluation System and worked to create their own tool that could help teachers.

Liebowitz was one of several PLC group members who contributed to the development of the Education Evaluation System Tour Guide. She said the group envisioned a tool that would clarify what an evaluator would need to see in the classroom and on paper as evidence that a teacher is proficient in his or her practice.

Liebowitz decided to seek the input of her staff at the Hawlemont School. She talked with teachers about the standards of proficient teaching developed by the Massachusetts Department of Elementary and Secondary Education. She and her staff then agreed on ways to demonstrate proficiency, and what evidence teachers would need to submit to document proficient practices. “We wanted to show what teaching proficiency looks like and how an observer would know…making it concrete and clear.”

The result was a list of effective teaching practices that align with the state standards, and examples of evidence to show that teachers met the standards.

Liebowitz suggested that a flip-book design for the Tour Guide might make the tool easier to access, and PLC members decided that it would also be helpful for teachers to have an online version, where they could see all of the standards along with real-world examples of how they might demonstrate meeting them.

The final Tour Guide conceived and developed by the group included both a printed piece and an online resource. The Collaborative provided graphic design, print production, and web development to take the idea to the final stage. Teachers in multiple school districts are now using the tools envisioned by the PLC members.

Liebowitz found that helping to develop the Tour Guide clarified expectations and built “trust and understanding among staff” for the new evaluation system.
As Technology Coordinator at Smith Vocational and Agricultural High School, Donna Sroka attended the first annual Technology in Education Conference (TiE) in January 2013 with hopes she would walk away with ideas she could bring back to her school. The annual conference is produced and presented by the Collaborative for Educational Services, in collaboration with the agency’s Technology in Education Professional Learning Community (PLC), and the Massachusetts Computer Using Educators (MASSCue) organization.

Sroka’s hopes were rewarded in a TiE conference workshop where she heard twelve Dennis-Yarmouth High School students describe how they worked collaboratively with Russian high school students to select videoconference tools that would bridge the cultural differences and language barriers between them.

“That was the workshop that blew me away,” said Sroka.

The Global Technology Engineering Consortium (GTEC) workshop demonstrated how students in their program work across cultures to design and manage technical projects using the everyday communications tools employed by business and industry. Energized by the work of GTEC and other schools, Sroka envisioned supporting new projects that stretched the boundaries of vocational education far beyond the four walls of the classroom.

Since the conference, she has reached out to educators working with the Dennis-Yarmouth students to bring the GTEC program into the Blackstone Valley Technical High School, where she currently works.

Sroka said she believes that exposure to new ways of using technology in education is vital to inspiring innovation and creativity among her staff. That’s why she will continue to attend and encourage her staff to attend the second annual Technology in Education Conference in January 2014.

As a member of the Collaborative’s Technology in Education PLC, Sroka also helped to organize the conference, held at the Holyoke Community College’s Kittredge Center in Holyoke, MA. TiE2013 featured two keynote speakers and over 30 workshops, as well as an area where vendors displayed new technology tools.

At the conference, Sroka found informal opportunities for “talking with people doing the same job I’m doing” over lunch and after workshops.

Sroka said the conference grew out of a need identified by PLC members to create a forum for educators across the region and state to network with people doing exciting work using technology in education.

“For whatever reasons, we’re all so strapped with our responsibilities it’s hard to do what’s really good for our work… yet the enthusiasm we get from the TiE PLC and Conference is so important to nurture ourselves and our staff,” she said.

“I have an amazing staff doing amazing things,” she said when asked if she or her staff were considering presenting their work at next year’s conference. “It’s hard to take the time to get there, but sharing what we’re doing—there’s a mutual gift in that.”
DEAN VOCATIONAL TECHNICAL HIGH SCHOOL

When CES began as Educational Management Organization (EMO) of William J. Dean Vocational Technical High School in 2011, Dean Tech had the highest suspension rate in Holyoke, a city with among the highest suspension rates for Hispanic students in the country. Student attendance was at 79%, 15% of the students were dropping out, and the four-year graduation rate was less than 25%. The school had a punitive approach to student discipline, and the culture was viewed by many students, parents and community members as being unwelcoming.

Over the next two years, CES set out to create a foundation for an academic turnaround and student and faculty success at the school by creating a safe and supportive, respectful, and engaging school culture.

