Table of Contents

About EDCO Collaborative  2
Contact Information  3
From the Executive Director  4
Mission and Vision  6
Objectives  7
History  8
Governance and Leadership  9
Standing and Advisory Committees  10
Organizational Chart  11
Districts  13
Programs and Services  12
Special Education Programs  13
Contract Services  19
Professional Learning/Partnerships  25
Other Services  30
FY 14 Audit  Appendix A
EDCO is a collaborative of 20 urban and suburban school districts serving the Greater Boston area and beyond. We are governed by a board of directors comprised of superintendents and school committee members representing each of our member school districts.

All EDCO programs and services are developed and implemented through consultation with staff from member school districts and other sponsoring agencies. Programs are in alignment with EDCO’s mission, reflect the priorities of EDCO’s primary constituencies, and are provided in a cost effective manner through interdistrict and interagency collaboration.

We support member districts through a wide range of services including professional learning opportunities for educators; special education and alternative education programs for students with disabilities and at-risk youth; special education transportation through a cost effective consortium of adjacent communities; and cooperative purchasing of utilities and other items upon request.

In addition, EDCO provides services to youth and adults through a variety of city, state and federally funded programs, including the Massachusetts Migrant Education Program, the Special Education Surrogate Parent Program, Wrentham Habilitative Services, Boston Public Schools Titles I & II programs, and the EDCO Youth Alternative Program.
EDCO Collaborative – Contact Information

Chairperson, Board of Directors:

Dr. Cheryl Maloney, Superintendent
Weston Public Schools
89 Wellesley Street, Weston, MA 02493
Telephone: 781-786-5210

Executive Director:

Colleen Dolan
EDCO Collaborative
36 Middlesex Turnpike
Bedford, Massachusetts 01730
Telephone: 617-738-5600

Please visit the EDCO Collaborative website: www.edcollab.org
From the Executive Director

Fiscal year 2014 at EDCO Collaborative was replete with change. Summer, 2013 projects included strategic planning, handbook and policy revision, and a new look at job descriptions. A focus on financial procedures resulted in a revised procurement process, a chart of accounts aligned with Department of Elementary and Secondary Education standards, and greater transparency. EDCO submitted its first annual report to the Department and State Auditor's Office as well as our twenty member districts.

EDCO's lease at 281 Winter Street, Waltham expired at the end of June 2014. The lease expiration and the need to grow our programs led us to begin looking at facilities in fall of 2013 with the aim of a summer, 2014 move. An Invitation for Proposals (IFP) was posted in November 2013. Proposals were reviewed, and a recommendation was made to the Board of Directors. A 41,000 square foot building featuring space for offices, professional learning space, as well as the North Crossing therapeutic program was recommended. The property also featured ample parking and outdoor open space for student recreation. In February 2014 the Board authorized EDCO's administration to enter into negotiations on a lease at 36 Middlesex Turnpike, Bedford. The lease was signed at the beginning of June and build-out commenced.

There were also changes in EDCO Collaborative's central office, including the addition of an Informational Technology Director. EDCO recognized the need to carefully plan and implement robust infrastructure in the new facility, and hired James Sullivan. James brings experience and skill in planning and building infrastructure, software implementation, and maintenance.

EDCO's Articles of Agreement are also in the process of change. After several revisions and thoughtful discussions with the Board of Directors and staff at the Office of Regional Governance at the Department of Elementary and Secondary Education, EDCO's Articles were approved by the Department. The articles were then distributed to EDCO's member district school committees for approval. Development of the articles provided an excellent opportunity to look at EDCO's procedures and processes and make changes where necessary.

For the first time, EDCO's marketing initiative took us to program fairs; the EDCO, CASE, LABBB Program Expo and the Special Needs Advocacy Network (SPaN) School Program Expo. These provided us the opportunity to showcase and promote our programs and services to new audiences.

We approached FY14 with a budgeted deficit of $157,766. EDCO's Board of Directors approved the deficit recognizing the need for investment in special education program staffing.

The addition of evaluation and counseling staff combined with a focus on marketing efforts resulted in increased enrollments in three of EDCO's four special education programs. North Crossing enrollment doubled from FY13 numbers and by year-end, there were six more students enrolled than anticipated. The Program for the Deaf and Hard of Hearing also surpassed budgeted enrollment and the 45-Day Interim and Assessment Program came in at budget. The Manville Partners program ended the year with three fewer students than budgeted.
Thanks to the efforts of the Leadership Team, Program Leaders, and central office staff, several initiatives were launched resulting in significant savings. Bank fees were eliminated through a change in vendor resulting in a savings of almost $2,000 each month. With the savings realized through these initiatives and the increase in enrollment, EDCO ended FY14 with a deficit of $13,000, $144,000 better than the projection.

