Annual Report
FY 2016
SY 2015 - 2016

Strength in Diversity, Quality through Collaboration
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About EDCO Collaborative

EDCO is a collaborative of 17 urban and suburban school districts serving the Greater Boston area and beyond. We are governed by a board of directors comprised of superintendents and school committee members representing each of our member school districts.

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

EDCO Collaborative’s range of services includes professional learning opportunities for educators; special education and alternative education programs for students with disabilities and at-risk youth; in-district consultation, special education transportation through a cost effective consortium of adjacent communities; and cooperative purchasing of utilities and other items upon request.

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

EDCO Collaborative – Contact Information

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School Committee, Newton Public Schools
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Executive Director:
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Please visit the EDCO Collaborative website: www.edcollab.org
From the Executive Director

Highlights of fiscal year 2016 include program growth, a banner year for the McSwiney Center for Professional Learning, and further downsizing of EDCO’s central office. Program enrollment has grown by 51% since FY13, McSwiney Center revenue grew by 37% and two key central office positions, Chief Financial Officer and Director of Contracts, Grants, and Human Resources were consolidated into one Director of Business Management.

Fiscal year 2016 also brought together board members from EDCO and two neighboring collaboratives, CASE and LABBB, to explore partnership possibilities. The CELC (CASE, EDCO, and LABBB Collaboratives) Organizational Study Committee was formed of executive directors and business managers from the three collaboratives along with several board members representing each collaborative. The committee’s charge was to explore partnership ventures among and between the three collaboratives up to and including consolidation. Futures Management Systems (FMS) was chosen via the Request for Proposals (RFP) process and commenced the study in January. A report was provided in June outlining data, concerns, and recommendations of the study. Specifically, FMS discouraged consolidation while encouraging the three collaboratives to continue efforts to cooperate on projects similar to the CELC special education professional learning initiative. Concerns raised by FMS regarding the cost of EDCO’s new facility in Bedford. This prompted a long-range look at EDCO’s programs and finances. Further discussion and research on this topic will take place in FY17 beginning with the development of a five year plan for our facility at 36 Middlesex Turnpike in Bedford.

In addition to the consolidation of the Chief Financial Officer and Director of Contracts, Grants and Human Resources roles, the position of Title I Director was reconfigured to .5 FTE bringing further efficiencies to the central office.

During FY16, services to our member districts were expanded. EDCO provided two special education program reviews for member districts. Several members of the leadership team offered mentoring, coaching, and onsite professional learning opportunities. Feedback was positive and the services resulted in additional revenue for the organization. EDCO continues to explore opportunities to better serve our constituents.

Through the efforts of Thomas Markham and the business office, two tenants have signed leases to rent space from EDCO in our Bedford facility. We look forward to sharing space with NuPath, Inc., and Van Pool Transportation in fall of 2016.

Colleen Dolan

Colleen Dolan
EDCO Collaborative’s Mission & Vision

Since 1969 EDCO’s mission has been to:

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

EDCO Collaborative’s vision is to:

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

Objectives of EDCO Collaborative

- To provide day programs and other services for students with low-incidence disabilities in the least restrictive environment consistent with MGL c. 40 § 4E and 603 CMR 50.00
- To provide day programs and services for at-risk students
- To provide therapeutic services for adults with disabilities in collaboration with the Department of Developmental Services and/or other agencies
- To offer quality professional learning opportunities to general and special education teachers and administrators, related service providers, School Committees, and Charter School Boards
- To explore and pursue grants and other funding to support identified needs of the Member Districts and community
- To offer cooperative and regional programs and/or services to help Member Districts maximize cost efficiency and program effectiveness through a collaborative effort
History of EDCO Collaborative

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

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

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

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

Today, EDCO continues to strengthen programs and services to its member communities and to support both local and statewide educational programs funded by federal and state contracts.
**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**

Glenn Brand, Superintendent, Acton-Boxborough Regional School District  
Kathleen Bodie, Superintendent, Arlington Public Schools  
Jon Sills, Superintendent, Bedford Public Schools  
Elyse Shuster, School Committee, Belmont Public Schools  
Helen Charlupski, School Committee, The Public Schools of Brookline  
Joan Wickman, Superintendent, Carlisle Public Schools  
Diana Rigby, Superintendent, Concord Public Schools, Concord-Carlisle Regional School District  
Mary Czajkowski, Superintendent, Lexington Public Schools  
Rebecca McFall, Superintendent, Lincoln Public Schools  
Bella Wong, Superintendent, Lincoln-Sudbury Regional School District  
Diana Fisher Gomberg, School Committee, Newton Public Schools  
Anne Wilson, Superintendent, Sudbury Public Schools  
Drew Echelson, Superintendent, Waltham Public Schools  
Jean Fitzgerald, Superintendent, Watertown Public Schools  
Ed Heller, School Committee, Weston Public Schools  
Judith Evans, Superintendent, Winchester Public Schools

**Administrative Team**

Colleen Dolan, Executive Director  
Judith Vaillancourt, Associate Executive Director  
Thomas Markham, Director of Business Management  
Rick Atkins, Director, McSwiney Center for Professional Learning  
Eric Halloran, Special Projects Director  
James Sullivan, Director of Informational Technology
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.

Public Policy

EDCO Collaborative works on behalf of the Board of Directors and member district school committees to advocate on relevant policy, regulations, and legislation.

Information Technology at EDCO Collaborative

The Information Technology department had a busy year building on our new network at 36 Middlesex Turnpike and improving services to all Programs. We had several major projects this year. Our first major project was to procure and install a new SAN (Storage Area Network) to operate our Citrix environment and file servers from. This purchase provided us with increased reliability and redundancy of data storage critical to our business and academic operations. Moreover, we also added additional capacity to allow us to run additional virtual servers allows us additional redundancy and reliability to keep operations running.

In addition to improving the back-end of the infrastructure, we also reaffirmed our commitment to managing and improving our FileMaker database infrastructure. We led an initiative to upgrade all programs using FileMaker to the latest version and consolidated down to one central secure server that is hosted in the EDCO data center. As part of this project, we also brought in a consultant to provide system administration training and consult with data managers to improve functionality. We also conducted research and procured a new online registration system for the McSwiney Center for Professional Learning. This new web-based system serves as a single point of management for course registration. This system also provides member district staff and teachers the ability to register themselves for courses online using a credit card, check, or purchase order, without the need to mail or fax a paper form. Finally, after input and consultation from our Programs, we launched a new online presence at www.edcollab.org. We are very proud of how clean and simplified our new website has become.

