

2025 - 2026 Annual Report



**Building Capacity.
Strengthening Partnerships.
Expanding Opportunity.**

A Letter from the Executive Director

Every year brings new challenges for public education. This year also brought new opportunities to demonstrate what is possible when educational leaders work together.

Throughout 2025–2026, the Massachusetts Organization of Educational Collaboratives focused on helping our member collaboratives respond to the evolving needs of students, educators, and school districts, across the Commonwealth. Together, we strengthened partnerships, advanced meaningful policy discussions, expanded professional learning, and elevated the role educational collaboratives play in supporting public education.

Among our most significant accomplishments were advancing conversations about special education guidance and the needs of the students we serve; supporting the planning for the statewide review of collaborative school facilities; advocating for practical changes to state ethics laws that affect collaborative staffing; contributing to statewide research and dialogue on special education transportation; and strengthening productive partnerships with the Department of Elementary and Secondary Education (DESE), legislators, and educational organizations across Massachusetts.

As challenges evolve, so will our capacity to meet them. By remaining focused on students, educational collaboratives will continue to serve as an essential resource and an enduring force for opportunity throughout Massachusetts.

Equally important was the work happening every day among our members. Through Executive Director meetings, committee work, professional learning, technical assistance, and the ongoing exchange of ideas, collaborative leaders continue to learn from one another and develop solutions that benefit students across the state. Much of this work happens quietly, but it is central to MOEC's mission of building leadership capacity and strengthening the collaborative network statewide.

What continues to inspire me most is the generosity of our members. Across Massachusetts, collaborative leaders willingly share expertise, mentor one another, and approach complex challenges with a spirit of partnership rather than competition. That culture of collaboration is one of our greatest strengths, and it enables educational collaboratives to remain trusted partners to nearly 300 member school districts.

I am deeply grateful to our Board members, Committee members, and each of our members. Every achievement in this report reflects a collective belief that working together produces better outcomes for students. Thank you for all you do on behalf of the students, educators, districts, and communities we proudly serve.

Sincerely,

Joanne Haley Sullivan
Executive Director



Educational Collaboratives at a Glance

Every student deserves access to the programs, services, and opportunities that help them succeed.

Every school district deserves partners with the expertise and capacity to meet increasingly complex educational needs.

That is the role of Massachusetts educational collaboratives.

Educational Collaboratives by the Numbers

24

Educational Collaboratives

Nearly 300

Member School Districts

Approximately 35,000

Students Served Annually

Services Across Massachusetts

- Specialized special education programs
- Behavioral and mental health supports
- Shared staffing and regional services
- Multilingual learner services
- Transition and adult programming
- Career and technical education
- Transportation
- District consultation
- Cooperative purchasing
- Professional learning

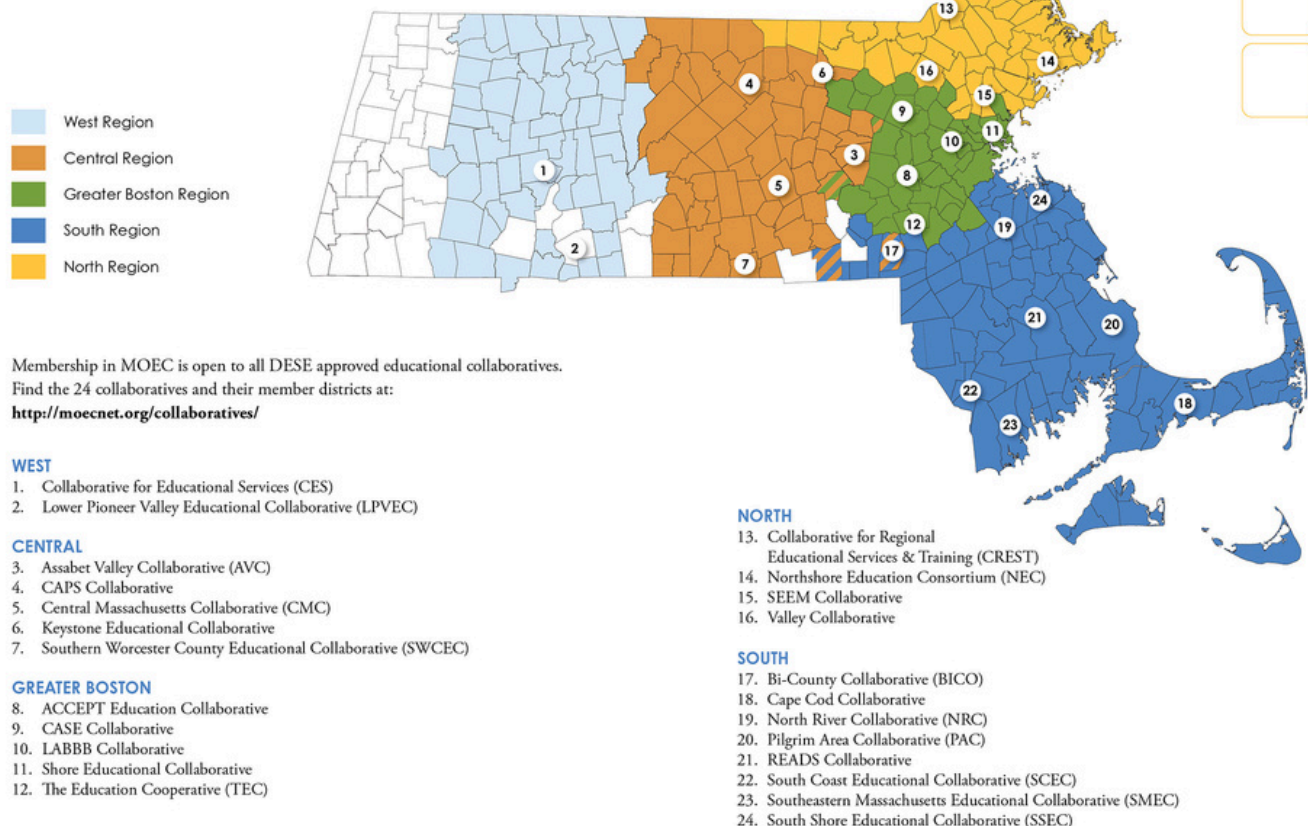
By building capacity across districts, educational collaboratives expand opportunities for students throughout the Commonwealth.