With the dissolution of EDCO Collaborative Greater Boston, Inc. close to completion, $2,395,703 in funds held by EDCO Greater Boston were released to EDCO Collaborative. This, combined with excellent investment yields provided additional income of $2,583,192 for EDCO.

Seefurth Education Center also saw change during FY14. Long time director, Eileen McSwiney, retired at the end of June, 2014 after 33 years with EDCO. Rick Atkins, twelve year Associate Director of Seefurth, transitioned into the Director role. In recognition of Ms. McSwiney's dedication and work on behalf of EDCO's mission, the professional learning space in the new facility will be named in her honor.

During the 13-14 year, Seefurth Education Center focused on marketing, efficiency, increasing enrollment, and researching different ways to provide professional learning opportunities. EDCO's new Informational Technology Director has played a key role in planning for a robust infrastructure and state of the art technology in the new facility which will enable us to provide professional learning on many platforms.

Once again, my gratitude goes out to the Board of Directors of EDCO for their support of the organization and its goals. Along with EDCO's leadership team and staff, I look forward to continuing on the road to excellence.

Colleen Dolan

New facility – 36 Middlesex Turnpike, Bedford
EDCO Collaborative’s Mission & Vision

Since 1969 EDCO’s mission has been to:

- Improve education through interdistrict and interagency collaboration
- Provide high quality education and related services to students-at-risk
- Enhance equity, intercultural understanding and equal opportunity in education

EDCO Collaborative’s vision is to:

- Sustain its role as a statewide leader for excellence in education with a strong and positive political influence
- Support member districts through a variety of services that
  - Meet the special education service needs of students with low incidence disabilities
  - Provide the benefits of economies of scale
- Support the recruitment, retention, and development of high quality teachers and administrators
- Integrate new Board members quickly into the roles and responsibilities of the Board and enjoy steady commitment and engagement from all Board members
- Develop a budget annually from a balanced mix of member services and contract services
Objectives of EDCO Collaborative

☐ To provide day programs and other services for students with low-incidence disabilities in the least restrictive environment consistent with MGL c. 40 § 4E and 603 CMR 50.00

☐ To provide day programs and services for at-risk students

☐ To provide therapeutic services for adults with disabilities in collaboration with the Department of Developmental Services and/or other agencies

☐ To offer quality professional learning opportunities to general and special education teachers and administrators, related service providers, School Committees, and Charter School Boards

☐ To explore and pursue grants and other funding to support identified needs of the Member Districts and community

☐ To offer cooperative and regional programs and/or services to help Member Districts maximize cost efficiency and program effectiveness through a collaborative effort
History of EDCO Collaborative

The EDCO Collaborative has a long and diverse history, beginning in 1969 as a private consortium of public schools prior to the enactment of the first Massachusetts collaborative legislation and continuing to the present as a public collaborative. EDCO’s mission has been consistent throughout its history, focusing on the power of inter-district and inter-agency collaboration to meet the needs of underserved and at risk students and adults.

In its first form, Education Collaborative for Greater Boston, Inc. was a private, not-for-profit charitable corporation formed by superintendents from seven member school districts. Their purpose was to increase communication and understanding among staff and students in urban and suburban school districts. Initial programs were designed to cross racial, economic and social barriers. Early on, ECGB, Inc. received funding to operate voluntary desegregation programs, using the City of Boston as a classroom and bringing suburban students into Boston to work with inner city students. Over time, school districts began to see the value in collaborating on other education issues such as special education, school-to-work, vocational education and professional development for teachers. A grant from the Ford Foundation in the early 80’s allowed for the development of additional programs related to curriculum and instruction, and membership grew along with the services offered.

In 1988, after the passage of the legislation encouraging collaboration, EDCO Collaborative was formed as a public collaborative under Chapter 40, Section 4E, to complement the services offered by the private not-for-profit corporation. Many of the programs operated under the original organization were shifted to the public collaborative. The private corporation remained as an affiliated agency with shared administration.

When additional changes in the legislation were anticipated, the dissolution process of Education Collaborative for Greater Boston, Inc. occurred from FY12 through FY14. All of its assets were transferred to EDCO Collaborative, and the contracts and programs managed by ECGB, Inc. were reassigned by the funding agencies to EDCO.

