



Annual Report

2020-2021

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ABOUT EDCO COLLABORATIVE

EDCO is a collaborative of 16 urban and suburban school districts serving the Greater Boston area and beyond. We are governed by a Board of Directors composed of superintendents and school committee members representing each of our member school districts.

All EDCO programs and services were developed and implemented through consultation with member school districts and other sponsoring agencies. EDCO Collaborative Roundtables often facilitated the gathering of information needed for planning programs, services, and professional learning opportunities. Programs aligned with EDCO's mission, reflected the priorities of EDCO's primary constituencies, and were provided in a cost effective manner through interdistrict and interagency collaboration.

EDCO Collaborative's range of services included professional learning opportunities for educators; special education and alternative education programs for students with disabilities and at-risk youth; and cooperative purchasing of utilities and other items upon request.

In addition, EDCO provided services to youth and adults through a variety of state and federally funded programs, including the Special Education Surrogate Parent Program, Wrentham Habilitative Services, the EDCO Youth Alternative Program, and the New England High School Equivalency Program.

The 2020-2021 school year (FY21) was the last year that EDCO provided services to students, families, and educators. On February 10, 2021, the Board of Directors voted to initiate termination of the collaborative as of June 30, 2022. The School Committee for each of the member districts voted to support dissolution. Additionally, the Board supported the closure of all programs and services as of June 30, 2021.



EDCO Collaborative – Contact Information

Chairperson, Board of Directors:

Kathleen Bodie
Superintendent, Arlington Public Schools
kbodie@arlington.k12.ma.us

Interim Executive Director:

Cyndy Taymore
Bedford, MA
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Please visit the EDCO Collaborative website: www.edcollab.org

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear EDCO Collaborative Community Members,

During the 2020-2021 (FY21) school year, EDCO's mounting challenges came to a culmination. After 50 years as a respected and innovative educational collaborative, the Board of Directors voted on February 10, 2021 to initiate termination of the collaborative as of June 30, 2022.

The motion to initiate termination was made in accordance with the EDCO Collaborative Articles of Agreement, Article IX: Methods of Termination. The motion was introduced at the request of the Acton-Boxborough school district and passed with the required two-thirds vote (15-0-1). Subsequently, in accordance with 603 CMR 50.11(2) and the Massachusetts Department of Elementary and Secondary Education's Collaborative Closing Guidelines, the school committees of member districts voted (16-0) to terminate the collaborative at the end of fiscal year 2022.

Furthermore, the EDCO Board of Directors voted to provide the executive director the authority to close individual programs and services. All EDCO programs and services were discontinued as of June 30, 2021. The Board and administration were committed to finding new partners for programs and to ensure that all students were successfully placed in a comparable program for the coming school year.

Ultimately, many factors over an extended period of time factored into the unsustainability of EDCO. Both the FY19 and FY20 audits raised questions as to this. Other factors such as a triple net lease, lack of enrollment in new and existing programs, lack of participation in McSwiney Center Professional Development, increased competition from other academic programs and professional development options, and the impact of the COVID-19 pandemic all contributed to the collaborative's diminishing prospects. While we explored different options for continuing the Collaborative's programs and services, too many unknowns regarding future funding streams and the extended time to recover from the pandemic and to build programs ultimately led to the decision to dissolve.

In spite of the disappointment resulting from EDCO's financial challenges, there were many bright spots at EDCO. In our three academic programs, North Crossing Academy, the Deaf and Hard of Hearing Program, and the Boston Youth Alternative Program, our educators and support staff were able to provide our students with strong programs that met their academic and social-emotional needs, even during times of remote and/or hybrid learning.

Moreover, other programs such as IDEAS and the Education Leadership Institute (ELI) had successful years that may have even benefited from being virtual! Lastly, our grant programs, the New England High School Equivalency Project (HEP) and the Special Education Surrogate Parent Program (SESPP), were able to quickly pivot and provide robust services remotely.

Although EDCO is dissolving, we pursued options for many of our programs to continue, but with new partners. The programs developed by EDCO were valued and respected by students, families, and school districts. While we were not able to resolve the financial and operational challenges in a cost effective way, partnering these programs with other organizations has ensured that EDCO's legacy continues to impact future students and educators. With the exception of the High School Equivalency Program, which is being discontinued in New England, all our programs and students have new "homes."

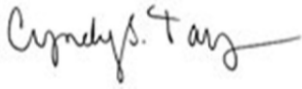
- Deaf and Hard of Hearing: CAPS Collaborative and Newton Public Schools
- Boston Youth Alternative: Boston Public Schools
- IDEAS: Massachusetts Association of School Superintendents
- ELI: ACCEPT Collaborative
- SESSP: C.E.S. Collaborative
- Wrentham Rehabilitative: Hope Clinical Care (Illinois)

Additionally, our students from North Crossing Academy have been placed by their sending districts in similar programs throughout the region.

As we work to complete the tasks involved with dissolving the collaborative, The Management Solution, hired by the Board in February 2020 to oversee their business office, has been a valued resource. Marc Richard, Contracted Business Manager, was involved in the dissolution of another collaborative and has brought, and will continue to bring, his experience to the process through June 30, 2022.

I would like to thank both the Board of Directors and the Advisory Board for their commitment to EDCO's mission. For over fifty years, EDCO has been a vital and respected partner to member districts. The decision to dissolve was not made cavalierly and only after many hours of discussion and reflection. While the organization itself will be terminated, the programs, services, and professional development provided over its long history will continue to impact your communities for many more years.

Respectfully Submitted,



Cyndy Taymore
Interim Executive Director



EDCO'S COLLABORATIVE'S MISSION & VISION

Since 1969 EDCO's Mission has been to:

Improve education through inter-district 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 Vision:

- *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

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 interdistrict and interagency 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 1980'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.



GOVERNANCE & LEADERSHIP

A Board of Directors that includes one voting representative from each member district governs EDCO Collaborative. District School Committees vote annually to appoint either a School Committee member or the Superintendent to EDCO's Board of Directors.

BOARD OF DIRECTORS

District	Name & Title	Position
Acton-Boxborough	Peter Light, Superintendent	Board Member
	Tessa McKinley, School Committee	Advisory Member
Arlington	Kathleen Bodie, Superintendent	Board Member & Advisory Member
Bedford	Philip Conrad, Superintendent	Board Member
	Ann Guay, School Committee	Advisory Member
Belmont	Amy Checkoway, School Committee	Board Member
	John Phelan, Superintendent	Advisory Member
Brookline	Helen Charlupski, School Committee	Board Member
	James Marini, Superintendent	Advisory Member
Carlisle	James O'Shea, Superintendent	Board Member & Advisory Member
Concord	Laurie Hunter, Superintendent	Board Member
	Sara Wilson, School Committee	Advisory Member
Concord-Carlisle	Laurie Hunter, Superintendent	Board Member
	Sara Wilson, School Committee	Advisory Member
Lexington	Julie Hackett, Superintendent	Board Member
	Kathleen Lenihan, School Committee	Advisory Member
Lincoln	Rebecca McFall, Superintendent	Board Member
	Trintje Gnazzo, School Committee	Advisory Member
Lincoln-Sudbury	Bella Wong, Superintendent	Board Member
	Ellen Joachim, School Committee	Advisory Member
Newton	Tamika Olszewski, School Committee	Board Member
	David Fleishman, Superintendent	Advisory Member
Sudbury	Brad Crozier, Superintendent	Board Member
	Lisa Kouchakdjian, School Committee	Advisory Member
Waltham	Brian Reagan, Superintendent	Board Member
	Margaret Donnelly, School Committee	Advisory Member
Watertown	Deanne Galdston, Superintendent	Board Member
	John Portz, School Committee	Advisory Member
Weston	Marguerite Connolly, Superintendent	Board Member & Advisory Member