The 24 Collaboratives are organized into five regions across the state. The regions work together with one another to:

1. **Identify** regional needs and priorities for educational services;
2. **Develop** policies to coordinate the delivery of services to school districts in a manner that responds to regional needs and priorities; and
3. **Work** in partnership with the department of elementary and secondary education and other regional entities to coordinate the dissemination of information and support to districts.

Massachusetts

COLLABORATIVES



Educational Collaboratives in Massachusetts

For more than fifty years, Massachusetts educational collaboratives have helped school districts meet challenges together.

When districts work together, students gain opportunities that most districts cannot provide alone. As districts navigate increasingly complex student needs, rising costs, workforce shortages, and changing requirements, collaboratives provide a structure for sharing expertise and expanding local capacity.

The Commonwealth's 24 collaboratives help districts respond to emerging needs, expand opportunities for students, and use public resources more efficiently. Established and governed by their member districts, collaboratives develop specialized programs and regional services that would often be difficult—or impossible—for individual districts to provide on their own.

**Collaboration is more than how educational collaboratives operate.
It is why they exist.**

MOEC

The Massachusetts Organization of Educational Collaboratives (MOEC) strengthens the statewide collaborative network by bringing leaders together, supporting professional learning, advancing shared priorities, and building partnerships that benefit public education across the Commonwealth.

Throughout these pages, you will meet students whose stories were shared as part of MOEC's statewide celebration of the 50th anniversary of the Individuals with Disabilities Education Act. Their experiences remind us that behind every policy discussion, partnership, professional learning opportunity, and collaborative initiative is a student whose future depends on the strength of our public education system.

One Student's Story, Endless Possibilities. Sometimes Students Leave—and That's the Goal

When 19-year-old Jimmy Harrington recently returned to Cape Cod Collaborative, he introduced himself to the receptionist with characteristic confidence:

“I’m Jimmy, the Legend of the Cape Cod Collaborative.”

The description was playful, but fitting. Jimmy left a lasting impression during the nearly ten years he attended the collaborative’s S.T.A.R. Program—and the program had a lasting impact on him.

Diagnosed at an early age with autism and global developmental delay, Jimmy began preschool in a traditional classroom. It soon became clear that he needed a more individualized, highly structured setting. At Cape Cod Collaborative, he found educators who understood that behavior is often a form of communication and that meaningful progress would require patience, creativity, consistency, and a close partnership with his family.

Jimmy’s early years in the program were challenging. Staff helped him recognize what he was feeling, reflect on difficult incidents, and develop different ways to respond. Just as importantly, they looked beyond his behavior to discover what motivated and engaged him.

For Jimmy, that connection was art.

Drawing became a way to process experiences that were difficult to explain in words. Staff encouraged Jimmy to illustrate what had happened and what he might do differently next time. Familiar cartoon characters became part of his learning, helping him complete assignments, reflect on his choices, and gradually develop new ways to manage frustration.