Today, EDCO continues to strengthen programs and services to its member communities and to support both local and statewide educational programs funded by federal and state contracts.
EDCO Collaborative is governed by a Board of Directors that includes one voting representative from each member district. District School Committees vote annually to appoint either a School Committee member or the superintendent to EDCO’s Board of Directors.

**Board of Directors**

Dr. Stephen Mills, Superintendent, Acton Public Schools  
Ms. Brigid Bieber, School Committee, Acton-Boxborough Regional School District  
Dr. Kathleen Bodie, Superintendent, Arlington Public Schools  
Mr. Jon Sills, Superintendent, Bedford Public Schools  
Ms. Anne Lougee, School Committee, Belmont Public Schools  
Mr. Curtis Bates, Superintendent, Boxborough Public Schools  
Dr. William Lupini, Superintendent, The Public Schools of Brookline  
Ms. Joan Wickman, Superintendent, Carlisle Public Schools  
Ms. Diana Rigby, Superintendent, Concord Public Schools, Concord-Carlisle Regional School District  
Dr. Paul Ash, Superintendent, Lexington Public Schools  
Dr. Rebecca McFall, Superintendent, Lincoln Public Schools  
Ms. Bella Wong, Superintendent, Lincoln-Sudbury Regional School District  
Ms. Diana Fisher Gomberg, School Committee, Newton Public Schools  
Dr. Anne Wilson, Superintendent, Sudbury Public Schools  
Dr. Susan Nicholson, Superintendent, Waltham Public Schools  
Dr. Jean Fitzgerald, Superintendent, Watertown Public Schools  
Dr. David Lussier, Superintendent, Wellesley Public Schools  
Dr. Cheryl Maloney, Superintendent, Weston Public Schools  
Mr. William McAlduff, Superintendent, Winchester Public Schools

**Administrative Team**

Ms. Colleen Dolan, Executive Director  
Ms. Judith Vaillancourt, Associate Executive Director  
Ms. Dean Poirier, Chief Financial Officer  
Mr. Thomas Markham, Director of Business Management  
Ms. Eileen McSwiney, Director, Seefurth Education Center  
Mr. Eric Halloran, Director, Instructional Technology, Title I and II Services  
Mr. James Sullivan, Director of Informational Technology
**Executive Committee**

The Executive Committee meets with the Executive Director, as the need may arise, to act upon matters that may require immediate action and cannot await the formal deliberation of the full Board at a regularly scheduled meeting.

In addition to addressing issues of critical and pressing importance to the Board, the Executive Committee will be responsible for presenting a recommendation on the Executive Director’s annual evaluation and recommending any changes to his/her contract to the Board of Directors, including annual salary adjustments, benefits programs, successor agreements, etc.

**Finance and Administration Committee**

The Finance and Administration Committee meets with the Executive Director, Treasurer, Chief Financial Officer, and Director of Contracts and Human Resources periodically to review financial procedures and data including budgets, in order to make recommendations to the Board of Directors around such matters.

**Public Policy Committee**

The Public Policy Committee works on behalf of the Board of Directors and member district school committees to advocate on relevant policy, regulations, and legislation.
Acton Public Schools
Acton-Boxborough Regional School District
Arlington Public Schools
Bedford Public Schools
Belmont Public Schools
Brookline Public Schools
Boxborough Public Schools
Carlisle Public Schools
Concord Public Schools
Concord-Carlisle Regional School District
Lexington Public Schools
Lincoln Public Schools
Lincoln-Sudbury Regional School District
Newton Public Schools
Sudbury Public Schools
Waltham Public Schools
Watertown Public Schools
Wellesley Public Schools
Weston Public Schools
Winchester Public Schools
Programs and Services

Special Education Programs

EDCO Collaborative objective:

To provide day programs and other services for students with low-incidence disabilities in the least restrictive environment consistent with MGL c. 40 § 4E and 603 CMR 50.00

Progress toward objective:

EDCO Collaborative offers four special education programs to meet our districts' needs for programming for students with low incidence disabilities. These programs are EDCO Program for the Deaf and Hard of Hearing, EDCO Manville Partners Program, EDCO North Crossing Therapeutic Day School and EDCO 45-Day Interim Alternative and Assessment Program. In reviewing the program descriptions below, the reader will note that the identified student population served matches EDCO’s stated objective of serving students with low incidence disabilities.

Each of our programs offers opportunities for students to be included in general education classes located within the public school district where the program is housed thus ensuring students are placed in the least restrictive educational environment.