ADMINISTRATIVE TEAM

Cyndy Taymore, Interim Executive Director

Marc Richard, Contracted School Business Manager, The Management Solution

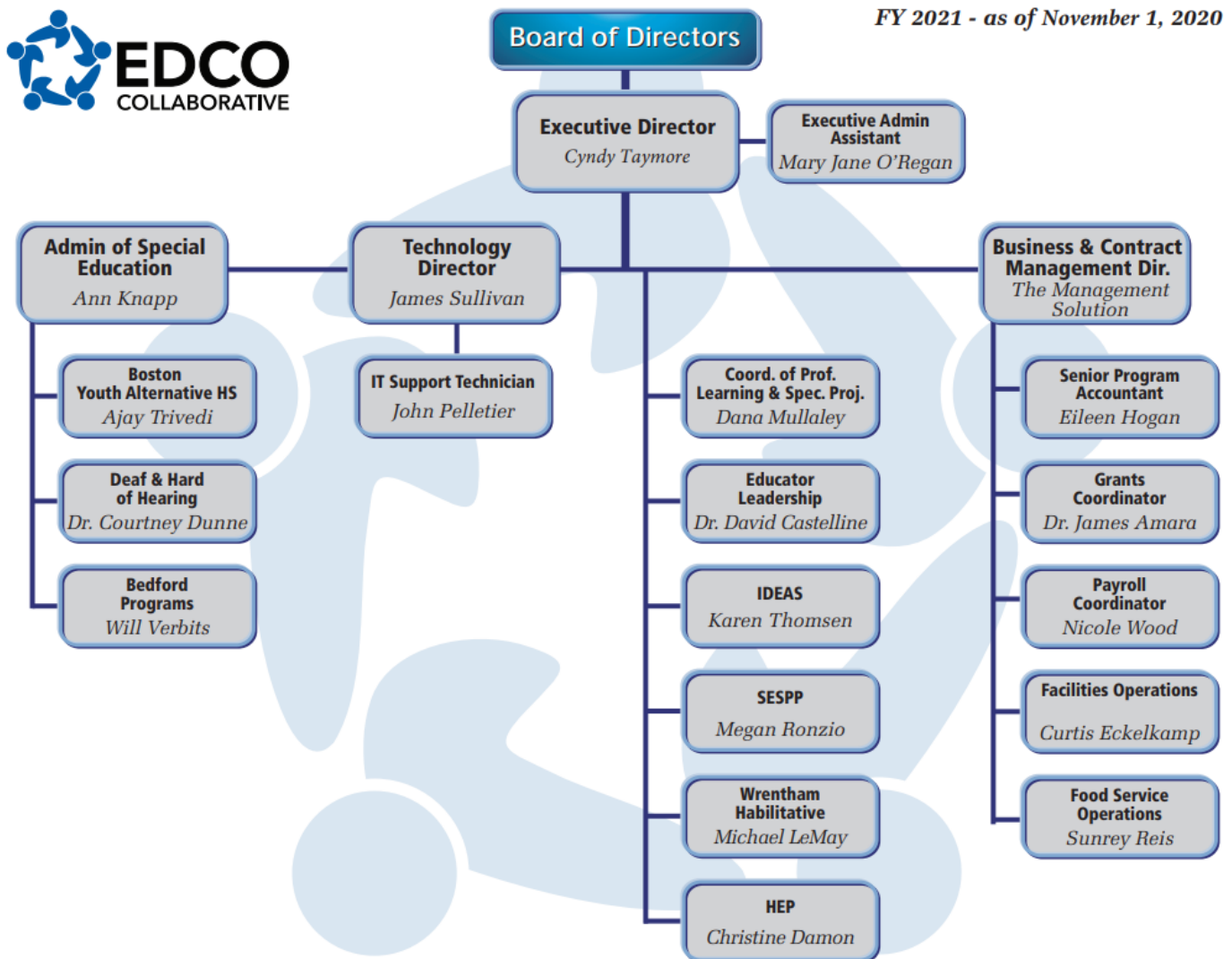
Ann Knapp, Special Education Administrator

STANDING COMMITTEES/ADVISORY COMMITTEES

Executive Finance Committee

The Executive Finance Committee meets with the EDCO Leadership Team prior to each Board meeting to discuss matters that will be considered by the Board of Directors. The committee reviews finances, policies, and other relevant information in order to make recommendations to the Board. The Executive Finance Committee also prepares the Executive Director's annual evaluation for presentation to the Board and makes recommendations on salary and benefits.

EDCO COLLABORATIVE ORGANIZATIONAL CHART – FY21



EDCO COLLABORATIVE DISTRICTS



Acton-Boxborough Regional School District
Arlington Public Schools
Bedford Public Schools
Belmont Public Schools
Brookline 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
Weston Public Schools

PROGRAMS AND SERVICES

Special Education Programs

EDCO Collaborative Objective:

- To provide day programs and other services for students with low-incidence disabilities
- Improve education through interdistrict interagency collaboration
- Provide high quality education and related services to students at risk
- Enhance equity, intercultural understanding, and equal opportunity in education

Progress Toward Objective:

EDCO Collaborative offered several special education programs to meet the district's needs for programming for students with low incidence disabilities. These programs were the EDCO Program for the Deaf and Hard of Hearing, North Crossing Academy Therapeutic Day School, North Crossing Academy 45-Day Therapeutic Program, and Academy for Career Pathways.

The EDCO Program for the Deaf and Hard of Hearing offered opportunities for students to be included in general education classes located within the public school district where the program was housed, thus ensuring students were placed in the least restrictive educational environment.

***Strength in Diversity,
Quality through Collaboration***

OFFICE OF ADMINISTRATOR OF SPECIAL EDUCATION
AT EDCO COLLABORATIVE
Ann Knapp, Special Education Administrator

During FY21 the Office of Administrator of the Special Education focused on supporting the EDCO's mission through:

- Regulatory Compliance
- Staff Licensure
- Moderate Special Education Dual Licensure Cohort Coordination and Instruction
- Completion of the IEP Improvement Project's Stakeholder Engagement Contract
- Provision of Ancillary Services to Member Districts
- Pedagogical Consultation

Regulatory Compliance

During the academic year there continued to be a sharp reduction in serious incidents requiring submission of Form 2, *PUBLIC AND PRIVATE DAY OR RESIDENTIAL SCHOOL PROGRAM INCIDENT REPORT*, to DESE. The reports filed were the result of the need for medical intervention, student elopement, and police response as a precautionary measure.

EDCO staff worked closely with school districts to schedule IEP reevaluations and team meetings prior to mandated completion dates. IEPs were completed by the collaborative's special education staff and provided to districts within regulatory timelines. Due to the closure of programs at the end of this academic year, resulting from the Board of Directors decision to dissolve the collaborative, program staff assisted districts in student placement through informal consultation and team meetings. All students who continue to be eligible for special education had appropriate placements for the 2021-2022 school year.

Staff Licensure

During the FY21 academic year all EDCO teaching, related services, and administrative staff were either fully licensed or in possession of a waiver for their professional role.