Most importantly, this year the IT Department also increased our staff by adding a Technical Support Specialist. This new role allows us to focus more intensely on desktop and application support and administration while also providing ample time to work with Programs to provide be a technical resource for consultation and assistance with procurement and technology integration, not just break/fix support.
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  
Winchester Public Schools
Special Education Programs

EDCO Collaborative objective:

- To provide day programs and other services for students with low-incidence disabilities in the least restrictive environment consistent with MGL c. 40 § 4E and 603 CMR 50.00
- Improve education through interdistrict and interagency collaboration
- Provide high quality education and related services to students at-risk
- Enhance equity, intercultural understanding and equal opportunity in education

Progress toward objective:

EDCO Collaborative offers four special education programs to meet our districts’ needs for programming for students with low incidence disabilities. These programs are EDCO Program for the Deaf and Hard of Hearing, EDCO Partners Program, EDCO North Crossing Therapeutic Day School and EDCO 45-Day Assessment Program.

Both the EDCO Program for the Deaf and Hard of Hearing and EDCO Partners Program offer opportunities for students to be included in general education classes located within the public school district where the program is housed thus ensuring students are placed in the least restrictive educational environment.

North Crossing Academy Students at Biogen, Community Labs in Cambridge
The EDCO Program for the Deaf & Hard of Hearing serves students who are deaf or hard of hearing in grades 6 – 12. Located within Newton Public Schools, students are offered a full range of services with opportunities for small group (sub-separate) instruction and full inclusion in the general education setting. The program provides 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. Educational Interpreters provide language access to students who use American Sign Language (ASL) as their primary mode of communication. All general education classrooms are equipped with infrared amplification systems, providing greater access for our students who use audition and spoken English. In SY 2015-2016, the Deaf and Hard of Hearing Program served 22 students.

**Program Highlights:**

- Interdisciplinary staff: Teachers of the Deaf, Educational Interpreters, Counselor, Speech and Language Pathologist
- Participation in general education courses in Newton Public Schools
- Critical mass of age-appropriate peers and common language users
- American Sign Language (ASL) classes offered at the High School level
- ASL Clubs at the Middle School and High School level
- Deaf History and Deaf and Hard of Hearing Identity Development
- Participation in self-contained class geared towards small group specially designed instruction
- RedCat Infrared Technology in all general education classrooms
- Weekly Academic Support
- Counseling and Speech and Language Services
- ASL and English Literacy
- Transition services
- Participation in Newton Public School’s comprehensive Career and Vocational Technical Education program
- Full-range of extra-curricular offerings
- Social Events promoting involvement in the Deaf Community
- Academic Bowl for Deaf and Hard of Hearing Students, sponsored by Gallaudet University
- Jr. National Association of the Deaf

For FY16 the daily rate for members of EDCO Collaborative was $250.26; for non-members it was $300.31. Comparable programs in the area average $282.36 per day with a range of $247.84 to $356.73.

*None of the comparable schools for the deaf in the geographic area provide inclusive opportunities.
EDCO Partners Program

Meaghan Dwyer, Program Director

Located at Brookline High School

The mission of the EDCO Partners Program is to provide comprehensive academic instruction as well as intensive social and life skills instruction to academically capable adolescents diagnosed with High Functioning Autism (formerly diagnosed with Asperger’s Syndrome) or related challenges. Students participate in a rigorous academic program but also have opportunities for direct instruction in executive function skills, transition planning and internships as well as participation in college courses. In SY 2015 – 2016, eight students were served in the program with one student successfully participating in an optional fifth year of study to prepare for transition beyond high school. 4 students were from member school districts and 4 students were from non-member school districts.

Program Highlights:

• Student to staff ratio is approximately 2:1

• Ongoing milieu counseling is provided on an as-needed basis.

• Staff members maintain consistent communication with families via phone or email.

• An online Google site is utilized to keep families informed and to provide access to schedule, curriculum, and homework.

• Individual MacBooks are provided for each student.

• Students are assisted in meeting home-district eligibility requirements for graduation and earn diplomas from their home school districts.

• Students participate in social skills, transition skills, and life skills classes on a weekly basis and participate in community trips to practice learned skills in real life settings.

• Integration into Brookline High School general education classes is determined on an individual student basis.

• Students may participate in BHS activities and attend school assemblies and events.

• A five-week summer program is available that focuses on transition planning, social & life skills.

• Students choosing to attend for an optional 5th year of studies attended Mass Bay Community College for half their day.

• Students in the EDCO Partners Program are also included in Brookline High School classes and activities.

For FY16 the daily rate for members of EDCO Collaborative was $321.39; for non-members it was $385.67. Comparable programs in the area average $376.04 per day with a range of $302.40 to $415.02. *
EDCO North Crossing Therapeutic Day Program

Debra McElroy, Director

Located at 36 Middlesex Turnpike in Bedford, MA

EDCO North Crossing Academy is located in Bedford with EDCO’s central office. Renovations to the building were designed to ensure students in all programs have access to current technology and welcoming and spacious school spaces. The programs described below constitute the range of services offered at the North Crossing Academy. This public day program is designed to serve students in grades 6 through 12 who are diagnosed with clinical mental health issues that adversely influence daily performance in the classroom.

EDCO North Crossing Therapeutic Day Program provides comprehensive educational instruction to students with special academic, emotional, and social challenges, by offering a highly structured therapeutic environment while maintaining academic integrity. The program is dedicated to helping students reach full potential by fostering individuality and personal growth within a safe and supportive learning community. Students engage in purposeful learning that stimulates curiosity, enjoyment, and understanding. Program clinical staff provide individual counseling using evidence-based strategies. Treatment modalities include, but are not limited to: Dialectical Behavior Therapy, Cognitive Behavior Therapy and trauma-focused therapy. These counseling services are designed to support the student in building skills of independence, problem solving, positive choices and preparation for life beyond high school. The EDCO North Crossing Therapeutic Day Program is committed to promoting diversity, acceptance, and a sense of belonging. In SY 2015-2016, a total of 38 students were served in the program, with an average of 21 for the year.