During FY14, EDCO surveyed member districts to assess needs resulting from changes in discipline regulations. Further, EDCO has surveyed district needs for programming for students who are at risk of dropping out or failure to earn a diploma. We have created new programs to meet the needs of students who meet the "at-risk" profile. This third tier of activity is designed to meet the above stated objective and present districts with educational opportunities for at risk students.
EDCO Program for the Deaf and Hard of Hearing
Ed Mulligan, Program Director
Located at F.A. Day Middle School, Newton, and Newton North High School

This program serves students diagnosed as deaf or hearing impaired in grades 6 through 12. Both self contained and full inclusion service delivery options are offered and certified teachers of the Deaf and Hard of Hearing and Educational Interpreters staff the program. The program offers a Total Communication approach that includes the use of sign, speech, and gesture. In SY 2013 – 2014, thirty-two students were served in the program.

Deaf and Hard of Hearing Program Director and Students Receiving Award from Understanding our Differences

Program Highlights:

- Opportunities for students to receive pre and post teaching
- Speech and language services
- Counseling services
- Full range of academic offerings at both schools
- Extracurricular opportunities geared toward student interests; athletics and clubs
- Community service and recreational events are scheduled on an intermittent basis
- Junior National Association of the Deaf ~ local chapter which promotes community involvement and development of leadership skills

For FY14 the daily rate for members of EDCO Collaborative is $220.68; for non-members it is $275.85. Comparable programs in the area average $300.28 per day with a range of $234.17 to $378.25.* Students at the program are also afforded the benefit of being included in classes and extracurricular activities at Newton North High School.
EDCO Manville Partners Program
Natalie Labouchere, Program Director
Located at Brookline High School

The mission of the EDCO-Manville Partners Program is to provide comprehensive academic instruction as well as intensive social and life skills instruction to academically capable adolescents diagnosed with Asperger’s Syndrome or related challenges. In SY 2013 – 2014, nine students were served in the program.

Program Highlights:

- Student to staff ratio is approximately 3:1.
- Ongoing milieu counseling is provided on an as-needed basis.
- Staff members maintain consistent communication with families via phone or email.
- An online wikispace is utilized to keep families informed and to provide access to schedule, curriculum, and homework.
- Individual MacBooks are provided for each student.
- Students are assisted in meeting home-district eligibility requirements for graduation and earn diplomas from their home school districts.
- Students participate in social skills, transition skills, and life skills groups on a weekly basis and participate in community trips to practice learned skills in real life settings.
- Integration into Brookline High School general education classes is determined on an individual student basis.
- Students may participate in BHS activities and attend school assemblies and events.
- A five-week summer program is available that focuses on transition planning, social & life skills.

For FY14 the daily rate for members of EDCO Collaborative is $308.53; for non-members it is $385.67. Comparable programs in the area average $334.84 per day with a range of $237.79 to $437.95.* Students in the EDCO Manville Program are also included in Brookline High School classes and activities to the extent possible.
EDCO North Crossing Program, Debra McElroy, Director
Located at Watertown High School

The EDCO North Crossing Program is designed to serve students in grades 6 through 12 who are diagnosed with clinical mental health issues that adversely influence daily performance in the classroom. The mission of the EDCO North Crossing School Program is to provide comprehensive educational instruction to students with special academic, emotional, and social challenges, by offering a highly structured therapeutic environment while maintaining academic integrity. The program is dedicated to helping students reach full potential by fostering individuality and personal growth within a safe and supportive learning community. Students engage in purposeful learning that stimulates curiosity, enjoyment, and understanding. The EDCO North Crossing School Program is committed to promoting diversity, acceptance, and a sense of belonging. In SY 2013 – 2014, seventeen students were served in the program.

Program highlights:

- Licensed special education teachers and/or general education teachers with content area expertise
- Small student-to-staff ratio with frequent 1:1 academic support
- Individualized and multi-modal approach to teaching
- Instruction and commitment to engage reluctant learners
- Intensive and continuous instruction with a focus toward preparation for transition to life after high school
- Technology addressed in classroom and computer lab
- Community trips to practice and reinforce skills and to engage in community service projects
- Integration into Watertown High School general education classes is determined on an individual student basis.

For FY14 the daily rate for members of EDCO Collaborative is $232.68; for non-members it is $290.85. Comparable programs in the area average $301.03 per day with a range of $237.79 to $400.70.* In addition to the supportive and therapeutic environment offered by the North Crossing Program, students may be offered inclusion opportunities at Watertown High School.