Moderate Special Education Dual Licensure Cohort Coordination and Instruction

The first EDCO dual licensure cohort completed 150 contact hours and achieved mastery of all competencies required to apply for licensure as teacher of students with moderate disabilities 8-12. The cohort included science, English, social studies teachers, licensed in their content area, as well as two licensed counselors. The 150 contact hours were divided into:

- Pre and post session reading and reflection assignments
- Small group mentoring sessions with instructor
- Classroom implementation of specially designed instruction and differentiation
- Documentation of and reflection on above
- Final project

Upon completion cohort members began the process for securing a DESE initial teacher's license in Moderate Disabilities, 8-12.

Completion of the IEP Improvement Project's Stakeholder Engagement Contract

During the 2020-2021 school year, EDCO Collaborative completed its role as the vendor for the Stakeholder Engagement portion of DESE's IEP Improvement Project. EDCO, in collaboration with DESE, was responsible for ensuring that all who participate in the IEP processes had opportunities to provide feedback to DESE about the new processes and related documentation by:

- Identifying appropriate stakeholders and coordinating invitations to apply to be a stakeholder
- Developing and disseminating the applications for all stakeholder groups
- Choosing stakeholders
- Scheduling, holding, and documenting all stakeholder meetings
- Collecting and organizing raw data from the meetings prior to providing the information to DESE
- Creating multiple document review guidance prompts for the draft ISERS document
- Provision of a final report documenting the overarching strengths, concerns, questions, and recommendations identified by the stakeholders.

Provision of Ancillary Services to Member Districts

During FY21 the Office of Administrator of the Special Education and the Information Technology Department, coordinated Edgenuity online learning for member and non-member districts. North Crossing Academy staff provided special education support for eligible students. EDCO also coordinated all Proportional Share Services for Newton Public Schools.

Pedagogical Consultation

This year Ms. Knapp, in her role as Special Education Administrator, provided consultation to the EDCO Programs on differentiation strategies, incorporating the use of formative assessment into class groupings, the link between learning/academic challenges, and student behavior and positive behavioral supports.



EDCO PROGRAM FOR THE DEAF AND HARD OF HEARING

Located at F.A. Day Middle School and Newton North High School, Newton, MA
Dr. Courtney Dunne, Program Director

The EDCO Program for the Deaf and Hard of Hearing (DHH) served students who are deaf or hard of hearing in grades 6 through 12. Located within Newton Public Schools, students were offered a full range of services with opportunities for small group (sub-separate) instruction and full inclusion in the general education setting. The program provided services designed to meet individual learning needs with a specific regard for language, communication modality, and choice of amplification. Teachers of the deaf provide specially designed instruction in the small group setting and consultative services to general education teachers. Educational interpreters provided language access to students who use American Sign Language (ASL) as their primary mode of communication. All general education classrooms were equipped with infrared soundfield amplification systems, providing greater access for our students who use audition and spoken English. Multiple students used their district provided Hearing Assistive Technology (HAT) which often consists of hearing aids or cochlear implants and an FM system. In the 2020-2021 school year, the Deaf and Hard of Hearing Program served 13 students.

In a continued effort to expand services and meet the needs of the larger community, the EDCO Program for the Deaf and Hard of Hearing provided outreach services to member and non-member school districts. The program provided quarterly consultation for an elementary-age student in the Winchester Public School District and regular outreach interpreting services for our host and member district, Newton. Program expansion, both in breadth and depth of services provided on-site and to member and non-member districts has been a major program goal. Due to the global pandemic, we were unable to meet this target.

Aligned with Newton Public Schools, the DHH Program followed the return to school model of its host schools, FA Day Middle School and Newton North High School. For the majority of the academic year, the program operated in a distance learning model with synchronous and asynchronous opportunities and a hybrid model with two in-person days and 3 remote days. Middle School Students transitioned from a distance learning model to a hybrid model on Monday, November 16, 2020. A second transition to a 5-day full in-person model with the option for distance learning happened on Wednesday, April 28, 2021. The high school program transitioned to hybrid on January 27, 2021 and 4-day in-person model with one remote day on Monday, April 26, 2021. In all models, the program exceeded the time-on-learning requirements.

Throughout the pandemic, the DHH Program continued to provide a full range of instructional and support services, while creating unique opportunities for students to engage socially in a virtual platform. One student graduated from the program in January 2021 and three additional students graduated in June 2021, all earning high school diplomas from Newton North High School.

Program Highlights for FY21:

- Interdisciplinary staff: Teachers of the Deaf, Educational Interpreters, Counselor, Speech and Language Pathologist
- Participation in general education courses in Newton Public Schools
- Participation in self-contained class geared towards small group specially designed instruction
- Training and support in use of Hearing Assistance Technology (HAT)
- RedCat Infrared Technology in all classrooms
- Critical mass of age-appropriate peers and common language users
- Training and support for Newton general education teachers with a specific regard for instructional tools and recommendations for remote learning

- ASL Clubs at the middle school and high school level
- Deaf History and Deaf and Hard of Hearing Identity Development
- Academic Support provided by Teachers of the Deaf
- Specialized Counseling and Speech and Language Services
- ASL and English Literacy
- Transition services
- Participation in Newton Public School's comprehensive Career and Vocational Technical Education (CVTE) program
- Full range of extra-curricular offerings, including varsity athletics
- Social Events promoting involvement in the Deaf Community
- Outreach consultative services related to serving deaf and hard of hearing students in the public school system

The Deaf and Hard of Hearing Program serving students in grades 6-12 will continue to operate in Newton, MA under CAPS Collaborative.



NORTH CROSSING ACADEMY -- THERAPEUTIC DAY PROGRAM

Located at 36 Middlesex Turnpike, Bedford, MA

Will Verbits, Program Director

The North Crossing Academy Therapeutic Day Program (NCA) offered a range of services for students in grades 6-12 who were diagnosed with clinical mental health emotional issues that adversely impact their daily performance in the classroom academically as well as socially and emotionally. NCA offered a comprehensive Therapeutic Day School Program that provided educational instruction to students with unique academic, emotional, and social challenges by offering a highly structured therapeutic environment while maintaining academic integrity. The program was dedicated to helping students reach their full potential by fostering individuality and personal growth within a safe and supportive learning community. Students participated in individual and small group learning which was interactive and frequently 'hands on' to foster success that students had previously not found in larger environments. Members of our program clinical team provided individual and group counseling using successful evidence-based strategies. Treatment modalities included but were not limited to: Dialectical Behavior Therapy (DBT), Cognitive Behavior Therapy (CBT), as well as therapies designed to help students deal with issues related to trauma, gender identity, emotional dysregulation, and family issues. These counseling services are designed to support students in building skills of independence, problem solving, making positive choices, and to prepare them for life beyond high school. NCA was committed to promoting diversity, acceptance, and a sense of community for our students. In the 2020-2021 school year a total of 27 students were served in the program. However, as the school year progressed, enrollment declined as changes in student placements occurred with the announcement of EDCO's dissolution.

Program Highlights for FY21:

- Licensed special education and/or regular education teachers with content area expertise.
- Small student to staff ratio with frequent 1:1 academic support.
- Individualized and multi-modal approaches to teaching.
- Mental health services offered in 1:1 and small group settings.
- Commitment to engaging reluctant and discouraged learners.
- Targeted instruction in college and career readiness skills.
- Staff met daily to collaborate across the program about student and daily events.
- Creative electives including Expressive Art, Music, Creative Writing, and Conspiracy Theories History.
- Direct instruction to help students identify emotional and social responses to stressors and to learn new coping skills.
- Interventions focused on self-monitoring and self-management of responses to daily stress.
- Access to multiple types of technology throughout the day and throughout school settings.
- Community trips designed to practice and reinforce skills learned took place but were scaled back to 1:1 outings due to COVID-19 pandemic and site-based COVID-19 restrictions.
- Consistent ongoing communication with the school district, family, and outside providers.