The program celebrated each step forward. On especially successful days, staff formed a “Jimmy Parade,” following him from the building while clapping and singing. A week of sustained effort might end with “Chicken and Fryday”—chicken tenders and fries that Jimmy had worked hard to earn.

These strategies may have appeared simple, but they reflected the deeply individualized work at the heart of collaborative education: understanding the whole student, finding the right approach, and remaining committed even when progress takes time.

Over the years, Jimmy made remarkable gains. His mother, Melissa, remembers the relief of finding educators who understood her son and recognized his potential.

Eventually, Jimmy no longer needed the collaborative’s specialized setting. He transitioned from the S.T.A.R. Program after eighth grade, earned his diploma from Old Rochester Regional High School, and enrolled at Bristol Community College to study graphic design.

**“They saw the good and the loveliness inside of Jimmy.
They just got it.”**

Helping a student leave may seem like an unusual measure of a school’s success. For collaboratives, however, it is often the goal: to provide the support a student needs, build confidence and independence, and prepare that student for the next opportunity.

Jimmy’s story shows what is possible when skilled educators, families, and school districts work together—and when a student is given the time and understanding to reveal what has been there all along.

Our Year in Review

Advancing Our Strategic Priorities

In FY26, MOEC concentrated its work in four areas where statewide coordination could make the greatest impact to build the long-term capacity of collaboratives and the districts they serve.

1: Strengthen the Educator Workforce

Create new pathways into special education and help current educators advance their credentials.

2: Convene and Strengthen Collaborative Leaders

Bring collaborative leaders together to learn, solve shared problems, and strengthen the statewide network.

3: Strengthen State Partnerships

Deepen relationships with DESE and other education partners so collaboratives are represented in statewide implementation and problem-solving.

4: Advance Public Policy

Turn collaborative expertise into action on facilities, workforce barriers, transportation, funding, and regulation.



Priority 1: Strengthening the Educator Workforce

Workforce shortages continue to challenge school districts and collaboratives, particularly in special education and related services.

In FY26, MOEC focused on practical partnerships that create accessible pathways into the profession and help experienced staff grow within it.

A significant milestone this year was the launch of a partnership with Bridgewater State University to provide a cohort of collaborative employees with an accessible pathway to earn special education licensure. By reducing barriers to advanced education and creating opportunities for career advancement, the program enables experienced educators to continue serving students while building the specialized workforce needed across the Commonwealth. By offering this program in a cohort model, collaborative educators were able to participate in a program that was particularly targeted to the needs of the student populations they support.

"When educators have opportunities to grow professionally, students, school districts, and communities all benefit."

Shore Educational Collaborative, in partnership with BloomBoard and Bay Path University, offers a job-embedded, para-to-teacher Bachelor's degree program. Shore is making this program available to its own staff as well as to member school districts and other interested collaboratives. This initiative provides paraprofessionals with an accessible pathway to earn their degrees and licensure while continuing their work in the classroom. Through wraparound support, cohort-based learning, and portfolio-based degree programs, this partnership helps districts and collaboratives build a sustainable, talent-grown-from-within pipeline to address local educator shortages. MOEC is proud to promote this innovative program.

Wishes on Wheels

Student poets share their voices, experiences and possibilities

“We All Have Stories to Tell”

Feeling the rhythm, young Thai-son read his “Drum Poem” at the front of a schoolwide assembly.

“Hear the beat of my drum,” he began. “It goes pa-rum-pum-pum-pum. When you play, it sounds loud. It’s more fun when you play with a crowd.”

The audience cheered. Thai-son continued softly into the microphone:

“You can play it fast. You can play it slow. You can play with friends. You can play rock and roll.... It’s more fun when I play with you.”

Applause filled the room, and Thai-son glowed.

Thai-son and nine other students at The Education Cooperative (TEC) Campus School contributed poems to the newly published book, *Wishes on Wheels: Poems of Power and Possibility*. All 10 students use wheelchairs for mobility. For many, the project offered their first opportunity to write poetry, read it aloud and perform before their peers.

The project began when Matt Brown and Suzanne Galvin invited TEC students to contribute to a poetry collection featuring students in Massachusetts and New Hampshire who use wheelchairs. Brown, a Norwood native, was paralyzed from the neck down following a childhood hockey accident. Galvin is a former third-grade teacher.



Executive Director Emily Parks and Campus School Program Director Meredith L. Faletra quickly embraced the opportunity. Working with their teachers, students developed poems about their experiences, independence, hopes, and the people and equipment that help them navigate the world.