North Crossing Students
North Crossing 45-Day Interim Alternative and Assessment Program, Debra McElroy, Director
Located at Watertown High School

The EDCO 45-Day Assessment Program serves students in grades 6 – 12 who are referred by their school districts for an in-depth analysis of learning, social, emotional and/or behavioral needs. The program also serves those students who may require an interim placement as a substitute for their current educational settings for reasons related to behavior or discipline. Our small student population enables the 45-Day Program staff to provide individualized instruction while maintaining the integrity of the curriculum. Curriculum guidelines are obtained from the students’ home schools and lessons are designed to keep the students current in academic subjects.

The EDCO 45-Day Assessment Program uses a positive behavioral reinforcement system and provides frequent behavioral feedback to the student. Students are guided to identify triggers, behaviors, and appropriate tools to appropriately manage negative behaviors. Program clinical staff provides individual counseling using evidence-based strategies. Treatment modalities include, but are not limited to: Dialectical Behavior Therapy, Cognitive Behavior Therapy and trauma-focused therapy. All staff members are trained in evidence-based strategies to offer a therapeutic milieu that provides a supportive and safe environment in which students can meet academic and clinical goals.

Depending on the referral questions, assessment services include, but are not limited to: classroom observations, clinical observations, structured interviews with student and family, with collateral contacts and with school district personnel and a comprehensive review of student records. Additionally, our staff is able to conduct formal psycho-diagnostic testing and evaluation that can include projective/personality assessments as well as cognitive and academic testing.

As a result of our work with the student and with attention toward school district referral questions, the EDCO 45-Day Assessment Program staff produce a thorough written assessment which offers the school district, students and families specific recommendations for maximizing and fostering student academic, emotional, behavioral, and social gains in an educational setting.
Program Highlights:

- Thorough formal and informal assessment measures are matched to district referral questions and student needs
- Placement culminates with a thorough written academic and psychosocial report
- Instruction and commitment to engage reluctant learners
- Individualized lessons and collaboration with students to develop de-escalation tools
- Promotion of student self-advocacy for use of de-escalation tools
- Weekly counseling sessions with additional clinical support as needed
- Ongoing communication with family and outside providers

For members, the daily rate of EDCO Collaborative’s 45-Day Interim & Assessment Program is $275.00; for non-members it is $305.00. Comparable programs in the area average $314.20 per day with a range of $282.26 to $345.85.*

* Operational Services Division, Authorized Prices Fiscal Year 2014, In-State Special Education Programs

North Crossing Students
Contract Services

EDCO objectives:

- To provide day programs and services for at-risk students
- To provide therapeutic services for adults with disabilities in collaboration with The Department of Developmental Services and /or other agencies
- To explore and pursue grants and other funding to support identified needs of the Member Districts and community

Progress toward objectives:

EDCO Collaborative provides contract services for both state and federal agencies. EDCO holds a contract to provide alternative programming for Boston Public Schools. This partnership allows EDCO to meet its goal to provide programming and services for at-risk students. The EDCO Youth Alternative has a 32-year track record of serving off-track youth and returning high school dropouts, making it one of the longest-standing alternative education and school-to-career (STC) programs in the nation. EDCO Youth Alternative has the capacity to support and empower youth to achieve their educational and career goals.

EDCO Collaborative works on behalf of Boston Public Schools as the provider of Title I and Title II services for private and parochial schools in Boston. In 2013-2014 these supplemental services contributed to the academic support for children in 29 schools in the city of Boston. Title I services were provided to just under 1000 students in the Catholic Schools and to another 250+ students in the other private schools. The numbers of teachers trained using Title IIA funds are estimated at 225 for the Archdiocese and 88 for the other private schools. Achievement data for students served shows gains in the Successmaker program of the Archdiocese ranged from .16 to .72 NCE's in Reading and .12 to .58 NCE's in Math.

EDCO also serves as the lead agency for a Title III consortium, comprised of eight EDCO districts with fewer than 100 English language learners enrolled. The consortium received a grant of $62,586 in FY 2013 for direct services to ELL students and professional development for teachers.

EDCO has been awarded the contract as a subgrantee of the Department of Elementary and Secondary Education for the Massachusetts Migrant Education Program. During FY14 the number of eligible migratory children and youth identified by EDCO was 531, an increase in 110 students from the prior program year.
EDCO Collaborative’s Special Education Surrogate Parent Program works in partnership with the Massachusetts Federation for Children to provide trained surrogate parents to support students with disabilities. For FY14, the SESP program processed 700 student referrals, the most in any year since FY11. In addition, SESP personnel increased outreach efforts to districts by attending and distributing information at state meetings for administrators of special education and at program expos. As part of the outreach, over 500 DCF personnel also received training through SESPP.