During the 2020-2021 school year programming was 100% in person unless a family elected to have their student participate remotely.

- Program staff provided synchronized teaching access to remote learners.
- All community meetings were held virtually daily, just before the close of the school day.
- Students' attendance and engagement in remote learning was monitored regularly. If a student was not engaged in remote learning, parents were contacted by administration and/or clinical counselor
- Sending school districts were kept informed of students' engagement in remote learning.

The program closed in June of 2021 and all students who were eligible for special education had appropriate placements for the 2021-2022 school year.



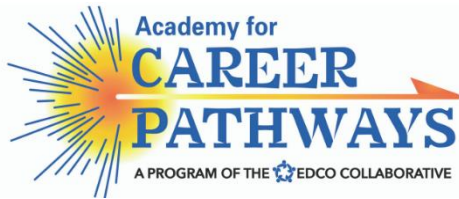
NORTH CROSSING ACADEMY -- 45-DAY THERAPEUTIC PROGRAM
Located at 36 Middlesex Turnpike, Bedford, MA
Will Verbits, Program Director

The 45-Day Assessment Program served students in grades 6-12 who were referred by their school districts for an in-depth analysis of learning, social, emotional, and behavioral needs. Our small student population enabled the 45-Day Assessment Program staff to provide individualized academic instruction as part of the evaluation, keeping the student on track with their school curriculum. Curriculum guidelines were obtained from the students' home district and lessons designed to keep the students current in their academic schedules. The 45-Day Assessment Program utilized EDCO clinical staff to support students while evaluating their psychological status. Our clinical staff provided individual and group counseling using evidence-based strategies. Treatment modalities included but were not limited to: Dialectical Behavior Therapy (DBT), Cognitive Behavior Therapy (CBT), as well as therapies designed to help students deal with issues related to trauma, gender identity, emotional dysregulation and family issues. Students in the 45-Day Assessment program participated in counseling groups within the milieu of North Crossing Academy. Participation in these groups allowed staff to evaluate peer interactions and relationship skills as part of their comprehensive evaluation of social-emotional skills. Depending on the referral questions provided by the school district, assessment services included but are not limited to: classroom observations, clinical observations, structured interviews with the student, their family or caregivers, school district staff and collateral agencies and outside providers. Staff conducted clinical inventories and cognitive and academic testing if needed. At the end of the 45-Day Assessment, staff produced a thorough written assessment which offers the school district, student, and their parent(s)/guardian(s) specific recommendations for maximizing and fostering student academic, emotional, behavioral, and social gains in a school setting. During the 2020-2021 school year a total of 2 students were served in the program. One student transferred into the North Crossing Academy and the other student withdrew from the program.

Program Highlights for FY21:

- Formal and informal assessment measures were matched to district referral questions and student needs.
- Commitment to engaging reluctant and discouraged learners.
- Placement culminated with a thorough written academic and psychosocial report.
- Staff met daily to collaborate across the program about student and daily events.
- Students were encouraged to identify their emotional and social response to stressors and learn new coping strategies.
- Opportunities to participate in larger group setting outside of the 45-Day Assessment Program to facilitate social interaction and to increase evaluation settings.
- Interventions focused on self-monitoring and self-management of responses to daily stress.
- Access to multiple types of technology throughout the day and throughout school settings.
- Consistent ongoing communication with the school district, family and outside providers.

The program closed in June 2021.



ACADEMY FOR CAREER PATHWAYS
Located at 36 Middlesex Turnpike, Bedford, MA
Will Verbits, Program Director

Career Pathways was a program designed for students between 18-22 years of age. To be eligible for the Career Pathways Program, students had to have passed a minimum of one MCAS exam. Students were able to participate in the following vocational/transition program options:

Vocational Programs:

- Drafting – CAD/3D Printing – Manufacturing
- Culinary Arts
- Health Occupations (Certified Nursing Assistant)

Transitional Programs:

- School to Post Secondary Transition Program
- School to Work Transition Program

The Career Pathways Programs provided students with outstanding educational programming to further their education and engage in career planning while also preparing for the transition into adult life. Students in the Career Pathways program received vocational/transition programming part of their school day while the other part of the day is scheduled with academic classes and/or transition counseling support with EDCO's Transition Specialist. All departments within this program followed the MA DESE Guidelines for 18-22 Transition requirements.

Program Highlights for FY21:

- Earned Career and Vocational Certifications
- Learned transitional skills through a school to work framework
- Participated in seeking job placements
- Identified career interests
- Learned public transportation, resume building, and interviewing skills
- Consultation with School Districts on Transition Service

For FY21, the Career Pathways Program enrolled five students. All five students participated and completed the Culinary Arts Program. Students in the program were able to gain hands-on training in collaboration with the Culinary Department as part of this program. Due to low enrollment the CAD/3D Printing and Health Occupations programs were not run in FY21. All programs closed in June 2021.

DISTRICT BASED SERVICES



IDEAS

Initiatives for Developing Equity and Achievement in Students

Karen Thomsen, Director

The IDEAS program continued to grow this year, both in terms of expanding offerings and extending its reach beyond EDCO member districts. In FY21, IDEAS was pleased to work with non-member districts and collaboratives including Crest Collaborative, Chelmsford, Framingham and Norfolk as well as its 11 IDEAS member districts and EDCO's 16 member districts. Over 550 educators participated in one of the 28 IDEAS courses held in FY21 including 20 sections of IDEAS 1. In addition, IDEAS created two new 6-hour seminars - *Anti-Racist Decision Making Strategies for School Leaders* and *Racism in the Arts*.

While most of the IDEAS work is still primarily based in schools and districts, our client base continues to expand providing services to day camps, community adult education programs, non-profit organizations and church groups. Due to COVID-19 restrictions, all graduate courses, workshops, seminars, consultations were held via Zoom yet remained well-attended. The IDEAS MALAANA group and book group remained well attended throughout the school year as well.

Participants have found the IDEAS courses both enjoyable and relevant to their practice. Below are some of the comments from IDEAS 1 course participants:

"As I reflect on the readings, the videos, and the conversations, I feel transformed in my personal thinking, and most importantly in the way I view my students. I feel empowered in my ability to connect and educate the multi-racial student body in my classroom and in my school."

"Thank you for a great class. I truly enjoyed everything about it, and believe I'll be a better teacher because of it. I especially want to thank you for sharing your own personal and professional experiences with us"

"I want to tell you how much I enjoyed your course. Your manner and approach is relaxed but rigorous. The material is profoundly important, now more than ever... For me personally, this course has been an opportunity for personal and professional growth, as I feel I have plateaued in my teaching practice over the past few years."