**“It doesn’t matter how we get around.
It doesn’t matter how we communicate.
We all have stories to tell.”
—Matt Brown**

All 10 student-poets shared their work during the assembly. Some spoke with assistance from teachers, some communicated through electronic devices, and others read their poems aloud.

Lexi O’Malley, 20, of Walpole, wrote about the sparkly hot-pink gait trainer she uses to exercise and walk. Selecting words from a digital display, she shared:

“Flying down the hallways.... Step. Step. Step. Independence, fast and freeing.... I feel strong.”

Trinity Elias, 18, of Norwood, celebrated the freedom and comfort provided by her purple power chair:

“I like to use it a lot indoors.... I feel happy and more comfortable using it.”

Later that day, Trinity traveled through the TEC Campus School hallways in her chair, waving to friends and fist-bumping staff.

“This project provided our students with an opportunity to be heard, respected and recognized for who they are,” Faletra said. The experience extended beyond the published

book to include the schoolwide poetry reading, a community book launch and the opportunity for students to find a role model in Brown.

“With this project, our students embraced poetry as a meaningful way to express their voices, share their experiences and talk about what is important to them,” Parks said. “Our educators provided the support needed for students to use their skills, take risks and express themselves.”

“It is heartwarming to see what our students are capable of when challenged to go beyond what is expected,” said Joanne Haley Sullivan, Executive Director of the Massachusetts Organization of Educational Collaboratives. “This is a true testament to the progress and vision that have followed since IDEA was passed in 1975.”

Priority 2: Convening and Strengthening Collaborative Leaders

MOEC’s convening role gives collaborative leaders a statewide forum to exchange expertise, test ideas, and solve shared challenges.

Throughout FY26, MOEC convened executive directors and collaborative leaders through statewide meetings, communities of practice, leadership development opportunities, and professional learning experiences designed to address emerging issues and strengthen organizational capacity. These gatherings created opportunities for members to exchange ideas, learn from one another's successes, and identify practical solutions that could be adapted across the Commonwealth.

Highlights for the year included the continued offering of Collaborative Learning Tours, where Shore and CREST Collaborative opened their doors

and invited leaders from across the state the opportunity to visit member organizations, observe innovative programs in action, and engage in meaningful conversations about leadership, instructional practices, and organizational improvement. By opening their doors to colleagues, collaboratives demonstrated the spirit of partnership that defines the statewide network and reinforced the belief that innovation is strengthened when knowledge is shared.

Another highlight was MOEC's Financial Leadership Academy in which participants examined practices to enhance their leadership skills and strengthen their understanding of Collaborative Finance.

The strongest solutions emerge when collaborative leaders have the opportunity to learn from one another.

FY26 Professional Learning

- **Financial Leadership Academy**
- **Learning Tours at CREST and Shore Collaboratives**
- **MyCAP**
- **Legal Issues Workshop**
- **Digital Accessibility**

"One of our recent ACCEPT Education Collaborative graduates enrolled and re-enrolled several times, but each return became another opportunity to grow and find his place within our school community. During senior year, he completed a vocational placement working alongside our middle school students, where he discovered the value of connecting with younger learners. Today, we are proud to welcome him back to ACCEPT, not as a student, but as a teaching assistant. His journey from student to valued staff member is truly special and is a powerful reminder that the relationships we build can extend beyond graduation."

Priority 3: Building Stronger State Partnerships

A major focus of FY26 was building strong working relationships with new DESE leadership. Commissioner Pedro Martinez joined MOEC's October General Membership meeting and met quarterly with MOEC Regional Liaisons, creating a regular forum to share the experience of educational collaboratives, learn more about the Commissioner's priorities, and identify opportunities for partnership.

Amidst DESE's leadership transition, MOEC also established productive working relationships with Deputy Commissioner Rob Curtin and Janelle Roberts, the new DESE liaison for Collaboratives. During the transition, MOEC communicated member concerns, advocated for the distinct role of educational collaboratives, and worked to maintain strong channels for communication and problem-solving. Our policy input—including time-out and seclusion, cumulative surplus, and competency determination—is highlighted under Priority 4.

MOEC also continued to strengthen partnerships with statewide educational organizations, legislative leaders, and national associations, creating opportunities to elevate the voice of educational collaboratives while advancing shared priorities. These relationships help ensure that collaboratives remain active partners in shaping policies that improve educational opportunities for students throughout the Commonwealth.

MOEC also expanded joint work and ongoing dialogue with Massachusetts Association of School Superintendents, Mass Association of School Committees, Massachusetts Administrators of Special Education and Massachusetts Association of School Business Officials and other education partners, helping ensure that collaboratives were represented as part of the broader statewide education community.