Lastly, the Department of Developmental Services has awarded EDCO Collaborative a grant to provide therapeutic services to residents of the Wrentham Habilitative Center. The partnership meets EDCO’s objective to provide adult services in partnership with DDS. In FY 14, over 250 adults with developmental disabilities received related services through EDCO’s Wrentham Habilitative Program. Services including occupational therapy, physical therapy, adapted physical education and orientation and mobility provided residents with significant opportunities for improved health, safety, recreation, and leisure throughout the year.

Professional Learning at EDCO
EDCO Youth Alternative (EYA) provides a full academic program, along with counseling and related support services, for students who have dropped out, are significantly at risk of dropping out, or are several years delayed in earning a high school diploma. These students require a more supportive environment than a large, traditional high school can offer. The program is funded by the City of Boston and Department of Labor through the Mayor's Office of Jobs and Community Services, along with the Boston Public Schools. Students at EYA enjoy small, accredited classes in regular high school subjects with the goal of attaining a BPS high school diploma. An individualized case plan is developed for each student to set high, attainable, goals.

At a minimum, these goals include the attainment of a high school diploma and a successful step beyond graduation. In SY 2013 – 2014, sixty-five students were served in the program.

**Program highlights and emphases:**

- Respect for one’s self and others
- Honesty and open communication
- Personal responsibility for one’s own actions and progress
- Non-violent and thoughtful resolution of difficulties
- Tolerance of individual differences
- Value of academic skills
- Development of problem-solving and long-term planning skills

Youth Alternative Graduation
EDCO Collaborative serves as fiscal agent for the Boston Public Schools in providing Title I and Title IIa services to eligible students and staff at thirty parochial and private schools in Boston. Services for Title I children take the form of tutoring, small group instruction, computer assisted instruction, and summer programming in reading, math and language arts. In FY14, over 1,000 children were provided supplemental Title I services by thirty-eight staff including six full time teachers, and twenty-two part-time teachers, tutors and Computer Assisted Instruction Lab managers. Over thirty-five consultants were engaged to provide direct and indirect services such as tutoring and coaching in support of this effort.

Professional development opportunities aimed at enhancing teacher effectiveness were provided under Title IIa to more than three hundred teachers through enrollment in workshops and professional organization conferences and through direct services to schools. Under this effort, more than seventy-five consultants were contracted to provide research based professional learning workshops, coaching, curriculum development, planning and evaluation services. We estimate that over 8,500 students were impacted directly or indirectly through supplemental services and more effective instruction as a result of these Title I and Title IIa programs.

EDCO employees of Wrentham Habilitative Services provide comprehensive therapeutic services in occupational and physical therapy, adapted physical education, and orientation and mobility to residents at the Wrentham Developmental Center through a grant from the Massachusetts Department of Development Services. In FY 2014, over 300 residents of Wrentham Developmental Center were served in the program.

The Habilitative Services Project is dedicated to a set of core values that contribute to its mission and philosophy. These values include:

- Respect for human differences
- Recognition that in diversity there is strength
- Commitment to quality and continuous improvement
- Acknowledgement of the resident as the primary focus of all efforts and activity
- Responsibility to open communication and consensus decision making
- Dedication to responsible stewardship of public resources
Massachusetts Migrant Education Program
Emily Hoffman, EDCO Director

MMEP is a federally funded program through Title I aimed at providing supplemental educational supports to the children of migratory agricultural workers, migratory fisherman and in some situations, migratory workers considered out of school youth. The program serves migratory children who reside in over 30 communities located throughout the Commonwealth. The program’s major components include working with the school districts and community based organizations to identify and recruit all eligible students and to provide supplemental learning opportunities such as homework assistance and tutoring; educational programs for out of school youth; parent empowerment and family literacy services; student and family advocacy; outreach and recruitment services; and summer services that provide language development instruction and academic enrichment through site-based summer programming.

In FY14, 421 students were served in the Massachusetts Migrant Education Program and 156 in the Out of School Youth Program. Services provided include:

- Support for preschoolers to enroll in structured Early Childhood Education programs
- Site and home-based supplemental educational supports
- Academic interventions
- Academic summer programs (Pre K -12)
- Support for Out-of-School Youth: English classes Life Skills, Adult Basic Education, High School Equivalency Test preparation (HiSET)
- Referral services to educational, health and other services in the community
- Programming aimed at family involvement
The Special Education Surrogate Parent Program was established in response to State and Federal special education laws requiring parental participation in the Individualized Education Program process. The program is specifically focused to ensure that this right is extended to students in the care or custody of the Department of Children and Families (DCF) and to students whose parents are unknown or are unable to participate in the decision making process. The program identifies students who are eligible for this service and assigns volunteers to match with the students to provide the service. The program receives approximately 1,800 referrals annually.