When asked what they will do differently as a result of participating in various IDEAS classes, participants stated the following:

- Normalize discussions about race with my young students
- Consider the perspectives of students of color
- Find more diverse texts/resources for my classroom
- Go into every new year with a mindset that I am going to get to know all of my students and especially students of color
- Use strategies to make families feel valued and appreciated
- Try to create a safe space for all students
- Use my white privilege to be an ally to others
- Be intentional about addressing microaggressions
- Be brave to have difficult conversations about all “isms” with colleagues and students, even though they may not always end “tied up with a bow”
- Incorporate more perspectives into my curriculum
- High expectations/high support for my students of color
- Confirm the feelings and frustrations of my students of color and their parents when being apprehensive of schools and how racism affects their success
- Re-examine my identity regularly and provide space for my students to do the same
- Give feedback that validates while pushing for rigor
- Keep challenging my own assumptions and biases
- Meet with parents of my students of color, consider home visits in August
- Discuss affinity groups at school
- Re-work curriculum to connect to all students
- Help colleagues understand that privilege doesn’t mean that you never worked hard, it means that your skin color never inhibited you

Due to the closing of EDCO Programming, as of July 1, 2022 the IDEAS Program will be partnering with the Massachusetts Association of School Superintends (MASS).

THE EDUCATOR LEADERSHIP INSTITUTE

Dr. David Castelline, Director

This has been an unusual and yet successful year for the Educator Leadership Institute (ELI). We have made a smooth and effective transition to remote learning for both Cohorts 18 and Cohort 19. Cohort 18 has participated in remote learning for approximately 85% of their ELI experience and Cohort 19 experienced only remote classes at the start of their program in January of 2021. Cohort 18 completed ELI remotely in the spring of 2021 while Cohort 19 completed the spring semester remotely and transitioned to in person classes over the summer of 2021.

Some of the biggest changes for ELI in FY21 have been in our faculty. With the lead instructor for two courses stepping away, Mr. Tom Gwin moved from an assistant instructor to a lead instructor. Ms. Laurie Kirby was hired as the new assistant instructor to work with Mr. Gwin. As the result of another faculty departure, Dr. David Castelline assumed the role as lead instructor for the Supervision and Evaluation course. Dr. Henry Turner and Ms. Eva Thompson also assisted in teaching this course. As in past years, the ELI program has continued to execute a transition process where the assistant course instructors participate as apprentices for a year before becoming the lead instructors.

In FY21, the program graduated 34 participants in the ELI program who will receive their Principal/Assistant Principal license from DESE. This will make more than 520 licensed school leaders that the ELI Program has prepared through the years with over 200 serving in various leadership roles in local school districts.

Also, in FY21 the ELI Program was able to recruit 25 diverse and skilled candidates to make up Cohort 19. The recruiting process was limited and unique due to the pandemic, but the program is pleased to build on the reputation of ELI to gather this new cohort.

Starting with the summer 2021 courses, the ELI Program will be partnering with ACCEPT Collaborative.

EDCO COLLABORATIVE FY21 Tuition Rates -- Annual and Per Diem

<u>Program</u>	<u>Type</u>	<u>Annual</u>	<u>School Year</u>	<u>Per Diem</u>
		<u>Rate</u>	<u>Days</u>	<u>Rate</u>
Deaf & Hard of Hearing	Member District	\$62,805.00	170	\$369.44
	Non-Member District	\$75,366.00	170	\$443.33
North Crossing Academy	Member District	\$62,300.00	170	\$366.47
(NCA)	Non-Member District	\$74,760.00	170	\$439.76
45 Day Assessment	Member District, Daily Rate Only		n/a	\$366.00
	Non-Member District, Daily Rate Only		n/a	\$440.00
Center of Academic, Behavioral & Character Development	Member District, Daily Rate Only		n/a	\$160.00
(ABCD)	Non-Member District, Daily Rate Only		n/a	\$190.00
Academy for Career Pathways	Member District	\$48,600.00	170	\$285.88
	Non-Member District	\$58,320.00	170	\$343.06

FY21 Tuition Rates - Approved by EDCO Board of Directors

COST COMPARISON EDCO Special Education Programs/ Comparable Private Day Programs

Program Rate	Daily	Program	Daily Rate	Program	Daily Rate
EDCO Deaf & Hard of Hearing	\$369.44	North Crossing Therapeutic Program	\$366.47	North Crossing 45-Day Therapeutic Program	\$366.00
Private Day	\$320.67	Private Day	\$364.00	Private Day	\$384.17
Private Day	\$338.41	Private Day	\$366.10	Private Day	\$287.74
Private Day	\$342.25	Private Day	\$416.28	Private Day	\$407.32
Private Day	\$399.09	Private Day	\$517.56	Private Day	\$416.26
Average	\$353.97	Average	\$406.08	Average	\$372.30

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 EDCO Collaborative community.

PROGRESS TOWARDS OBJECTIVES:

EDCO Collaborative partnered with state and federal organizations as an effort in achieving these objectives, by organizing, administering, and facilitating programs across Massachusetts, Vermont, New Hampshire, and Maine. These programs were the EDCO Youth Alternative Program, Wrentham Habilitative Services, Special Education Surrogate Parent Program, and New England High School Equivalency Program.

All of these programs offered opportunities for a partnership with the Department of Elementary and Secondary Education, Department of Development Services, Department of Children and Family, and Regional and Statewide Migrant Parent Advisory Councils. These programs supported out of school youth, at-risk students, and adults with disabilities. We were honored to be viewed as an organization that can serve these populations in our communities and beyond.

**Contracted Services and Grant Projects led by EDCO
in service to the Commonwealth of Massachusetts,
City of Boston and Member Districts**

Contract/Grant	Award Amount	Funding Year	Purpose of Grant/Allocation of Funds
High School Equivalency Program (HEP), Northern New England	\$400,833	FY2021	Contracted with the US Department of Education, EDCO partnered with the University of Vermont to provide tutoring, counseling and academic support services to ELL students preparing to take a high school diploma equivalency exam. EDCO served students and families in the states of Maine, Massachusetts, New Hampshire, and Vermont. This grant ended on June 30, 2021.
Special Education Surrogate Parent Program	\$405,800	FY2021	Working with public school districts statewide, EDCO recruited and trained volunteers to ensure that students with disengaged parents have fair and equal access to special education services. This grant ran through June 30, 2021. The program moved to the Collaborative for Educational Services in FY22.
Habilitative Services at Wrentham Developmental Center	\$2,142,109	FY2021	Contracted by the Massachusetts Department of Developmental Services, EDCO provided PT, OT, vision, and mobility habilitative services to the residential population living at the center. This grant ended on June 30, 2021.
Youth Alternative High School Program, Boston	\$743,279	FY2021	Contracted by the Boston Public Schools, EDCO provided a full, alternative high school academic and career counseling experience along with workplace transitioning to Boston's at-risk high school students. The contract with Boston Public Schools ran through July 31, 2021. Boston Public Schools will take over the program starting in the fall of 2021.

Title III Grant for EDCO District Consortia	\$42,009	FY2021	EDCO developed a consortia of interested member districts (Bedford, Concord, Lincoln, Sudbury, and Weston) to collaborate in applying for federal funding through MA DESE to provide supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children attain English proficiency and develop high levels of academic achievement in English as well as assist teachers/administrators to enhance their capacity to provide effective instructional programs. This grant ended on June 30, 2020.
2021 Workforce Capital Skills Grant	\$110,000	FY2021	EDCO Collaborative established the Academy for Career Pathways Program during FY20. With assistance from the FY21 grant EDCO furnished a test kitchen for the Culinary Arts vocational program. This initiative included strong links to academic and student support services that provided students with the opportunity to graduate with a high school diploma or GED along with dual certifications recognized within the industry. This grant ended on June 30, 2021.
IEP Improvement Project - Stakeholder Engagement	\$147,268	FY2021	DESE Contracted with EDCO to facilitate an extensive stakeholder engagement program in support of their IEP Improvement Project. The goal of this project was for stakeholders to help re-envision the entire special education process, from referral through exit. This contract ended June 30, 2021.
Teachers 21/Experienced Special Education Administrator Institute	\$53,487	FY2021	EDCO partnered with Teachers21 for a three year contract to provide a professional development program to those special education administrators who have been in this role for a minimum of 5 years. EDCO Collaborative provided the facilitation of the program and partners with Teachers21 in the tracking, enrollment, recruitment, and financial stability of the program. This contract ended on June 30, 2021.