That meant getting the students in school and focused on learning.

A first step was to train faculty in ways to improve classroom atmosphere, establishing classroom rules and values through relationship building and communication. With the help of the Guided Discipline model from Educators for Social Responsibility (ESR), teachers created group agreements, posted behavioral and class expectations and encouraged accountability for school rules.

Increasing outreach to families, students, and the community to build positive relationships and a welcome environment for diverse culture was also a part of the plan. Relationships and collaborations were developed with a number of community agencies and businesses. Student supports through tutoring, after school and summer programs, and new vocational partnerships were expanded, largely through new grants CES was able to secure.

By the end of the second year, Dean’s students and families were noticing the difference. Students were attending school, and were involved in classes and activities. “Our grades are going up. And morale in the school is going up. Kids know what they have to do to graduate, so kids are doing more work and being more productive,” said student Jacob Colon.

By May of 2013, student attendance rates had increased, the drop-out rate declined by 33%, and out-of-school suspension rates were cut in half. Teachers held students to higher expectations, and students found themselves ready to meet them.

At the end of the 2013 fiscal year, the Collaborative made the decision not to continue as Dean Tech’s EMO. We remain proud of the accomplishments of the faculty, school leadership, and students at Dean Tech. Significant changes were made at the school, including the creation of an asset-based and learning-rich environment that can serve as a solid and necessary platform for continued and sustained change.
ARTISTS IN JUVENILE JUSTICE

The Artists in Juvenile Justice Initiative, developed and administered by the Collaborative, is bringing performance, digital media, and visual arts to Massachusetts Department of Youth Services classrooms around the state. The initiative is funded through a grant from the National Endowment of the Arts.

Artists from four organizations (Performance Project, Actors Shakespeare Project, Merill Comeau Fiber Arts, and This World Music) work with DYS teachers in classroom-based residencies to develop arts educational programming. Over a hundred students in ten DYS facilities are participating in the project. Final projects include four murals, two plays, and four drumming performances.

The program "will increase the likelihood that our students, who are among the most vulnerable of the Commonwealth, will return to their communities with a newfound understanding of their potential, sustain the gains they made under our care, and prosper," said Woody Clift, the DYS Education Initiative Program Director at CES. For the past 10 years, CES has had the contract to provide the educational component for youth under the jurisdiction of the Department of Youth Services.

STRATEGIC INITIATIVE FOR FAMILIES AND YOUTH (SPIFFY)

In the fall of 2012, the SPIFFY Coalition’s Easthampton Prevention Task Force teamed up with the high school to host a Town Hall-style meeting on underage drinking prevention just before the school’s open house for parents.

Child and family therapist Meg Kroeplin shared ways that parents can help teens make healthy lifestyle choices.

Easthampton High School Peer Leaders discussed the pressures young people face and what they do to make sure they “Stay Above the Influence.” In 2013, 14% of Hampshire County 8th graders reported using alcohol in the preceding month. Almost 40% of seniors reported using marijuana within 30 days of the survey.

In South Hadley, a community-wide partnership supported teens in designing and painting a mural (above) on the side of a building at Beachgrounds Park to bring the Above the Influence theme to a wider audience.

CES Prevention Specialist Heather Warner said activities like these are “not just about educating parents, but about bringing the community together to reduce alcohol and marijuana use among young people.” Over 80 community partners work together through the SPIFFY Coalition to promote strong families and support youth in making healthy choices.

ALTERNATIVE LEARNING STUDENTS SUPPORT FOOD DRIVE

On a crisp, sunny day in fall 2012, local radio host Monte Belmonte, of WRSI-FM, strode briskly along the side of Route 116 with a small caravan of musicians and supporters trailing behind him. Each year, Belmonte pushes an empty shopping cart from Northampton to Greenfield to raise money for the Food Bank of Western Massachusetts.

When the Collaborative’s students learned about “Monte’s March” last fall, they decided to get involved. Students in the alternative learning programs in Sunderland and at HEC Academy in Northampton together raised $1,234 (an easy sum to remember) through a penny drive and a school craft fair. The check represented a sizeable donation for the day-long event, which raises about $40,000 each year for the Food Bank. Brandon, one of the dozens of CES students who participated in the event, presented the check to Food Bank Executive Director Andrew Morehouse (above) as he had contributed the most of any CES student, $100 from wages earned working at a bike shop after school.