SESPP is funded through a contract with the Massachusetts Department of Elementary and Secondary Education. This contract is managed by two partner agencies, the Federation for Children with Special Needs, which provides recruitment and training services to program volunteers, and the EDCO Collaborative, which provides oversight and administration to the matching and delivery of service to students who are entitled to Surrogate Parents.

SESPP Table at the Greater Boston Collaboratives' Program EXPO
Professional Learning/ Partnerships

EDCO objectives:

- To offer quality professional learning opportunities to general and special education teachers and administrators, related service providers, School Committees, and Charter School Boards
- To explore and pursue grants and other funding to support identified needs of the Member Districts and community

Progress toward objectives:

EDCO Collaborative aims to provide quality professional learning opportunities for teachers and administrators, related service providers, and school committees. This is accomplished through the work of Seefurth Education Center, our Roundtables, programs geared toward promoting and supporting cultural diversity, and our Educator Leadership Institute.

Participation in EDCO Collaborative roundtables has increased over FY14. Roundtables are offered for school committee members, superintendents, middle school principals, high school principals, curriculum and instruction coordinators, special education administrators, and content area directors, i.e., ELL Coordinators, technology directors, ELA Coordinators, and more. Our School Committee orientation program continued with seven new school committee members receiving training certification.

The Educator Leadership Institute recently received reapproval from the Department of Elementary and Secondary Education as a leadership licensure program. The program graduated and endorsed thirty-five candidates in June of 2014.

![Educator Leadership Institute Staff]
Mission:

The McSwiney Center for Professional Learning provides professional learning programs, networking opportunities, and special projects to assist member school districts in strengthening their curriculum and instruction. The McSwiney Center program goals are developed by district representatives on EDCO’s Program Advisory Committee in concert with EDCO staff to address current issues and needs across the collaborative.

Seefurth Center Objectives:

- Establish and support networks and forums for sharing information, resources, and state-of-the-art theory and practice about teaching and learning
- Design and manage high quality, cost effective professional learning programs that address members’ interests and needs
- Provide technical assistance programs for member districts on new state regulations
- Extend member systems’ access to programs, resources and materials of local institutions through collaborative projects and alliances

Program Highlights from the 2013-2014 School Year:

- Extend member systems’ access to programs, resources and materials of local institutions
  Provided technical assistance for district leaders on the Educator Evaluation System in the areas of Giving Feedback and Designing District-determined Measures
- Developed specialized professional learning seminars, workshops and courses in the fields of art, early childhood education, foreign language, language arts, library research, mathematics, music, physical education, science, special education and technology
- Registered over 1500 teachers and administrators in professional learning programs led by current and former EDCO teachers and administrators and by leaders in their fields

Seefurth Education Center Director, Eileen McSwiney  
Retired June 30, 2014
Convened and managed a Title III consortium focused on English language learning for eight EDCO districts who would not otherwise had access to the funds. The funds ($68,728) supported before and after school and summer tutoring for ELLs, and professional learning with regional and national experts, including Catherine Collier, who presented to 91 teachers on Separating Language Differences from Language Disorders.

Convened and facilitated over 20 inter-district professional learning groups comprised of specialists, lead teachers, coordinators and administrators.

Collaborated with the MA Department of Elementary and Secondary Education to offer an intensive summer institute on Science and Literacy for elementary teachers.

Collaborated with the Greater Boston Readiness Center to offer programs for Early Childhood educators in mathematics and science.

Linked with area institutions to bring programs, research and information to districts, including: Boston College, Education Development Center, DeCordova Sculpture Park and Museum, Framingham State University, Fitchburg State University, Harvard Graduate School of Education, Boston Area Kodaly Institute, MA Audubon Society, MA Historical Society, Thoreau Institute, Wheelock College, and Worcester State University.

Piloted two teleconferences in collaboration with the Weston Public Schools, in preparation for installing teleconferencing capacity in our new location in Bedford.

**Benefits for Member Districts**

EDCO Collaborative's professional learning workshops and courses are offered at the lowest possible fee to cover the cost of the presenter and a modest overhead rate. Tuitions range from $15 - $395, depending upon course length and provider fees. These rates compare favorably to other institutions where fees may range from $100 to $1000.