Priority 4: Advance Public Policy

Turning the experience of educational collaboratives into concrete policy action.

Creating a Sustainable Facilities Funding Model

Collaboratives continue to face significant facility challenges without access to a dedicated state funding stream. Throughout FY26, MOEC continued its long-term advocacy to establish a sustainable solution. At the close of FY25, the legislature funded a facility study for collaborative schools and private special education schools. Working in partnership with DESE, MOEC helped move this effort from concept to implementation by assisting to develop the scope, procurement process, and vendor selection for the Commonwealth's first statewide assessment of collaborative and private special education school facilities. It will also delineate the existing facility funding structures available.



This DESE assessment will inform future policy decisions to ensure collaborative facilities meet the complex and specialized needs of the students we serve.

New Space, Expanded Opportunity

A new school expands specialized services and inclusive opportunities



For more than 50 years, READS Collaborative has provided specialized educational services to students from birth through age 22 who are Deaf or hard of hearing.

READS took an important step toward expanding those opportunities by purchasing a building in Norton. Following extensive renovations, a new school opened its doors in January.

“With doors opening and barriers coming down, this new school marks a pivotal moment for Southeastern Massachusetts—promising greater access, stronger connections, and a more inclusive future for students who are Deaf or hard of hearing.” — Joanne Haley Sullivan, MOEC Executive Director.

Designed Around Students

The new school provides classrooms for the program’s youngest students, transition programming for students ages 18–22, and dedicated space for therapeutic and related services. A working kitchen and dining area also allow students to practice independent living skills and gather as a community.

“The purpose of purchasing and renovating this building was to provide needed classroom space for our youngest students and establish a transition program for our oldest students, who may need additional support beyond high school,” --READS Executive Director Dina Medeiros.

Preserving a Valued Partnership

READS has long leased classrooms and offices within local public schools. For more than a decade, its partnership with Norton Public Schools has given students access to opportunities ranging from specialized small-group instruction to full participation in general education classrooms with American Sign Language interpreter support.

As Norton Public Schools’ own space needs grew, READS needed an alternative location for its preschool through third-grade classrooms. Purchasing a building just 0.4 miles from J.C. Solmonese Elementary School allowed READS to create stable, appropriate learning space while preserving students’ access to inclusive opportunities.

Partnerships with Norton’s elementary, middle, and high schools—and with Bristol-Plymouth Regional Technical School—provide continuity through high school. Students also participate in extracurricular activities with support from READS staff, helping them develop friendships, strengthen social connections, and build confidence.

“Our goal is to provide the greatest range of opportunities for our students. Inclusion with typical peers provides an enriching experience and fulfills our obligation to educate students in the least restrictive environment.” – Dina Medeiros.

**“The launch of this new location marks a pivotal moment—
one that promises greater access, stronger connections, and
a more inclusive future.”**

A Statewide Need

READS' achievement highlights a challenge facing educational collaboratives across Massachusetts. Collaboratives must secure and maintain appropriate facilities for students with specialized needs without access to a dedicated state capital funding program.

- **30% of collaborative facilities are in fair or poor conditions**
- **42% of collaborative programs lack sufficient space to expand**

The READS story demonstrates what appropriate facilities make possible: greater stability, expanded programming, specialized services, and continued access to inclusive opportunities. A sustainable state funding mechanism would help make those opportunities available to collaborative students throughout Massachusetts.

Modernizing the Ethics Law to Meet Today's Workforce Needs

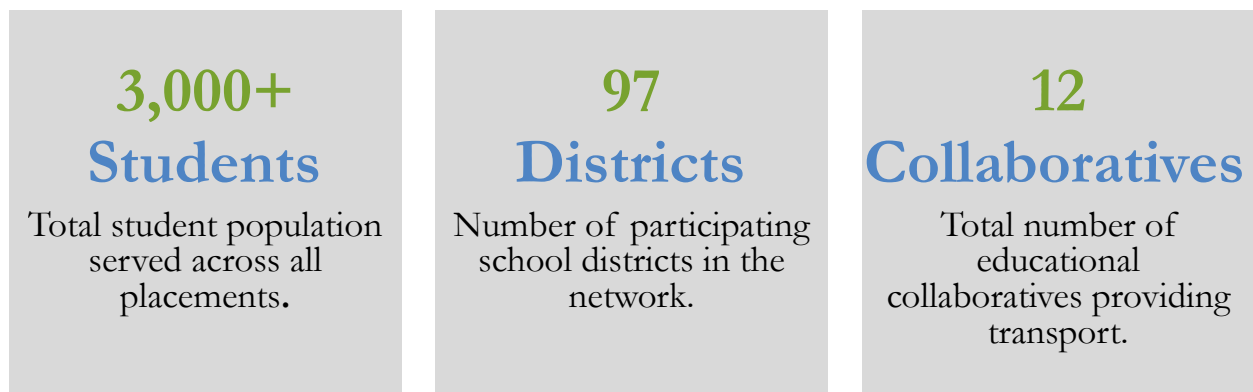
MOEC continued to advocate for updates to Massachusetts conflict of interest law (M.G.L. Chapter 268A, Section 20) to better reflect today's educational workforce. Current law prevents many qualified public school educators, nurses, therapists, and other professionals from accepting part-time, temporary, or stipend positions with educational collaboratives that serve their own school districts. These restrictions have made it increasingly difficult for collaboratives to staff extended school year, after-school, evening, and other specialized programs with highly qualified staff. Working closely with legislators, the State Ethics Commission, and education partners, MOEC continued to advance legislation that maintains appropriate conflict-of-interest safeguards while removing unnecessary barriers to serving students.