Program highlights:

• Licensed special education teachers and/or general education teachers with content area expertise
• Small student-to-staff ratio with frequent 1:1 academic support
• Individualized and multi-modal approach to teaching
• Counseling, offered both 1:1 and small, clinical groups
• Instruction and commitment to engage reluctant learners
• Targeted instruction in college and career readiness skills
• Staff participates in daily “debriefing’ sessions and weekly staff meetings to collaborate about students.
• Students are taught to identify their emotional and social responses to stressors and learn new coping mechanisms
• Interventions emphasize self-monitoring, self-control, and self-management strategies
• Technology skills developed through targeted instruction in technology classes and the use of current applications in all academic classes
• Community trips to practice and reinforce skills and to engage in community service
• Frequent and ongoing communication with the school district, family and outside providers

For FY16 the daily rate for members of EDCO Collaborative was $276.93; for non-members it was $332.32. Comparable programs in the area average $316.37 per day with a range of $244.88 to $412.65. *
The EDCO 45-Day Assessment Program serves students in grades 6 – 12 who are referred by their school districts for an in-depth analysis of learning, social, emotional and/or behavioral needs. Our small student population enables the 45-Day Program staff to provide individualized instruction while maintaining the integrity of the curriculum. Curriculum guidelines are obtained from the students’ home schools and lessons are designed to keep the students current in academic subjects.

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

Depending on the referral questions, assessment services include, but are not limited to: classroom observations, clinical observations, structured interviews with student and family, with collateral contacts and with school district personnel and a comprehensive review of student records. Additionally, our staff is able to conduct clinical inventories and cognitive and academic testing.

As a result of our work with the student and with attention toward school district referral questions, the EDCO 45-Day Assessment Program staff produce a thorough written assessment which offers the school district, students and families specific recommendations for maximizing and fostering student academic, emotional, behavioral, and social gains in an educational setting. In SY 2015-2016, a total of 31 students were served in the program, with a daily average of 6 for the year.

**Program Highlights:**

- Formal and informal assessment measures are matched to district referral questions and student needs
- Placement culminates with a thorough written academic and psychosocial report
- Instruction and commitment to engage reluctant learners
- Individualized lessons and collaboration with students to develop de-escalation tools
- Staff participates in daily “debriefing’ sessions and weekly staff meetings to collaborate about students
- Students are taught to identify their emotional and social responses to stressors and learn new coping mechanisms
- Promotion of student self-advocacy for use of de-escalation tools
- Clinical support as needed
- Frequent and ongoing communication with the school district, family and outside providers

For members, in FY 16, the daily rate of EDCO Collaborative’s 45-Day Assessment Program was $295.; for non-members it was $354. A comparable program in the area costs $356.16 per day.

*Operational Services Division, Authorized Prices Fiscal Year 2015, In-State Special Education Programs*
General Education Programs

In FY 16, EDCO continued to offer an interim placement for students for whom the district needed temporary programming, but no assessment. This program is designed to meet the above stated objective and present districts with educational opportunities for at risk students. In reviewing the program descriptions below, the reader will note that the identified student population served matches EDCO’s stated objective of serving students with low incidence disabilities and those who are at risk of school failure.

EDCO Youth Alternative ~ Interim
EDCO Youth Alternative ~ West

Debra McElroy, Director

Located at 36 Middlesex Turnpike in Bedford, MA

The Youth Alternative program serves students in grades nine through twelve who have experienced challenges in their respective schools as a result of disciplinary reasons. EDCO Youth Alternative ~ West offers a short-term educational program for students who meet these criteria. Students in this program continue to work on academic assignments provided by their home district, overseen, supported and coordinated by general education teachers. Students have access to counseling services either on an individual or group basis. Student tenure in the program may vary based upon the duration of the student’s suspension (5-90 days). For stays longer than 45 days, progress is summarized through the development of an individual observational assessment report that addresses academic progress as well as behavioral and social/emotional observational data. The report culminates in recommendations for instructional methodology, support services and transition planning, addressing both long term as well as short-term transition needs. For students who attend for less than 45 days, districts receive an academic summary of topics covered and work completed in each subject area.

Program highlights:

- The programs offer a continuum of general education classes, including special area subjects, designed to meet local school district graduation requirements.
- Classes in the long term and short-term programs are conducted by DESE certified content area teachers.
- Students receive a personalized approach to their educational program with education-related mental health services infused throughout the school day.
- Targeted instruction in college and career readiness skills and the development of individualized transition
- Staff participates in daily “debriefing” sessions and weekly staff meetings to plan and collaborate about students.
- Students are taught to identify their emotional and social responses to stressors and learn new coping mechanisms
- Interventions emphasize self-monitoring, self-control, and self-management strategies
- Frequent and ongoing communication with the school district, family and outside providers
- Communication with parents is on-going
- Students are referred and transitioned to their local school district school programs based upon student needs and team recommendations.
EDCO objectives:

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

Progress toward objectives:

In support of our mission, to improve education through interdistrict and interagency collaboration, to provide high quality education and related services to students-at-risk and to enhance equity, intercultural understanding and equal opportunity in education EDCO has partnered with state and federal agencies. The partnerships allow us to serve diverse populations. Contracts have been awarded to EDCO as a result of the competitive grant process or inter-agency agreements.

EDCO enjoys a robust partnership with Boston Public Schools. First, EDCO manages the Youth Alternative Program in Kenmore Square. The City of Boston, the Boston Public Schools, the Department of Labor and other sponsoring agencies fund the program. The EDCO Youth Alternative has a 33-year track record of serving off-track youth and returning high school dropouts, making it one of the longest-standing alternative education and school-to-career (STC) programs in the nation. EDCO Youth Alternative has the capacity to support and empower youth to achieve their educational and career goals.

EDCO Collaborative also works on behalf of Boston Public Schools as the provider of Title I and Title II services for private and parochial schools in Boston. In 2015-2016 these supplemental services contributed to the academic support for children in 35 schools in the city of Boston.