“Honestly, I didn’t think we would raise that much money,” admitted Jake, another CES Alternative Learning Program student. “A lot of people don’t have a lot of money…but everyone deserves a good meal…it’s good to know we made a lot of people happy on Thanksgiving Day.”

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In Fiscal Year 2013, CES worked to fulfill our mission and the four goals outlined in our Collaborative Articles of Agreement by developing and delivering a wide array of programs and services to educators, administrators, schools and school districts. These services are provided to build district capacity to improve instruction, student learning and achievement; develop and share exemplary programs; and to identify or create resources that support school districts, state agencies, children, families, and communities.

GOAL 1
Examine, develop and provide cost-effective, quality services and programs for low incidence populations, particularly those most at risk of school failure

Major accomplishments include:

The Special Education Department very successfully completed its first Coordinated Program Review in May 2013. Programs provide services and education for special needs students with a range of cognitive impairments, learning disabilities, and/or emotional disorders who require a high degree of individualized academic and behavioral support, and a high staff-to-student ratio to be successful.

CES After School Programs have achieved excellent results and a strong track record: two programs have recently achieved the Promising Practices level; three are at Exemplary Site level; and two more have achieved the highest Demonstration level.

Programs and Services

SPECIAL EDUCATION
- Collaborative Center for Assistive Technology and Training (CCATT) and PWC Assistive Technology Lending Library
- Itinerant Specialist Services
- Occupational Therapy Center (OTC)
- Special Education Programs

STUDENT SERVICES
- After School Programs
- Connecting Activities and Perkins Programs
- Mount Tom Academy Alternative High School
- Reunion Center (Easthampton)
- Third Place (Turners Falls)

The HEC Academy and TALP IV alternative learning programs serve students ages 11-21 with learning disabilities, and/or social, emotional, or behavioral challenges. While of average to above average intellect, CES alternative learning students have struggled within traditional educational settings to achieve the success of which they are capable, and have demonstrated the need for more intensive levels of academic, social, and emotional support than public schools can typically provide.

Summer programs that combine recreational, vocational and educational activities help students with special needs to maintain skills they have worked to acquire during the school year.

CES has managed a network of after school programs since 1998 and has demonstrated the ability to start up new sites and develop some of those sites into the next phases of quality. There are only a handful of Demonstration sites in the state of Massachusetts, and two of those are CES sites. The Collaborative’s After School central office is also considered Exemplary. CES acts as the fiscal agent and active participant of the 21st Century Community Learning Centers (CCLC) Western MA.

Service Spotlights

11 AFTERSCHOOL PROGRAMS IN FRANKLIN, HAMPSHIRE, AND HAMPTDEN COUNTIES

685 STUDENTS SERVED IN CES AFTER SCHOOL PROGRAMS

58% from low income homes

25% students with special needs

HEC ACADEMY HIGH SCHOOL GRADUATES

52 AVERAGE NUMBER OF STUDENTS ENROLLED IN ALTERNATIVE LEARNING PROGRAMS

35 from member districts

57 TOTAL ENROLLMENT IN SUMMER SPECIAL EDUCATION PROGRAMS
GOAL 2
Examine, develop and provide staff development and other training opportunities for educators, including teaching staff, support personnel, administrators, early childhood providers, parents, and community

Major accomplishments include:
Professional development offerings were expanded to assist teachers and administrators as they began to address the new Massachusetts Educator Evaluation System requirements and standards. CES stepped up to address the need for state-approved RETELL trainers during FY13 as well.
CES has continued to educate and prepare teachers for licensure, helping to create new pools of special education, math and science teachers through our licensure education program.
The first annual Technology in Education (TiE) Conference took place in January of 2013 at the Holyoke Community College's Kittredge Center, with over 250 in attendance.