Improving Special Education Transportation

Massachusetts Collaboratives provide special education transportation services throughout much of the state. As transportation costs have continued to rise across Massachusetts, MOEC convened collaborative leaders to better understand the strengths and challenges of existing transportation systems and identify opportunities to improve service for districts and students. We shared the expertise of collaborative leaders with both the Office of the Inspector General during its statewide review of special education transportation and with DESE and its transportation consultant as they examined transportation systems and opportunities for improvement across the Commonwealth.

Building on these conversations, MOEC members examined collaborative transportation models, procurement strategies, operational best practices, and opportunities for greater collaboration among the collaboratives.

Collaborative Transportation by the Numbers:



Transportation is a critical component of access to special education services.

Transportation is provided in multiple models by collaboratives for their districts:

Contracted Vendor Model

Collaboratives partner with private transportation firms. This approach leverages commercial fleets to scale services while minimizing direct burdens on districts and the collaborative.

Collaborative Owned Model

Collaboratives have direct ownership and operation of vehicle fleets providing maximum operational control and responsiveness, and allowing districts to tailor transportation services specifically to the unique needs of their students.

Common themes of challenges emerged including

- Escalating transportation costs
- Workforce shortages, particularly drivers
- Long-distance transportation for out-of-district placements
- Capacity constraints and route efficiency
- Procurement and contracting challenges
- Budget unpredictability and financial impact on districts



Value to Districts Beyond Cost

Districts consistently report that the value of collaborative transportation extends beyond direct cost savings. Through multi-district coordination and specialized expertise, collaboratives help districts provide safe, reliable transportation while reducing administrative complexity, responding quickly to student needs, and improving service quality for students and families.

Service Stability

Reliability and service stability, ensuring consistent transportation for students with specialized needs.

Capacity

Administrative capacity including procurement, routing, compliance, and vendor management.

Strategic Asset

Access to broader transportation routes, particularly for out-of-district placements.

Responsiveness

Flexibility and responsiveness for adjustments based on changing student needs.

Strategic Advantages

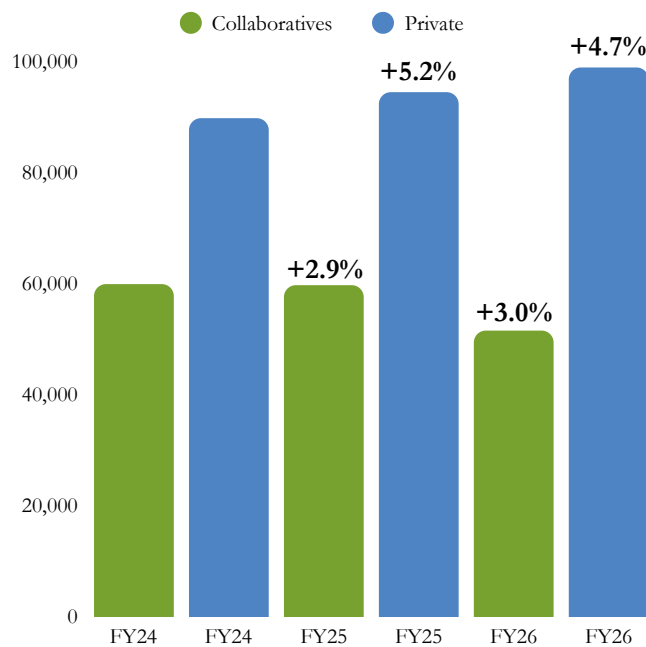
- Risk sharing, reducing the financial and operational burden on individual districts.
- Improved long-term planning through coordination across districts.
- Critical for systems where reliability and compliance match cost efficiency.

