

EDCO COLLABORATIVE PROGRAMS*

Academic Programs

The North Crossing Academy Therapeutic Day Program (NCA) offers a range of services for students in grades 6-12 who are diagnosed with clinical mental health emotional issues that adversely impact their daily performance in the classroom academically as well as socially and emotionally. NCA offers a comprehensive Therapeutic Day School Program that provides educational instruction to students with unique academic, emotional, and social challenges by offering a highly structured therapeutic environment while maintaining academic integrity.

The EDCO/NCA 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. Curriculum guidelines are obtained from the students' home schools and lessons are designed to keep the students current in academic subjects.

The Deaf and Hard of Hearing Program, in collaboration with Newton Public Schools, provides students with academic and social emotional learning in both integrated and self-contained settings. Students enrolled in general education courses receive instruction from a general education teacher with supplemental aids and services as determined by their Individualized Education Plan (IEP). Self-contained classes, geared towards individualized small group instruction, are taught by certified Teachers of the Deaf. All students have access to the full-range of academic and extra-curricular offerings at both F.A. Day Middle School and Newton North High School in addition to EDCO sponsored activities.

Students in the academic programs above will be assigned new placements by the sending districts responsible for their IEPs.

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 Workforce Development, 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.

Students in the EYA are all Boston students. Boston Public Schools has several alternative programs to which they may be assigned. Boston Public Schools can also seek a new partner to manage the program if they chose. The contract with BPS expires June 2021.

Professional Development Programs

IDEAS builds upon EDCO's mission to support member and non-member districts as they focus on culturally proficient schools and classrooms. IDEAS offers professional learning opportunities to school districts as they work to enhance the anti-racist and inclusive practices identified in Standards II and III of the MA Department of Elementary and Secondary Education Model Teacher Rubric. In addition, IDEAS works with districts and organizations to develop a range of professional development opportunities in cultural proficiency, consultation about curriculum and developing culturally proficient classrooms and schools, affinity group

meetings for educators of color, and conferences for middle and high school students to help shape diversity initiatives.

We will work with IDEAS to find the program a new “home.” At this time three organizations have indicated interest in IDEAS.

EDCO’s Educator Leadership Institute (ELI) is a licensure program preparing teachers and administrators for Principal/Assistant Principal PreK-8 or 5-12. Upon completion of the coursework, ELI endorses the cohort of candidates to the Massachusetts Department of Elementary and Secondary Education for licensure. Candidates may also choose to receive a Master’s Degree in partnership with Fitchburg State University. *Similarly, we will help ELI find a new partner. Two organizations are interested in ELI.*

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.

The McSwiney Center has experienced declining enrollment over the past two years. Many districts have developed their own comprehensive professional learning programs. In addition, other districts have entered into regional collaborations to offer PD together in order to be more cost efficient.

Grant Programs

The New England High School Equivalency Program (NE HEP) is grant funded through the Office of Migrant Education of the US Department of Education since 2016. The program supports migratory and seasonal farm workers in preparing and testing for the GED or high school equivalency test (HiSET). The program works with graduates to achieve improved employment, post-secondary education, or training. NE HEP serves students in Massachusetts, Vermont, New Hampshire, and Maine through a joint collaboration between EDCO, the University of Vermont Extension Program, World Education Inc., and with the support of the Migrant Education Programs in each of the four states.

The HEP contract with EDCO expires June 30, 2021. We have encouraged the program director for HEP and the program director for the Migrant Education Project to explore options that would benefit the students in both programs.

EDCO’s Habilitative Services Program at Wrentham Developmental Center (WDC) provides therapeutic services to over 208 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 provides residents significant opportunities for improved health, safety, recreation, and leisure throughout the year.

The contract with Wrentham expired December 31, 2020 but was extended for six months due to COVID-19. The RFP for a new contract has been posted. The Department of Developmental Services will choose another organization in accordance with procurement regulations. We are encouraging other collaboratives to bid on the contract.

The Special Education Surrogate Parent (SESP) Program appoints trained volunteers to act as special education decision-makers for students who have no parent or legal guardian. These students typically reside in a variety of living situations that may include residential schools, group homes, hospitals or pediatric nursing homes, state institutions, diagnostic placements, and shelters. The SESP Program works in partnership with the Massachusetts Federation for Children with Special Needs, which is responsible for volunteer recruitment, training, and support.

SESP is in the first year of a five-year grant. We will work with SESP, the Federation, and DESE to transfer the grant to an appropriate partner.

The Experienced Directors of Special Education Institute is a grant-funded program in partnership with Teachers 21. The program provides professional development to Special Education administrators.

This grant expires June 30, 2021.

The IEP Improvement Project is intended “to improve outcomes for all students with disabilities by providing guidance, technical assistance, and tools on equitable processes to school and district professionals, families, and students so that all students with disabilities have meaningful access to the curriculum frameworks and life of the school.” As the grant recipient, EDCO staff manage the project in collaboration with DESE staff.

The grant expires on June 30, 2021.

*The programs listed are those programs currently running. Other programs and services listed on the website ceased to run at the end of the 2019-20 school year or were suspended due to COVID-19 for this year.