EDCO is the lead agency for a Title III consortium, comprised of seven EDCO districts with fewer than 100 English language learners enrolled. The consortium received a grant of $87,885 in FY 2016 to provide professional development for teachers.

EDCO has been awarded the contract as a subgrantee of the Department of Elementary and Secondary Education for the Massachusetts Migrant Education Program. During FY16 the program served over 600 migratory children and youth.

EDCO Collaborative’s Special Education Surrogate Parent Program works in partnership with the Massachusetts Federation for Children appointing volunteers to act as special education decision makers for children in Massachusetts who are in the custody of a state agency.

Lastly, the Department of Developmental Services has awarded EDCO Collaborative a grant to provide therapeutic services to residents of the Wrentham Habilitative Center. The partnership meets EDCO’s objective to provide adult services in partnership with DDS. In FY16, over 250 adults with developmental disabilities received related services through EDCO’s Wrentham Habilitative Program. Services including occupational therapy, physical therapy, adapted physical education and orientation and mobility provided residents with significant opportunities for improved health, safety, recreation, and leisure throughout the year.
EDCO Youth Alternative Program

Ajay Trivedi, Program Director

Located in Kenmore Square, Boston

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. An individualized case plan is developed for each student to set high, attainable, goals. At a minimum, these goals include the attainment of a high school diploma and a successful step beyond graduation. In SY 2015 – 2016, sixty-five students were served in the program. EDCO Youth Alternative Program, in Boston, has enjoyed a long and successful relationship with Boston Public Schools due to the excellence services and positive results it has achieved over its thirty plus years.

Program highlights and emphases:

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

Ajay Trivedi, Program Director

Youth Alternative Program Graduation June, 2016
**Boston Public Schools, Title I and Title IIa**

**Eric Halloran, Director, 7/1/15 - 12/31/15, Kevin Lynn, Director, 1/1/16 - 6/30/16**

*Boston Schools, Boston MA*

EDCO Collaborative serves as fiscal agent for the Boston Public Schools in providing Title I and Title IIa services to eligible students and staff at twenty-eight parochial and private schools in Boston. Services for Title I children take the form of tutoring, small group instruction, computer assisted instruction, and summer programming in reading, math and language arts. In FY16, over 1,000 children were provided supplemental Title I services by thirty-eight staff including six full time teachers, and twenty-two part-time teachers, tutors and Computer Assisted Instruction Lab managers. Over thirty-five consultants were engaged to provide direct and indirect services such as tutoring and coaching in support of this effort.

Professional development opportunities aimed at enhancing teacher effectiveness were provided under Title IIa to more than three hundred teachers through enrollment in workshops and professional organization conferences and through direct services to schools. Under this effort, more than seventy-five consultants were contracted to provide research based professional learning workshops, coaching, curriculum development, planning and evaluation services. We estimate that over 8,500 students were impacted directly or indirectly through supplemental services and more effective instruction as a result of these Title 1 and Title IIa programs.

Title 1 services were provided to just under 1000 students in the Catholic Schools and to another 250+ students in the other private schools.

**Wrentham Habilitative Services**

**Anthony Ferris, Program Director**

*Located at the Wrentham Developmental Center, Wrentham, MA*

The Department of Developmental Services has awarded EDCO Collaborative a grant to provide therapeutic related services to the residents of the Wrentham Habilitative Center. Services including occupational therapy, physical therapy, adapted physical education and orientation and mobility provided residents with significant opportunities for improved health, safety, recreation, and leisure throughout the year. This unique partnership meets EDCO’s objective to provide adult services in partnership with DDS. In FY 16, over 250 adults with developmental disabilities received related services through EDCO’s Wrentham Habilitative Program.

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

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

Emily Hoffman, EDCO Director

Located through the EDCO Member District

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

In FY16, more than 600 students were served in the Massachusetts Migrant Education Program and the Out of School Youth Program. Services provided include:

- Support for preschoolers to enroll in structured Early Childhood Education programs
- Site and home-based supplemental educational supports
- Academic interventions
- Academic summer programs (Pre K -12)
- Support for Out-of-School Youth: English classes Life Skills, Adult Basic Education, High School Equivalency Test preparation (HiSET)
- Referral services to educational, health and other services in the community
- Programming aimed at family involvement
- Career and Graduation Readiness Workshops and Field trips for 9-12 and OSY students

Special Education Surrogate Parent Program

Megan Ronzio, Director

Working in conjunction with DESE

Through a shared grant of the Department of Elementary and Secondary Education, EDCO Collaborative’s Special Education Surrogate Parent (SESP) Program works in partnership with the Massachusetts Federation for Children with Special Needs to provide trained special education decision-makers to students with disabilities whose parents are unable to represent them in the special education process. For FY16, the SESP Program generated 543 SESP appointments, the most in any fiscal year since FY11. In addition, SESP personnel increased outreach efforts to DCF offices and to school districts by offering training, attendance and distribution of information at state meetings. As part of the outreach, over 400 DCF personnel and Administrators of Special Education received information and materials from SESP leadership.
Professional Learning / Partnerships

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

Progress toward objectives:

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

Participation in EDCO Collaborative roundtable has increased over FY15. Roundtables are offered for school committee members, administrators, curriculum and instruction coordinators, special education administrators, and more. Our School Committee orientation program continued with eight new school committee members receiving training certification.

The Educator Leadership Institute recently received reapproval from the Department of Elementary and Secondary Education as a leadership licensure program. The program graduated and endorsed thirty-one candidates in June of 2016.

McSwiney Center for Professional Learning

Rick Atkins, Director

Located at 36 Middlesex Turnpike in Bedford, MA

Mission:

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

McSwiney Center Objectives:
• Establish and support networks and forums for sharing information, resources, and state-of-the-art theory and practice about teaching and learning
• Design and manage high quality, cost effective professional learning programs that address members’ interests and needs
• Provide technical assistance programs for member districts on new state regulations
• Extend member systems’ access to programs, resources and materials of local institutions through collaborative projects and alliances
Program Highlights from the 2015 -2016 School Year:

- Provided support to districts around current ESE initiatives, including workshops for new administrators on the Evaluation System, SEI Endorsement courses for teachers and administrators, and 15 hour workshops to meet the recertification requirements in working with ELL students and students with disabilities. 340 teachers and administrators were able to receive their SEI endorsement through EDCO-sponsored courses, and 373 educators satisfied the 15 hour requirements in working with ELLs or students with learning disabilities.