By bringing districts together, educational collaboratives transform transportation from an individual district responsibility into a coordinated regional solution.

Maximizing Public Value Through Educational Collaboratives

MOEC analyzed FY26 special education tuition data to show the savings collaborative programs can provide to school districts when they appropriately meet a student's needs. On average, collaborative tuition was approximately \$35,700 less per student than tuition at a private special education school.

Collaborative Cost Savings by the Numbers



Because Circuit Breaker reimburses districts for a portion of costs above a set threshold, much of that difference is offset after reimbursement. Although the gross tuition savings was \$35,685 per student, the district's net savings was approximately \$8,900.

By sharing these findings with state leaders and education partners, MOEC highlighted an important feature of the current funding structure: districts retain only about one-quarter of the savings generated by a lower-cost collaborative placement. These conversations planted seeds for future consideration of whether the Circuit Breaker formula could better preserve savings for districts while ensuring that every placement decision continues to be based on the individual student's needs.

Informing State Policy Through Practice

MOEC also worked closely with DESE to provide practical feedback on policies and guidance affecting educational collaboratives and the districts they serve.

Collaborative leaders shared operational expertise on topics including:

- Restraint, seclusion, and time-out regulations
- Cumulative surplus guidance
- Competency determination and graduation guidance specifically as related to students with disabilities
- Ongoing implementation of state education initiatives

By bringing together perspectives from collaboratives across Massachusetts, MOEC helped ensure that statewide guidance reflected the realities of implementation and the needs of students, educators, school districts, and collaboratives.



Shore Collaborative celebrated 50 years of educating, enriching, and inspiring children and adults with disabilities to reach their full potential. To mark the occasion, they took on a challenge: 50 acts of kindness throughout their 50th year.

One group kicked things off with a grilled cheese fundraiser for Connor's Kindness Project. The group took orders, shopped, cooked, and delivered, and it was a huge success. Each of our locations reached its goal of 50 acts of kindness!

Advancing Massachusetts Priorities Nationally

In Massachusetts, educational collaboratives serve as the Commonwealth's educational service agencies—regional public entities that help school districts share expertise, expand specialized services, and address needs that are often difficult for individual districts to meet alone. Through MOEC's membership in the **Association of Educational Service Agencies (AESA)**, Massachusetts collaboratives are connected to a national network of organizations that play similar regional service roles across the country. Many of the policies and federal investments affecting this work are shaped in Washington, D.C.

As an active member of AESA, MOEC worked throughout FY26 to ensure that the perspectives of Massachusetts educational collaboratives were represented in national policy discussions. We participated in AESA's Legislative Action Conference in Washington, D.C., meeting with members of the Massachusetts congressional delegation to advocate for policies and federal investments that strengthen public education, support students with disabilities, and sustain regional educational service agencies.

Through participation in AESA, MOEC also connected collaborative leaders with colleagues from across the country, bringing back innovative practices, emerging policy trends, and national perspectives that strengthen educational collaboratives throughout Massachusetts.



Newly added items in our AESA legislative agenda include:

Unified USDOE

Maintain the USDOE as a unified entity, preventing the fragmentation of its functions into separate agencies through interagency agreements.

K-12 Alignment

Special Education/IDEA to remain aligned with the rest of K-12 rather than moving to Health and Human Services.

Funding Protection

Oppose block grants, protecting dedicated funding for special populations. Advocate for strict guardrails if implemented.

Protected Areas

Codify the Protected Areas Doctrine for Immigration and Customs Enforcement and Homeland Security with set criteria for exigent circumstances allowing school entry.

Leadership Milestone

Massachusetts Strengthens Its National Voice

FY26 also marked an important milestone for Massachusetts leadership. **Cathy Lawson, Executive Director of SEEM Collaborative, was elected to the AESA Council**, providing Massachusetts educational collaboratives with a stronger voice in shaping the national priorities of the association.

FY26 Leadership & Service

The strength of MOEC's work reflects the time, expertise, and leadership contributed by members across the Commonwealth. We are deeply grateful for their service and for the time they devote on behalf of their colleagues and the broader collaborative community.

Executive Leadership

**Executive Director**

Joanne Haley Sullivan, M.Ed.
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President

Francine H. Rosenberg, M.Ed.
Northshore Education Consortium
www.nsedu.org

Vice President

Pamela T. Girouard, M.S. SLP-CCC
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Treasurer

Chris A. Scott, Ph.D.
Valley Collaborative
www.valleycollaborative.org

Past President

Catherine Lawson, Ed.D
SEEM Collaborative
www.seemcollaborative.org

AESA Liaison

Catherine Lawson, Ed.D
SEEM Collaborative
www.seemcollaborative.org

Our Executive Leadership Team comprises Executive Directors from our member Collaboratives, elected by their peers to provide organizational leadership and strategic guidance.