EDCO YOUTH ALTERNATIVE PROGRAM

Located at 23 Walker Street, Charlestown, MA/35 Warren Street, Brighton, MA
Ajay Trevedi, Program Director

The mission of EDCO Youth Alternative (EYA) was to educate young people and guide them toward their goals of a high school diploma and a successful step beyond graduation. The program worked to create a diverse community and supportive environment that empowered students to work through difficulties, learn academic and life skills, and become advocates for a promising future.

Program Highlights for FY21:

In August of 2020, the Youth Alternative Program moved from its temporary two-year placement in Charlestown to a new location, in a dedicated space within the Boston Public Schools at Brighton High School. This transition, in conjunction with the COVID-19 pandemic, created conditions for a doubly challenging year.

Since March 2020 and at the outset of the 2020-2021 school year, Youth Alternative staff have supported students through the chronic stressors and ongoing traumatic impact of our country's racist violence and the disproportionate impact of the pandemic on communities of color. Our remote learning plan was rooted in healing-centered engagement of students, seeking to meet their holistic basic needs as a foundation to meeting their learning needs.

The program in FY21 began with an enrollment of 39 students and graduated two students midyear. Due to the pandemic, referral and intake processes slowed through Boston's Re-Engagement Center, which resulted in an under-enrollment for the program's capacity of 65 students for the academic year. As we strived to better our remote learning practices, EDCO staff participated in a series of professional development series this year centered on antiracist equity, instructional technologies, and Universal Design for Learning.

Boston Public Schools (BPS) will take over the Youth Alternative program beginning in the fall of 2021, to be housed within Brighton High School as an education option for BPS students. The program will continue to draw upon its school-to-career roots and employ a portfolio-based approach to learning and assessment. The current model has been a product of work in partnership with other Boston alternative high schools and consultation from the national network, Big Picture Learning, to build a master schedule, advisory structure, and learning process which culminates in an individualized internship for every student. This model was launched in September of 2019 and is supported by a School Solutions Seed Fund Grant from EdVestors along with two partner schools. This was interrupted by school closures in March of 2020 due to the COVID-19 pandemic, though BPS will work to continue this initiative within the new program. EDCO Youth Alternative staff worked with students and families to ensure a smooth transition and school or program placement for 2021-2022 school year.

WRENTHAM HABILITATIVE SERVICES

Located at the Wrentham Developmental Center, 131 Emerald Street, Wrentham, MA
Michael LeMay Director

EDCO's Habilitative Services Program at Wrentham Developmental Center (WDC) was dedicated to providing therapeutic services to over 198 adult residents with intellectual disabilities, through a grant awarded by the Department of Developmental Services. The Habilitative Services provided by the team include adapted physical education, occupational therapy, physical therapy, and orientation and mobility. Through these services, the team provided residents significant opportunities for improved health, safety, recreation, and leisure throughout the year. Although the majority of the therapies were preventive and designed to maintain or improve a resident's current level of functioning, treatments were also provided to individuals with major short-term acute and rehabilitative needs as well as to individuals following surgeries, fractures and community hospital stays.

In addition to caring for the residents, EDCO team members provided ongoing training and orientation for WDC employees in their respective therapeutic areas, such as wheelchair safety and mechanical lifts, dysphagia, sensory integration/sensorimotor processing, fitness equipment, sensitivity to vision impairment and blindness, techniques of orientation and mobility and eyeglass maintenance. Similarly, team members provided consultation for the purchase of appropriate durable medical equipment, bathing/showering equipment, beds and mattresses, adaptive technology programs and other adaptive equipment required by the unique needs of the residents.

As active participants in a number of WDC committees, including Health Care, Risk Management, Training, Dementia and Bereavement, the team demonstrated leadership by sharing their expertise in each respective focus area. The team also impacted the greater community by providing consultations and evaluations to residents in the community.

Program Highlights for FY21:

- The Adapted Physical Education (APE) team provided movement and exercise opportunities to 62 residents per month, including direct services, ensuring safe and effective program implementation and group programs. Additional accomplishments by the APE team included:
 - A modified (COVID safe) "Drums Alive" program was completed in a small group first outdoors under the pavilion and then in the gym. This upbeat movement program was offered weekly to a small group of residents and their staff.
 - Work on a COVID plan for gross motor rooms across campus, the facility fitness center and gym to meet new COVID guidelines.
- The Occupational Therapy (OT) team provided direct and consultative services to an average of 172 residents per month. Additional accomplishments by the OT team included:
 - Trained new staff starting during the pandemic.
 - Provided assistive technology evaluations.
 - Completed occupational therapy evaluations for consumers living in the community.
 - Evaluated bathing and recommended equipment/environmental modifications to meet the safety needs of the complex individuals residing at WDC.
 - Provided in person therapy during the pandemic and a telehealth consultative model when appropriate.
 - Worked with NSM and PT to obtain new wheelchairs for individuals.
 - Worked with ATRC and PT to make needed modifications to existing wheelchairs.

- The Physical Therapy (PT) team provided direct and consultative services to an average of 174 residents per month. Additional accomplishments by the PT team included:
 - Coordinated and attended Orthotic Clinics.
 - Completed physical therapy evaluations for consumers living in the community.
 - Provided in person therapy during the pandemic as well as used a telehealth consultative model when appropriate.
 - Worked with NSM and OT to obtain new wheelchairs for individuals.
 - Worked with ATRC and OT to make needed modifications to existing wheelchairs.
- The Orientation and Mobility (O&M) Assistants Team provided direct services to 16 residents per month.



SPECIAL EDUCATION SURROGATE PARENT PROGRAM

Megan Ronzio, Director

Working in conjunction with DESE

Despite the challenges encountered with the COVID-19 pandemic and school closures, the SESP Program (SESPP) continued to make progress towards all goal areas.

- The SESP Program transitioned program documents and procedures to a virtual format, allowing for more uniformity, decreased paper and postage costs, and for a more seamless transition between in-office and remote work.
- The SESP Program provided training on the program and on communication strategies when working with state-involved students to 35 district special education administrators at a special education leadership institute through Academic Discoveries.
- The SESP Program conducted outreach to districts to identify students who may meet the eligibility criteria for the SESP Program as an “Unaccompanied Homeless Youth.” The SESP Program Director attended the Regional Homeless Liaison meeting on 2/25/21 to give information around the referral process. An Info Sheet was also developed and distributed.
- The SESP Program gave two trainings to Worcester County CASA advocates on the program and referral process.
- The SESP Program has continued to implement multiple initiatives around case management objectives, including:
 - Development of a FAQ info and resource sheet on COVID and educational matters that was distributed to all appointed SESP as part of our case management activities, and by the RTSC as part of their broader SESP support and training outreach.
 - Distribution of student assignment information to all Department of Children and Family (DCF) area offices for staff to utilize when working remotely, and by contacting all appointed SESP individually via email to provide COVID related resources and documents and encourage engagement in the remote learning process.
 - An outreach project to all DCF area offices with the goal of confirming student eligibility status and updating social worker contact info for every assigned student. Responses were received from 26 of 29 area offices (a 90% response rate), and included approximately 92% of all SESP-assigned students.
 - An average of 325 students per quarter had case management activities conducted around their case.