- Registered over 2000 teachers and administrators in professional learning programs led by current and former EDCO teachers and administrators and by regional and national leaders in their field (an increase of over 35% from 2014 – 15)

- Developed specialized professional learning seminars, workshops and courses in the fields of art, early childhood education, foreign language, history/social studies, language arts, library research, mathematics, multicultural education, music, physical education, science, special education and technology

- Hosted several teleconferences with experts from as far away as California

- Convened and managed a Title III consortium focused on English language learning for six EDCO districts who would not otherwise have had access to the funds. The funds ($58,915) supported before and after school and summer tutoring for ELLs, and professional learning with regional and national experts, including Jeff Zwiers of Stanford University.

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

- Linked with area institutions to bring programs, research and information to districts, including: Boston College, Education Development Center, deCordova Sculpture Park and Museum, Edward M. Kennedy Institute, Framingham State University, Fitchburg State University, Harvard Graduate School of Education, MA Audubon Society, Massachusetts College of Art and Design, MassCUÉ, MATSOL, MSLA, Salem State University, Suffolk University, TERC, Thoreau Institute, World War II Museum in Framingham, and Worcester State University

Benefits for Member Districts:

- EDCO member educators are able to attend workshops led by regional and national leaders in their fields thanks to the cost-sharing among the districts. A national leader such as Karen Karp of Johns Hopkins charges $3000/day plus travel expenses, but EDCO was able to allow teachers to attend a full day workshop for $95.

- Through the job-alike groups, EDCO is able to identify member educators who have particular expertise to share across the collaborative. Twenty-three teachers from EDCO districts taught/co-taught workshops in 2015 – 16.

- EDCO Collaborative’s professional learning workshops and courses are offered at the lowest possible fee to cover the cost of the presenter and a modest overhead rate. Tuitions range from $15 - $495, depending upon course length and provider fees. These rates compare favorably to other institutions where fees may range from $100 to $1000.

- A one-credit course is offered through the McSwiney Center for $195. Rates at colleges and universities in our geographical area range from $328 per credit at a public university to $1556 at a private university.

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

Initiatives for Developing Equity and Achievement for Students

IDEAS is committed to achievement and success for all students via culturally proficient classrooms and schools that honor the individuality of students and families of all racial, ethnic, and cultural backgrounds. IDEAS builds upon EDCO’s mission in supporting member and non-member districts as they focus on culturally proficient schools and classrooms. IDEAS will extend the professional learning opportunities available to school districts as they work to enhance the culturally proficient practices identified in Standards II and III of the MA DESE Model Teacher Rubric.

Program Highlights:

- Professional learning opportunities in cultural proficiency to support equity and success for all students
- Student Leadership Conferences for middle and high school students to help shape diversity initiatives
- Consultation about curriculum and developing culturally proficient classrooms and schools
- Customized professional development workshops
- Monthly Affinity Group meetings for educators of color
- Ongoing Book Group discussions on topics of equity, race and teaching practices
- Tenacity Challenge: Academic Scholarship Competition for Latino and African-American students

Progress Toward Objectives:

IDEAS supports member and non-member districts in promoting and sustaining culturally proficient classrooms.

During FY16, twelve courses were offered through IDEAS with over 200 educators participating.

Leadership Roundtables

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

- School Committee
- Superintendents
- Assistant Superintendents for Curriculum and Instruction
- High School Principals
- Middle School Principals
- Special Education Administrators
- School Psychologists
- Team Chairpersons
- Early Childhood Directors
- 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
- Health and Wellness Coordinators
- Arts Directors
- English Language Learners Coordinators
- Foreign Language Coordinators
- School Counselors
Benefits / Cost Savings for Member Districts:

Job-alikes in EDCO’s geographic area are offered for $600 - $1500 for the year. EDCO roundtables also offer the opportunity for professionals from like districts to brainstorm issues and challenges. Attendees express their gratitude for the opportunity to reach out to peers who have experienced similar challenges, thus promoting collaboration and saving on attorney fees.

New School Committee Orientation Program

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

Other Services

EDCO Objective:

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

Progress toward objective:

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

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

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

Special Education Transportation

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

EDCO objective:

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

Progress toward objective:

In FY16 the transportation network safely transported 463 students; 177 within districts, 275 to out of district placements, and 11 privately paid. Top priorities of the network are safety and communication. The cultivation of excellent relationships with both families and vendors has resulted in satisfaction of all stakeholders as well as tremendous savings on transportation costs.
Appendix A – Cost Comparison

Cost Comparison:

**EDCO Special Education Programs / Comparable Private Separate Day Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Daily Rate</th>
<th>Program</th>
<th>Daily Rate</th>
<th>Program</th>
<th>Daily Rate</th>
<th>Program</th>
<th>Daily Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCO Deaf &amp; Hard of Hearing</td>
<td>$250.26</td>
<td>Partners Program</td>
<td>$321.39</td>
<td>North Crossing Therapeutic Day</td>
<td>$276.93</td>
<td>North Crossing Int. Alt. &amp; Assessment</td>
<td>$295.00</td>
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<tr>
<td>Private Day</td>
<td>$356.73</td>
<td>Private Day</td>
<td>$415.02</td>
<td>Private Day</td>
<td>$244.88</td>
<td>Private Day</td>
<td>$356.16</td>
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<tr>
<td>Private Day</td>
<td>$247.84</td>
<td>Private Day</td>
<td>$302.40</td>
<td>Private Day</td>
<td>$356.16</td>
<td>Private Day</td>
<td>$385.44</td>
</tr>
<tr>
<td>Private Day</td>
<td>$242.51</td>
<td>Private Day</td>
<td>$328.31</td>
<td>Private Day</td>
<td>$275.09</td>
<td>Private Day</td>
<td>$309.69</td>
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<tr>
<td>Private Day</td>
<td>$410.71</td>
<td>Private Day</td>
<td>$328.31</td>
<td>Private Day</td>
<td>$299.08</td>
<td>Private Day</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>$282.36</strong></td>
<td><strong>Average</strong></td>
<td><strong>$376.04</strong></td>
<td><strong>Average</strong></td>
<td><strong>$303.95</strong></td>
<td><strong>Average</strong></td>
<td><strong>$350.43</strong></td>
</tr>
</tbody>
</table>