A two-credit course is offered through the Seefurth Center for $150 - $200. Rates at colleges and universities in our geographical area range from $328 per credit at a public university to $1556 at a private university.

EDCO Collaborative Roundtables (job-alikes) are offered at no charge to member districts.
Empowering Multicultural Initiatives

- Specializes in anti-racist education by establishing the values of racial harmony in schools in order to benefit students, teachers, administration, and the larger community
- Doug Weinstock, Eleanor Stern, Co-directors
- Promotes the academic achievement of students of color while nurturing all students
- Promotes systemic anti-racist practices and culturally relevant teaching through staff training

Greater Boston Students of Color Achievement Network

- A consortium of districts with a common goal of addressing the achievement of students of color
- Provides meaningful change in classroom practice and leadership strategies:
  - Equity Leadership
  - Effective content and pedagogy
  - Cultural proficiency
- Holds an annual Student Leadership Conference for HS or MS students
- Provides courses to promote diversity in the classroom

Progress Toward Objectives:

EMI and GBSOCAN support member and non-member districts in promoting and sustaining culturally proficient classrooms.
During FY14, seventeen courses were offered through EMI and / or GBSOCAN and 280 educators participated.

Twelve districts participated in the High School Leadership Conference offered in March at Wheelock College. The conference was aimed at engaging students from diverse racial and ethnic backgrounds in conversations on issues of racism, stereotypes, discrimination, and ally behavior. Seventy-five students took part in the conference and led follow-up activities back in their districts.
Leadership Roundtables

EDCO’s membership fee supports unique opportunities for information exchange, collaborative project development, and shared professional learning experiences at no additional cost to the member districts. The professional learning groups are a key component of EDCO’s professional learning. Frequently, we receive requests from educators in non-member districts to join our groups.

- School Committee
- Superintendents
- Assistant Superintendents for Curriculum and Instruction
- High School Principals
- Middle School Principals
- Special Education Administrators
- School Psychologists
- Team Chairpersons
- Early Childhood Directors
- English Language Arts Coordinators
- Math Coordinators
- Science Coordinators
- Social Studies Coordinators
- Technology Leadership
- Data Specialists
- Network Managers
- Technology Integration Specialists
- Library Coordinators/Teachers
- Health and Wellness Coordinators
- Arts Directors
- English Language Learners Coordinators
- Foreign Language Coordinators
- School Counselors

Benefits / Cost Savings for Member Districts

There are few similar opportunities in the area, however, those we found are offered for $600 - $1500 for the year and meet ten times. EDCO roundtables also offer the opportunity for professionals from like districts to brainstorm issues and challenges. Attendees express their gratitude for the opportunity to reach out to peers who have experienced similar challenges, thus promoting collaboration and saving on attorney fees.

New School Committee Orientation Program

EDCO Collaborative provides training annually for new school committee members. The training is approved by The Department of Elementary and Secondary Schools and takes place over three sessions. Topics covered include Board Roles and Responsibilities, Legal Aspects of School Committee membership, Special education Issues, and Working with the Superintendent.
Other Services

EDCO Objective:

To offer cooperative and regional programs and/or services to help Member Districts maximize cost efficiency and program effectiveness through a collaborative effort.

Progress toward objective:

EDCO Collaborative works to address the diverse needs of our member districts. Toward that end, EDCO works collaboratively with LABBB Collaborative to provide special education transportation for several EDCO districts. Cooperative transportation supports the districts in providing services cost-effectively.

In addition, EDCO Collaborative sponsors cooperative purchasing of electricity and natural gas. This collaborative venture supports member and non-member districts in procurement of heating and electricity services for school and municipal buildings.

EDCO provides financial services for LABBB Collaborative including accounts payable, accounts receivable, payroll, and human resources. In addition, LABBB leases office space from EDCO Collaborative. EDCO, LABBB, and CASE Collaboratives have joined forces to provide professional learning opportunities aimed at special education to member districts.

Special Education Transportation

EDCO has joined together with LABBB Collaborative to coordinate transportation for students with disabilities in six of our member districts (Arlington, Belmont, Burlington, Lexington, Waltham and Watertown.)

EDCO objective:

To offer cooperative and regional programs and/or services to help Member Districts maximize cost efficiency and program effectiveness through a collaborative effort.

Progress toward objective:

In FY14 the transportation network safely transported 446 students; 174 in-district and 272 to out of district placements. Top priorities of the network are safety and communication. The cultivation of excellent relationships with both families and vendors has resulted in satisfaction of all stakeholders. Districts have reported...
Appendix A - FY14 Audit