Contact Us:

774-313-6650

www.moecnet.org

Regional Liaison Representatives

MOEC Regional Liaisons play a vital role in strengthening communication and collaboration among the MOEC Executive Leadership team, member Collaboratives, and DESE.

Representing the interests and priorities of their regions, they facilitate the flow of information, foster cross-regional collaboration, and help build strong partnerships with public agencies and community organizations.

Greater Boston	Emily Parks, M.Ed. The Education Cooperative (TEC) www.tec-coop.org
North	Robert Jokela, M.B.A , MPA CREST Collaborative www.crestcollaborative.org
South	Dympna M. Thomas, Ph.D. www.pilgrimac.org Pilgrim Area Collaborative
Central	Arnold Lundwall, M.S., Ed. Southern Worcester County Educational Collaborative www.swcec.org
West	Alvin Morton, I, M.A., JD Lower Pioneer Valley Educational Collaborative www.lpvec.org



MOEC Standing Committees

Professional Development Committee

Arnold Lundwall (SWCEC), Chair
Fran Rosenberg (NEC)
Cathy Cummins (AVC)
Helen Deranian (CREST)
David Heimbecker (SCEC)
Carolyn McKearney (SCEC)
Dina Medeiros (READS)

Legislative Committee

Catherine Cooper (SMEC), Co-Chair
Robert Jokela (CREST), Co-Chair
Cathy Lawson (SEEM),
Arnold Lundwall (SWCEC)
Alvin Morton (LPVEC)
Hope Hanscom (Cape Cod)
*Fran Rosenberg (NEC), MOEC President, Ex-Officio Member

Finance Committee

Chris Scott (Valley), Chair
Jim George, CPA, Advisor to the Committee
Cathy Lawson (SEEM)
John Demanche (Keystone)
Alvin Morton (LPVEC)
Emily Parks (TEC)
Dympna Thomas (Pilgrim)
*Fran Rosenberg (NEC), MOEC President, Ex-Officio Member



MOEC Standing Committees

By-Laws and Rules Committee Chris Scott (Valley), Chair
Sanchita Banerjee (CASE)
Paul Tzovolos (NRC)

Nominating Committee Fran Rosenberg (NEC), MOEC President
Pam Girouard (LABBB), MOEC Vice President

Curriculum Committee Pam Girouard (LABBB), Chair
Sanchita Banerjee (CASE)
Jeanne Sullivan (Bi-CO)
Paul Tzovolos (NRC)

Statewide Advisory Representation

Special Education Advisory Council Susan Farrell (CMC)
Safe and Supportive Schools Commission

Mass. Chiefs of Police Emergency Management Alvin Morton (LPVEC)

Coalition for Special Education Funding
Special Education Transportation Advisory Group Joanne Haley Sullivan
Vision of a Graduate Special Education Advisory

Member Collaboratives

West

Collaborative for Educational Services (CES)	www.collaborative.org
Lower Pioneer Valley Educational Collaborative (LPVEC)	www.lpvec.org

Central

Assabet Valley Collaborative (AVC)	www.avcollaborative.org
CAPS Educational Collaborative	www.capsed.net
Central Massachusetts Collaborative (CMC)	www.cmassc.org
Keystone Collaborative	www.keystone.org
Southern Worcester County Educational Collaborative (SWCEC)	www.swcec.org

Greater Boston

ACCEPT Collaborative	www.accept.org
CASE Collaborative	www.casecollaborative.org
LABBB Collaborative	www.labbb.com
Shore Educational Collaborative	www.shorecollaborative.org
The Education Cooperative (TEC)	www.tec-coop.org

North

CREST Collaborative	www.crestcollaborative.org
Northshore Education Consortium (NEC)	www.nsedu.org
SEEM Collaborative	www.seemcollaborative.org
Valley Collaborative	www.valleycollaborative.org

South

Bi-County Collaborative (BICO)	www.bicounty.org
Cape Cod Collaborative (CCC)	www.capecodcollaborative.org
North River Collaborative (NRC)	www.northrivercollaborative.org
Pilgrim Area Collaborative (PAC)	www.pilgrimac.org
READS Collaborative	www.readscollab.org
South Coast Educational Collaborative (SCEC)	www.scecoll.org
Southeastern Massachusetts Educational Collaborative (SMEC)	www.smecollaborative.org
South Shore Educational Collaborative (SSEC)	www.ssec.org



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