Source: *Operational Services Division, Authorized Prices Fiscal Year 2016, In-State Special Education Programs*
Appendix B – FY16 Audit

By the Audit Firm

FRITZ DEGUGLIELMO LLC
Certified Public Accountants

To view the complete FY16 audit, please visit http://www.edcollab.org/?page_id=99
Our discussion and analysis of EDCO Collaborative’s (“EDCO”) financial performance provides an overview of EDCO’s financial activities for the fiscal year ended June 30, 2016. Please read it in conjunction with the financial statements that begin on page 8.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to EDCO’s financial statements. EDCO’s financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Statements:
The government-wide financial statements report information about EDCO as a whole using accounting methods similar to those used by private sector companies.

- The Statement of Net Position presents information on all of EDCO’s assets and liabilities with the difference between the two reported as net position. It is one way of measuring EDCO’s financial health or position.
- The Statement of Activities presents information showing how EDCO’s net position changed during the most recent fiscal year. All of the current year’s revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

Over time, increases or decreases in EDCO’s net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of EDCO.

Fund Financial Statements:
Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, EDCO has only governmental funds.

- Governmental funds – EDCO’s basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance EDCO’s programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.

Notes to the Financial Statements:
The Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in EDCO’s financial statements.

Required Supplementary Information:
In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.
Government-wide Financial Highlights

Revenue and Other Support
Revenue and other support for the fiscal year ended June 30, 2016 decreased $3,788,727 or 24% from the prior fiscal year, excluding retirement systems on-behalf revenue. EDCO Collaborative (EDCO) recorded dividend and interest income, and realized and unrealized gains on investments of $32,781 and $37,912, respectively, in fiscal year 2016. EDCO ceased operating its transportation network services resulting in a decrease in revenue of approximately $4,319,000. The Massachusetts Migrant Education program (MMEP), the EDCO Youth Alternative program, tuition programs, the Title I program, and the professional development program all experienced increases in revenues while the Title IIA program experienced a decrease in revenue. The majority of the revenue increases are related to increased demand and rates for services.

Service fee income increased $42,914 or 11.1% from the prior fiscal year. The increased service fee for fiscal year 2016 was agreed to by the LABBB Educational Collaborative (LABBB). The majority of the increase relates to sharing a larger portion of costs related to human resource and accounting staff.

Expenses
Expenses for the fiscal year ended June 30, 2016 decreased $4,873,349 or 29% from the prior fiscal year, including investment fees and interest expense and excluding retirement systems on-behalf expense. EDCO realized a reduction in expenses from the discontinued transportation network services of approximately $4,322,000. While numerous programs experienced expense increases, including MMEP, the professional development program and the Title I program, other programs and grants decreased. Programs and grants that experienced decreases in expenses are the EDCO Youth Alternative, tuition programs, and the Title IIA program.

Service fee expenses increased $30,021 or 9%. The majority of the increase relates to sharing a larger portion of costs related to human resource and accounting staff with LABBB. Management and general expenses decreased $372,168 or 20%, excluding depreciation expense. EDCO incurred approximately $450,000 lower occupancy and leasing costs in fiscal year 2016 compared to fiscal year 2015. The higher expenses in fiscal year 2015 were due to the Collaborative’s move to its new facility in Bedford. There was an approximately $42,000 increase in management and general payroll expenses and a decrease of approximately $36,000 in other general expenses in fiscal year 2016.

Change in Net Position
The change in net position for the fiscal year ended June 30, 2016 increased $1,084,622 or 86% from the prior fiscal year decrease in net position. The increase is primarily due to expense decreases in excess of revenue decreases. Expense decreases are primarily due to decreased occupancy and other expenses due to the relocation that occurred in fiscal year 2015 and ceasing the transportation network. EDCO continues to develop and enhance the special education programs offered and it is anticipated these efforts will provide additional revenue, cost offsets, and increases in net position in future years.

Total Assets
Total assets as of June 30, 2016 decreased $1,525,007 or 23% from June 30, 2015. Accounts receivable and unbilled revenue decreased by a combined $1,084,025, primarily due to invoices related to the former transportation network not incurred at June 30, 2016. Equipment and leasehold improvements decreased by $161,836 primarily due to depreciation, while cash decreased $330,095. The majority of the change relate to the general operations of the Collaborative.
EDCO Collaborative • Management’s Discussion and Analysis (continued)
June 30, 2016

Total Assets – (continued)
EDCO maintains cash balances with Rockland Trust and the MMDT. Cash balances at Rockland Trust are
maintained at levels that at times exceed FDIC protection. Cash balances at the MMDT are not FDIC insured. The
MMDT is managed by the Massachusetts State Treasurer and Federated Investments and offers investors a stable
investment option, competitive yields, low cost, liquidity, and professional management. The MMDT investment
objectives are the preservation of capital, maintaining a high level of portfolio liquidity, and to attain the highest level
of current income consistent with the objectives of preservation of capital and liquidity. To achieve the investment object-
ives, the MMDT limits investments to the highest quality U.S. dollar-denominated money market instruments of
domestic and foreign issuers, U.S. government securities, and repurchase agreements. EDCO had a minimal amount
invested with the MMDT during fiscal year 2016.

During the year ended June 30, 2014, EDCO received and recorded investments and investment activity related
to the contributions from EDCO, Inc. The investments are professionally managed by Boston Private Bank & Trust
Company. As of June 30, 2016, the portfolio composition included 72% equity securities, 22% fixed income securities,
2% mutual funds, and 4% cash and cash equivalents. The Collaborative manages its investments in accordance with
state public finance laws that require that all moneys held in the name of the Collaborative, which are not required to
be kept liquid for purposes of distribution, shall be invested in such a manner as to require the payment of interest on
the money at the highest possible rate reasonably available, taking account of safety, liquidity and yield. The Collob-
orative has directed Boston Private Bank & Trust Company to manage the funds as conservatively as possible. How-
ever, the investments are still subject to market risk of loss.