Programs and Services

ASSISTIVE TECHNOLOGY
CCATT Center Professional Development and Training

EARLY CHILDHOOD
Educator Professional Development

PROFESSIONAL DEVELOPMENT, CURRICULUM AND EDUCATOR LICENSURE
Center for English Language Education (CELE)
Educator Licensure Program
Emerging America Colloquia and Graduate Courses
Library of Congress Teaching with Primary Sources (TPS)
Project Management and Facilitation Contract Services
Professional Learning Communities (PLCs)
Reading Recovery® Teacher Training
Regional Professional Development Days and Open Enrollment Seminars
School- and District-Based Coaching, Training, and Consultation

TECHNOLOGY
Technology in Education and Data Use Professional Development

FY2013 HIGHLIGHTS

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School- and District-Based Coaching, Training, and Consultation

TECHNOLOGY
Technology in Education and Data Use Professional Development

5
PROFESSIONAL LEARNING COMMUNITIES (PLCs)

379
EDUCATORS PARTICIPATED IN SUMMER ACADEMY
368 from member districts

28 MEMBER DISTRICTS WERE REPRESENTED

29 educator licensure courses were delivered in both face-to-face and hybrid-online formats, with face-to-face sessions held in Northampton, Holyoke, and Marlborough. Endorsements for 70 candidates were submitted to the Massachusetts Department of Elementary and Secondary Education.

Summer Academy content was shaped by a planning committee representing member districts. The focus was Common Core State Standards, tiered systems of support, and improving teacher skills in working with English Language Learners.

1048
STUDENTS REGISTERED FOR LICENSURE COURSES

10%
increase in students admitted to Initial Licensure Programs

Service Spotlights

The Collaborative is a DESE pre-qualified vendor for a range of consulting and professional development services, including training in implementing the Massachusetts Educator Evaluation Model System. CES provided direct training for district leadership and faculty as well as a train-the-trainer model.

671
EDUCATORS IN 19 SCHOOL DISTRICTS TRAINED IN THE MASSACHUSETTS EDUCATOR EVALUATION MODEL SYSTEM
260 from member districts

273
EARLY CHILDHOOD CEU CLASS PARTICIPANTS

Early Childhood classes taught by CES staff served participants from family child care, center-based programs, and public schools in Franklin, Hampshire, Hampden, and Worcester Counties. An additional 320 professionals participated in other training.
GOAL 3
Explore, develop, and provide other programs and services that will from time to time meet the assessed needs of school districts, member communities, state agencies, and others.

Major accomplishments include:
The first annual stakeholder satisfaction and needs survey was fielded in April of 2013. Over 470 responders rated CES services and programs at a high level of satisfaction, and provided new insights into their needs for new and innovative programs and services.

CES Early Childhood specialists began work in FY13 for the System Change for Successful Children (SCSC) project, which brings training and early childhood mental health consultation to professionals working with families and young children served by the Franklin/Hampshire Area Office of the Massachusetts Department of Children and Families (DCF).

CES, in partnership with the Commonwealth Corporation, developed and submitted an extensive proposal to continue the work for the Division of Youth Services (DYS) Education Initiative. The joint proposal was selected for the four-year term plus three one-year extensions, in early July of 2013.

A newly redesigned CES website (collaborative.org) with an online registration feature was designed and developed during FY13, and launched on July 1, 2013.

Service Spotlights

**$1,142,018**

MILK PURCHASED BY 24 PARTICIPATING MEMBER DISTRICTS

By joining together for purchasing purposes, districts realize a cost savings, ensured by lowest bid on purchase categories over $25,000. All bids are conducted online, saving districts on staffing and time that would be spent conducting their own bidding process. Bread, ice cream and other food items; school and art supplies; paper goods and cleaning supplies were purchased.

**$125,000**

PER YEAR FOR FIVE YEARS

CES staff for the Strategic Coalition for Families and Youth (SPIFFY) assisted the Easthampton and South Hadley Public Schools in writing and securing SAHMSA Drug Free Communities grants worth $125,000/year for five years.

**108**

PARENTING WORKSHOP PARTICIPANTS

Parents of young children attended free Puzzle of Parenting workshops offered in six Pioneer Valley communities.

Programs and Services

COOPERATIVE PURCHASING (Food, Supplies, Etc.)