The SESPP also reports on program performance in six areas to the Department of Elementary and Secondary Education (DESE) on a quarterly basis. Information for FY21 is as follows:

1) SESPP staff will participate in training on Special Education topics and related requirements, and conduct training and outreach to collateral agencies on the SESP Program.

SESPP staff participated in over 30 trainings, webinars, and conferences around issues such as COVID-related education updates, special education law at the state and federal level, and cultural competency in education. Outreach efforts were conducted to various DCF offices, school districts, regional DESE teams, congregate care facilities, and CASA offices.

2) SESPP will appoint individuals willing to act in the role of SESP.

New referrals and SESP assignments in FY21 showed a slight decrease compared to prior years, as schools and DCF offices were closed due to COVID-19 and most students did not participate in in-person learning for a significant portion of the year. As of the end of the 3rd quarter, 487 students were referred or re-referred to the SESP Program. We anticipate another 150 referrals before the close of the 4th quarter, as students return to in-person learning. SESP's were appointed to 259 students as of the close of the 3rd quarter.

3) Eligible students will receive SESP's in a timely manner.

Of the 259 students who were assigned to an SESP during the first 3 quarters of FY21, 99% were appointed an SESP within 30 calendar days of being determined eligible, an increase of 1% over last year. 95% were appointed an SESP within 14 calendar days of being determined eligible, an increase of 10% over last year.

4) Students are determined eligible promptly.

Contact was initiated by case coordinators to the custodial agent within 5 days of the receipt of the referral 100% of the time, in an attempt to determine eligibility promptly. Students were determined eligible within 5 days of referral 71% of the time. This is an increase over FY20's 58%.

The remaining 29% were delayed due to non-response on the part of the social worker, delay in getting the necessary paperwork from child-specific applicants, the student being in a state of transition, etc. Students were determined eligible within 30 days of referral 99% of the time.

5) Volunteer SESP's will be in greater number than paid SESP's.

Volunteers made up 92% of all SESP appointments, an increase of 2% over FY21.

6) SESP's report satisfaction with students' programs:

During the first 3 quarters of FY21, 301 appointments were ended. Sixty-one End Report Forms were returned to the SESP Program, reflecting a 20% return rate. Volunteers reported being Very Satisfied (V) or Satisfied (S) with the student's IEP in each of the following categories:

My concerns/recommendations were documented:	99%
I received progress reports and meeting notifications:	84%
The services on my student's IEP were provided:	92%
Overall Team process:	89%
I was valued as a Team member:	97%

These percentages are similar to, or slightly higher than, FY20.

After over 30 years with EDCO Collaborative, the Special Education Surrogate Parent Program will be transitioning to the Collaborative for Educational Services as of July 1, 2021.



NEW ENGLAND HIGH SCHOOL EQUIVALENCY PROGRAM

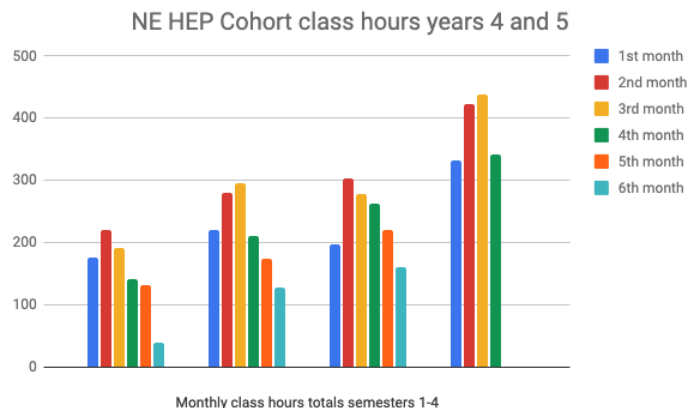
Located in Bedford, MA, New Hampshire and Vermont

Christine Damon, HEP Director

Since 2016, EDCO has held the New England High School Equivalency Program (NE HEP) grant, funded through the Office of Migrant Education of the US Department of Education. The program supported migratory and seasonal farmworkers prepare and test for the GED or HiSET in the 4 northern NE states. The program was a collaboration between EDCO, the state Migrant Education programs, the University of Vermont and World Education.

NE HEP's most significant accomplishment was the creation of an online educational model, the first in the country to do so without transitioning from a brick-and-mortar program. In years one and two individual, on-line tutoring was provided. In year three the program developed clusters of classes on specific topics taught virtually to small groups. In years four and five the program expanded to 5-month long, cohort class sequences. In the final semester, 46 virtual students have logged 1,535 class hours and have completed an additional 938 hours of homework within the program's Learning Management System.

Given the on-line format, the program was well situated to withstand some of the effects of the pandemic. Class hours continued to increase over the course of the four final semesters.



Other pandemic factors limited the program's success. In year four, 24% of students either contracted COVID-19 or had an immediate family member ill with the virus. Students suffered job loss, work hour increases and housing instability. Many testing centers at community colleges and adult learning centers around the region shut down, limiting the number of attainers in both years four and five.

One lesson learned is that one year is not enough time for most eligible students to complete their HSE. The program worked hard to retain students and was successful in doing so, but this meant that overall, the program served 155 students in the five-year life of the grant instead of the 335 projected.

NE HEP has produced 44 High School Equivalency attainers, with 7 more students scheduled for their final tests by the end of May 2021 and an additional 6-8 students planned to sit for their final tests in the month of June.

Following HSE attainment, the program works with graduates to achieve improved employment, post-secondary education or training. One NE HEP graduate is currently completing a Community Health Worker Certificate program at Holyoke Community College. Another graduate from Chelsea applied for a Home Improvement Contractor's license and is planning to open a small business. Overall, graduates of NE HEP have gone on to take classes at nine community colleges around the four-state region.

The New England High School Equivalency Program (NE HEP) grant was discontinued in New England.





MCSWINEY CENTER FOR PROFESSIONAL LEARNING

Located at 36 Middlesex Turnpike in Bedford, MA

Mission:

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

McSwiney Center Objectives:

- Establish and support networks and forums for sharing information, resources, and state-of-the-art theory and best 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 for FY21:

- Despite COVID 19 restrictions, EDCO reached 544 educators through EDCO sponsored professional learning programs via zoom, webinars and using online learning platforms.
- EDCO continued to support school districts around current DESE initiatives, including Sheltered English Immersion (SEI) Endorsement courses for teachers, and 15-hour workshops to meet the recertification requirements. EDCO offered three SEI Endorsement courses for general education teachers resulting in 49 educators receiving the SEI endorsement. Additionally, EDCO offered (9) specialized 15-hour courses assisting 134 educators to satisfy the recertification requirements for English Language Learning and Special Education.
- Working in partnership with our consultants, EDCO developed a new math webinar series which expanded outreach beyond Massachusetts and across the United States serving 260 participants. In addition, EDCO offered training at the start of the school year specifically designed to address distance learning.
- EDCO supported over 50 administrators through our annual legal workshop and a year-long professional development program for experienced Special Education Administrators.
- EDCO secured grant funding through the Title III Federal Grant which focuses on English language learning for four EDCO districts that would not otherwise have had access to the funds. The \$42,009.00 in funding supported before and after school and summer tutoring for ELLs as well as supplementary curriculum development at no cost to the districts. Districts also used the funds for PD and participation in the annual MATSOL conference.