Net equipment and improvements decreased $161,836 in fiscal year 2016. The decrease relates to depreciation of
$214,800, net of $52,964 of additions to equipment during the year. Capitalized items cost a minimum of $5,000 and
are depreciated over their useful lives, ranging from 3 to 15 years, using the straight-line method of depreciation with a
half year convention.

Liabilities and Net Position
Total liabilities as of June 30, 2016 decreased $1,349,712 or 44% from June 30, 2015. During the year ended June
30, 2015, EDCO entered into a $1,200,000 note payable agreement with the owner of 36 Middlesex Turnpike in
Bedford, Massachusetts to finance leasehold improvements. The Collaborative has paid down the balance of the note
by $172,206 as of June 30, 2016. The remaining decrease in liabilities is primarily due to payables in the transpor-
tation network not incurred as of June 30, 2016. During the year ended June 30, 2016, the balance of the total net
position decreased by $175,295 or 5% from the prior fiscal year.

Governmental Funds Financial Highlights

The Collaborative reported a total general fund balance of $2,415,754, of which $1,516,823 is unassigned. The
fund balance decreased $106,828 over the prior fiscal year, primarily as a result of operations. Accounts receivable and
unbilled revenue decreased by a combined $1,084,025, primarily due to invoices related to the former transportation
network not incurred at June 30, 2016. Cash decreased $330,095. Accounts payable and accrued expenses decreased
by $1,238,860, primarily due to invoices related to the former transportation network not incurred at June 30, 2016.
In addition, prepaid expenses and other assets increased by $16,704, investments increased by $34,244 and deferred
revenue decreased by $17,483.
EDCO’s annual budget for fiscal 2016 was approved by its Board of Directors. For the fiscal year ended June 30, 2016, EDCO received operating revenues, excluding retirement systems on-behalf revenue, of approximately $11,806,000 compared to budgeted revenues of approximately $12,836,000. The difference between actual revenues received and budgeted revenues is approximately 8% of budgeted revenues.

For the fiscal year ended June 30, 2016, EDCO incurred operating expenses, excluding retirement systems on-behalf revenue, of approximately $11,913,000 compared to budgeted expenses of approximately $12,892,000. The difference between actual expenses incurred and budgeted expenses is approximately 8% of budgeted expenses. The primary differences between budgeted revenues and expenses is lower than expected tuition and service revenue and a corresponding reduction in expenses.

Known Facts, Decisions, or Conditions

EDCO continues to invest in the quality of its educational programs through curriculum enhancements and professional development for our educators and administrators.

The McSwiney Center for Professional Learning, formerly the EDCO Seefurth Education Center, continues to offer high quality professional development programs for educators and administrators.

Center staff members work closely with member districts to identify and develop course offerings that meet the needs of the districts. Since fiscal year 2013, the Center sponsored institutes on The Art of Science, the Science of Art and Fostering Mathematical Practices with English Learners, initiated new roundtables for Guidance Counselors and Data Specialists and assisted districts in planning for implementation of district-determined measures. The Center staff continues to offer programs to support English Language Learners (ELL), and to sponsor math and literacy programs that address the Common Core standards for teaching and learning.

The LABBB/EDCO Transportation program continues and offers transportation services every month of the year. The program transports students with disabilities from six school districts. The program was developed to improve transportation services and substantially reduce costs for school districts. EDCO provides financial services for the program and offsets some administrative costs to the program. The majority of the transportation program activities were transferred to LABBB during the year ended June 30, 2016.

EDCO Collaborative moved to a new building in Bedford, MA in September 2014. The building renovations began in the late spring of 2014. The new facility provides more office space for administration, larger and improved space for the McSwiney Center for Professional Learning, and a new school, EDCO Collaborative North Crossing Academy. The space includes fourteen classrooms, a science lab, an art studio, a media library, five sensory rooms, a recreation gym and fitness center, a warming kitchen and cafeteria. The Academy has the capacity to serve over one hundred students and also has a Clinical and School Psychologist on staff.

The Academy offers four unique programs:
1. Youth Alternative West – A general education alternative high school program that serves students in grades 9 to 12 who have experienced challenges in a tradition school setting.
2. Youth Alternative Interim Program – A program for students who have been suspended from their school program for disciplinary code violation and/or school district personnel are unclear about the most effective educational options for students. This is an interim program for students in grades 9 to 12.
3. A Therapeutic Day School – This program serves students in grades 6 to 12 who have had mental health, social/emotional, or behavioral needs, the impact of which adversely affects daily school performance.
4. 45-Day Assessment Program – This program serves students in grades 6 to 12 who are referred by their school districts for an in-depth analysis of learning, social, emotional and /or behavioral needs.
EDCO implemented GASB Statement No. 68 in fiscal year 2015. The standard relates to the accounting and financial reporting for pensions. EDCO’s employees participate in the Massachusetts Teachers’ (MTRS) or State Employees’ Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts (“the Commonwealth”).

Educational collaboratives contribute amounts equal to the normal cost of employees’ benefits participating in MSERS at a rate established by the Public Employees’ Retirement Administration Commission (PERAC), currently 5.6% of covered payroll. The Commonwealth is a nonemployer contributor in MTRS and MSERS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS. Therefore, the Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities’ share of the collective net pension liability that is associated with the employer. In addition, EDCO must recognize its portion of the collective pension expense as both revenue and pension expense.

EDCO implemented GASB Statement No. 72 and 76 during fiscal year 2016. Those standards relate to fair value measurements and generally accepted accounting principle hierarchy. Neither statement impacted the financial statements but did require modifications to the notes to the financial statements.