EARLY CHILDHOOD
- Early Childhood Consultation
- Department of Early Education and Care Coordinated Family and Community Engagement (CFCE) grant-funded services
- Early Childhood Mental Health Consultation Services
- Program Evaluation
- Success by Six (Easthampton)
- System Change for Successful Children (SCSC)

STRATEGIC PARTNERSHIP FOR FAMILIES & YOUTH (SPIFFY)

TECHNICAL ASSISTANCE
- Conditions for School Effectiveness and School Turnaround
- Curriculum, Assessment, and Instructional Support/Coaching
- Data Analysis and Interpretation
- Grant Writing and Development Initiatives
- Policy Writing for ELLs and Special Populations
- Special Education and Assistive Technology
- State Initiatives (e.g., Educator Evaluation Implementation and Planning)

TECHNOLOGY SERVICES
- Cooperative Purchases and Vendor Discounts
- Online Course Access
- Technology in Education Professional Learning Community (PLC)
- Website Hosting

CES IS A STATE PRE-QUALIFIED VENDOR FOR:
- Conditions for School Effectiveness/Education Improvement Services
- Early Childhood Training/Consulting
- Education Data Warehouse Training/Support
- Educator Evaluation Training/Support
- Professional Development Training/Consulting
- Special Education Training/Consulting
C Oman: Financial Highlights

**Total Revenues:** $36,654,510  
**Total Expenditures:** $36,358,021  
**Change in Net Assets:** $296,489  
**Cash and Cash Equivalents:** $2,999,224

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**GOAL 4**

Take a leadership role, to the extent permitted by applicable law, in building and maintaining the support of local, state and federal legislative bodies, state and federal agencies, national organizations, institutions of higher education, and non-profit agencies and foundations for the work of educational collaboratives in Massachusetts.

**Major accomplishments include:**

Activities included participation on the executive board of the Massachusetts Organization of Educational Collaboratives (MOEC) and in the national Association of Educational Service Agencies (AESA). Staff attended and presented at the AESA conference.

State Sen. Sonia Chang-Diaz and Rep. Alice Hanlon Peisch, D-Wellesley, were awarded the 2012 Walter G. Turner Award by the Association of Educational Service Agencies (AESA). The two co-chairs of the Joint Committee on Education were selected for their outstanding contributions to the advancement of regional education programs in Massachusetts. CES Executive Director Joan Schuman nominated Chang-Diaz and Peisch for the award, and introduced them at the award ceremony at the AESA Annual Conference in November 2012.

During this fiscal year, the executive director met with the co-chairs of the Joint Committee on Education, testified before the joint committee and discussed with local legislators and the co-chairs the proposed legislation on educational collaboratives that became Chapter 43. In addition, CES participated in planning activities along with other MOEC member agencies to develop and present a proposed structure for educational collaboratives in Massachusetts.

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**FINANCIAL HIGHLIGHTS**

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**FY2013 FINANCE**

**REVENUE**

- 76% Grants and Contracts
- 11% Administration
- 8% Special Education
- 5% Professional Development

**EXPENDITURES**

- 79% Personnel
- 20% Materials and Services
- 1% Depreciation and Interest

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**DYS YOUTH SERVED**

The DYS Education Initiative served and educated 1,701 young people in 53 programs, with a staff of 151 employees.

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**SEIS YOUNG PEOPLE SERVED**

SEIS served and educated 1,024 young people in the care of the Department of Youth Services (DYS), Department of Mental Health (DMH), Department of Public Health (DPH), and the County Houses of Correction (CHC) with a total staff of 147.
The Collaborative Special Olympics Team competed in the May 2013 games at Northampton High School.

BACK COVER:
(Left) Damon Douglas, CES Coordinator of Special Projects in Learning and Leadership, introduced print and online versions of the Teacher Tour Guide to the Massachusetts Educator Evaluation System during a workshop at the January 2013 Technology in Education (TiE) Conference.
(Right) Early Childhood 'Fire Truck Wash' in Hadley.
Everyone is a learner

Lend support in personally meaningful ways through these tax-exempt funds:

Learning

Early Childhood:
- Success by Six (Easthampton)

Special Education and Alternative Learning:
- CES Special Education Programs
- The Ben DeMarino Scholarship Fund, HEC Academy Alternative School
- Mount Tom Academy Alternative High School
- Patty-Walsh Cassidy Assistive Technology Lending Library

Student and Adult Learning and Career Development:
- The Reunion Center (Easthampton)
- The Third Place (Turners Falls)

Teaching

OPPORTUNITIES FOR GIVING

collaborative.org/giving