- Each month, EDCO facilitators convened over 20 inter-district professional learning groups for content specialists, special educators, coordinators, and administrators. All meetings were held via zoom and providing remote opportunities increased attendance for many of the groups over previous years.

Leadership Roundtables:

EDCO's membership fee supported 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 were a key component of EDCO's professional learning. Frequently, requests were received from educators in non-member districts to join our groups. EDCO Collaborative Roundtables (job-alikes) were offered at no charge to member districts. Leadership roundtables included:

- School Committee
- Superintendents
- Assistant Superintendents for Curriculum and Instruction
- High School Principals
- Special Education Administrators
- School Psychologists
- Team Chairpersons
- Early Childhood Directors
- K-8 ELA Coordinators
- K-8 Math Coordinators
- K-8 Science Coordinators
- K-8 Social Studies Coordinators
- Technology Leadership
- Data Specialists
- Network Managers
- Technology Integration Specialists
- Library Coordinators/Teachers
- English Language Learners Coordinators
- BCBAs

Benefits for Member Districts:

- EDCO Collaborative's professional learning workshops and courses were offered at the lowest possible fee to cover the cost of the presenter and a modest overhead rate. On average, tuition was \$225 depending upon course length and provider fees. These rates compared favorably to other institutions where fees ranged from \$100.00 to \$1000.00.
- Rates at colleges and universities in our geographical area range from \$328.00 per credit at a public university to \$1556.00 at a private university. Through a partnership with Worcester State University, EDCO was able to provide an option for graduate credit for 16 courses for a much lower additional fee of \$125.00 to Worcester State University.
- Comparable job-alikes in EDCO's geographic area were offered for \$600.00-\$1500.00 for the year. EDCO roundtables provided a forum for professionals from districts with similar profiles to network and brainstorm issues and challenges. Attendees expressed their gratitude for the opportunity to reach out to peers who have experienced similar challenges, thus promoting collaboration.

EDCO MEMBERSHIP ASSESSMENT COMPARISON FY17 – FY21

DISTRICT	FY17	FY18	FY19	FY20*	FY21**
Acton-Boxborough	\$ 29,409	\$ 16,611	\$ 14,111	\$ 34,581	\$ 14,015
Arlington	\$ 28,455	\$ 16,482	\$ 13,982	\$ 36,212	\$ 14,676
Bedford	\$ 22,761	\$ 13,115	\$ 10,615	\$ 26,481	\$ 10,732
Belmont	\$ 26,494	\$ 15,108	\$ 12,608	\$ 31,879	\$ 12,920
Brookline	\$ 33,331	\$ 19,002	\$ 16,502	\$ 41,414	\$ 16,784
Carlisle	\$ 9,171	\$ 8,692	\$ 6,192	\$ 15,261	\$ 6,185
Concord	\$ 13,192	\$ 10,413	\$ 7,913	\$ 19,552	\$ 7,924
Concord-Carlisle	\$ 11,371	\$ 9,608	\$ 7,108	\$ 17,482	\$ 7,085
Lexington	\$ 31,798	\$ 18,374	\$ 15,874	\$ 40,224	\$ 16,302
Lincoln	\$ 14,953	\$ 8,797	\$ 6,297	\$ 15,505	\$ 6,284
Lincoln-Sudbury	\$ 13,628	\$ 10,000	\$ 7,500	\$ 18,259	\$ 42,780
Newton	\$ 44,283	\$ 25,276	\$ 22,776	\$ 56,670	\$ 22,967
Sudbury	\$ 18,415	\$ 11,364	\$ 8,864	\$ 21,462	\$ 8,698
Waltham	\$ 28,552	\$ 16,518	\$ 14,018	\$ 35,235	\$ 14,280
Watertown	\$ 22,680	\$ 13,084	\$ 10,584	\$ 26,347	\$ 10,678
Weston	\$ 22,190	\$ 12,617	\$ 10,117	\$ 24,781	\$ 10,043

**FY20 Assessment includes membership assessment and deficit elimination assessment*

***FY21 Deficient assessment breakdown is below*

Assessment Needed to Offset Projected FY21 Operating Losses							
\$2,199,140.00							
<i>This Amount Includes the Following: Line of Credit(\$485,000), Vacation Payout(\$232,588.05), Contribution to Welfare Benefit Trust(\$165,446.13), and repayment of Seefurth Funds(\$422,658.89).</i>							
	Assessment - All \$2,199,140	Assessment - FY21 Operations \$893,446.93	Assessment - Line of Credit \$485,000.00	Assessment - Vacation Payout \$232,588.05	Assessment - Welfare Benefit Trust Contribution - \$165,446.13	Assessment - Seefurth Funds Pay Back - \$422,658.89	FY21 Assessment Rates
Acton-Boxborough	\$164,935.50	\$67,008.52	\$36,375.00	\$17,444.10	\$12,408.46	\$31,699.42	7.50%
Arlington	\$172,632.49	\$70,135.58	\$38,072.50	\$18,258.16	\$12,987.52	\$33,178.72	7.85%
Bedford	\$126,230.64	\$51,283.85	\$27,839.00	\$13,350.55	\$9,496.61	\$24,260.62	5.74%
Belmont	\$151,960.57	\$61,737.18	\$33,513.50	\$16,071.83	\$11,432.33	\$29,205.73	6.91%
Brookline	\$197,482.77	\$80,231.53	\$43,553.00	\$20,886.41	\$14,857.06	\$37,954.77	8.98%
Carlisle	\$72,791.53	\$29,573.09	\$16,053.50	\$7,698.66	\$5,476.27	\$13,990.01	3.31%
Concord	\$93,243.54	\$37,882.15	\$20,564.00	\$9,861.73	\$7,014.92	\$17,920.74	4.24%
Concord-Carlisle	\$83,347.41	\$33,861.64	\$18,381.50	\$8,815.09	\$6,270.41	\$16,018.77	3.79%
Lexington	\$191,765.01	\$77,908.57	\$42,292.00	\$20,281.68	\$14,426.90	\$36,855.86	8.72%
Lincoln	\$73,891.10	\$30,019.82	\$16,296.00	\$7,814.96	\$5,558.99	\$14,201.34	3.36%
Lincoln-Sudbury	\$87,085.94	\$35,380.50	\$19,206.00	\$9,210.49	\$6,551.67	\$16,737.29	3.96%
Newton	\$270,054.39	\$109,715.28	\$59,558.00	\$28,561.81	\$20,316.78	\$51,902.51	12.28%
Sudbury	\$102,260.01	\$41,545.28	\$22,552.50	\$10,815.34	\$7,693.25	\$19,653.64	4.65%
Waltham	\$168,014.30	\$68,259.35	\$37,054.00	\$17,769.73	\$12,640.08	\$32,291.14	7.64%
Watertown	\$125,350.98	\$50,926.48	\$27,645.00	\$13,257.52	\$9,430.43	\$24,091.56	5.70%
Weston	\$118,093.82	\$47,978.10	\$26,044.50	\$12,489.98	\$8,884.46	\$22,696.78	5.37%
<p><i>The above assessments are only estimates and are subject to change. EDCO Collaborative may need to revise the estimates depending on the responsibility and contribution of prior member districts for the EDCO Collaborative's liabilities and depending on other circumstances that arise or of which EDCO Collaborative learns of after creation of the estimate.</i></p>							