Requests for Information
This financial report is designed to provide readers of the financial statements an overview of EDCO’s financial activities. If you have questions in regard to this report, contact our Executive Director, Colleen Dolan, or our Director of Business Management and Human Resources, Thomas Markham, at (617) 738-5600.
EDCO Collaborative Statement of Net Position June 30, 2015
(with summarized comparative information as of June 30, 2014)

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$697,546</td>
<td>$2,000,699</td>
<td>$367,451</td>
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<tr>
<td>Investments</td>
<td>1,110,965</td>
<td>1,359,823</td>
<td>1,145,209</td>
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<tr>
<td>Accounts receivable, net</td>
<td>2,386,890</td>
<td>2,095,975</td>
<td>705,853</td>
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<tr>
<td>Unbilled receivables</td>
<td>192,313</td>
<td>181,365</td>
<td>789,325</td>
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<tr>
<td>Prepaid expenses</td>
<td>5,160</td>
<td>112,536</td>
<td>21,865</td>
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<tr>
<td><strong>Total Current Assets</strong></td>
<td>$4,392,874</td>
<td>$5,749,898</td>
<td>$3,029,703</td>
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<tr>
<td>Non-current Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and improvements, net</td>
<td>2,121,157</td>
<td>280,965</td>
<td>1,959,321</td>
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<tr>
<td>Deposits</td>
<td>14,926</td>
<td>61,366</td>
<td>14,926</td>
</tr>
<tr>
<td>**Total Non-current Assets</td>
<td>$2,136,083</td>
<td>$342,331</td>
<td>$1,974,247</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>$6,528,957</td>
<td>$6,092,229</td>
<td>$5,003,950</td>
</tr>
</tbody>
</table>

| **LIABILITIES AND NET POSITION** |            |            |            |
| Current Liabilities         |            |            |            |
| Current portion of note payable | $88,251  | $ -        | $92,766    |
| Accounts payable            | 1,404,746  | 520,897    | 134,707    |
| Accrued liabilities         | 363,499    | 660,667    | 394,678    |
| Deferred revenue            | 102,047    | 136,357    | 84,564     |
| **Total Current Liabilities** | $1,958,543 | $1,317,921 | $706,715   |
| Non-current:                |            |            |            |
| Compensated absences        | 95,259     | 67,030     | 90,141     |
| Note payable, net of current portion | 1,027,794 | $ -        | 935,028    |
| **Total Non-current Liabilities** | $1,123,053 | $67,030    | $1,025,169 |
| **Total Liabilities**       | $3,081,596 | $1,384,951 | $1,731,884 |

| **Net Position**            |            |            |            |
| Unrestricted net position:  |            |            |            |
| Available for operations/Unrestricted | 1,463,318 | 3,163,682  | 1,441,608  |
| Net investment in equipment | 1,005,112  | 280,965    | 931,527    |
| Temporarily restricted net position | 978,931  | 1,262,631  | 898,931    |
| **Total Net Position**      | $3,447,361 | $4,707,278 | $3,272,066 |
| **Total Liabilities and Net Position** | $6,528,957 | $6,092,229 | $5,003,950 |

See accompanying Notes to Financial Statements and Independent Auditor’s Report.
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2016

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
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</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and services revenue</td>
<td>$ 5,346,475</td>
<td>$ -</td>
<td>$ 5,346,475</td>
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<tr>
<td>Member assessments</td>
<td>398,782</td>
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<td>398,782</td>
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<tr>
<td>Grants and contributions</td>
<td>5,990,188</td>
<td></td>
<td>5,990,188</td>
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<td>Intergovernmental revenue</td>
<td>1,622,242</td>
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<td>1,622,242</td>
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<td>Interest and other investment income</td>
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</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>13,428,380</strong></td>
<td>-</td>
<td><strong>13,428,380</strong></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>1,489,756</td>
<td></td>
<td>1,489,756</td>
</tr>
<tr>
<td>Program payroll</td>
<td>5,880,143</td>
<td></td>
<td>5,880,143</td>
</tr>
<tr>
<td>Program fringe benefits and payroll taxes</td>
<td>1,229,491</td>
<td>-</td>
<td>1,229,491</td>
</tr>
<tr>
<td>Contract services and professional fees</td>
<td>1,479,920</td>
<td>-</td>
<td>1,479,920</td>
</tr>
<tr>
<td>Transportation and travel</td>
<td>139,615</td>
<td>-</td>
<td>139,615</td>
</tr>
<tr>
<td>Rent and other occupancy</td>
<td>517,897</td>
<td>-</td>
<td>517,897</td>
</tr>
<tr>
<td>Building maintenance</td>
<td>13,735</td>
<td></td>
<td>13,735</td>
</tr>
<tr>
<td>Telephone and utilities</td>
<td>125,545</td>
<td>-</td>
<td>125,545</td>
</tr>
<tr>
<td>Supplies, equipment and technology</td>
<td>506,434</td>
<td>-</td>
<td>506,434</td>
</tr>
<tr>
<td>Education and training</td>
<td>233,342</td>
<td>-</td>
<td>233,342</td>
</tr>
<tr>
<td>Other</td>
<td>99,619</td>
<td></td>
<td>99,619</td>
</tr>
<tr>
<td>Intergovernmental expense</td>
<td>1,622,242</td>
<td>-</td>
<td>1,622,242</td>
</tr>
<tr>
<td>Capital outlay, net of debt incurred</td>
<td>52,964</td>
<td>-</td>
<td>52,964</td>
</tr>
<tr>
<td><strong>Debt Service:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt principal</td>
<td>88,251</td>
<td>-</td>
<td>88,251</td>
</tr>
<tr>
<td>Debt interest</td>
<td>56,254</td>
<td>-</td>
<td>56,254</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$ 13,535,208</strong></td>
<td>-</td>
<td><strong>$ 13,535,208</strong></td>
</tr>
<tr>
<td>Excess (deficit) of Revenues over Expenditures</td>
<td>(106,828)</td>
<td>-</td>
<td>(106,828)</td>
</tr>
</tbody>
</table>

**Other Financing Sources:**

- Transfer from professional development fund: 30,000 (80,000) - 

**Net Change in Fund Balances**

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>(26,828)</td>
<td>(80,000)</td>
<td></td>
<td>(106,828)</td>
</tr>
</tbody>
</table>

**Fund Balances, Beginning of Year**
- cumulative effect of a change in accounting principle (see Note A)

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,543,651</td>
<td>978,931</td>
<td></td>
<td>2,522,582</td>
</tr>
</tbody>
</table>

**Fund Balances, End of Year**

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 1,516,823</td>
<td>$ 898,931</td>
<td></td>
<td>$ 2,415,754</td>
</tr>
</tbody>
</table>