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

During FY18, EDCO Collaborative’s senior leadership team consisted of four members: Director of the McSwiney Center for Professional Learning, Instructional Technology Director, Director of Business Management, and Executive Director. This representation is a result of efforts in creating an efficient central office that began in FY12. In June of 2018, Colleen Dolan, the Executive Director, retired and the position was assigned to Nadine Ekstrom.

EDCO Collaborative’s programs, servicing students with special needs, continued to gain recognition in FY18 by its member districts and beyond. In fact, North Crossing Academy expanded to include middle school programming, servicing students with social and emotional needs.

In FY18, EDCO hosted the Department of Elementary and Secondary Education’s Regional Meetings on three occasions. Due to EDCO’s technology capacity and gathering space within the facility, the organization was delighted to assist the Commonwealth of Massachusetts’ Educational Department in providing space for their meetings. Furthermore, the McSwiney Center has been utilized by many organizations on Saturdays. EDCO continued to build partnerships with local community educational organizations to create a space for professional learning.

In November 2017, EDCO provided a full-day professional development program in partnership with another collaborative, to service member districts. The collegiality between both collaboratives made for a very effective day.

The IDEAS program successfully celebrated their first annual conference at Bentley College. This conference occurred in April 2018. The feedback was extremely positive and planning for a second annual conference is being arranged for FY19.

The Partners Program was relocated in FY18 to Bedford's location. In addition, classroom and office space was leased to CASE Collaborative until June 2019. These additions, along with EDCO’s current tenants Nu Path and Van Pool, brought 36 Middlesex Turnpike to full utilization.

Nadine A. Ekstrom
Executive Director
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 interdistrict and interagency collaboration to meet the needs of underserved and at risk students and adults.

In its first form, Education Collaborative for Greater Boston, Inc. was a private, not-for-profit charitable corporation formed by superintendents from seven member school districts. Their purpose was to increase communication and understanding among staff and students in urban and suburban school districts. Initial programs were designed to cross racial, economic and social barriers. Early on, ECGB, Inc. received funding to operate voluntary desegregation programs, using the City of Boston as a classroom and bringing suburban students into Boston to work with inner city students. Over time, school districts began to see the value in collaborating on other education issues such as special education, school-to-work, vocational education and professional development for teachers. A grant from the Ford Foundation in the early 1980’s allowed for the development of additional programs related to curriculum and instruction, and membership grew along with the services offered.

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

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

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

William McAlduff, Int. Superintendent, Acton-Boxborough Regional School District
Kathleen Bodie, Superintendent, Arlington Public Schools
Jon Sills, Superintendent, Bedford Public Schools
Andrea Prestwich, School Committee, Belmont Public Schools
Helen Charlapski, School Committee, Brookline Public Schools
James O’Shea, Superintendent, Carlisle Public Schools
Laurie Hunter, Superintendent, Concord Public Schools/Concord Carlisle Regional
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
Deanne Galdston, Superintendent, Watertown Public Schools
Midge Connolly, Superintendent, Weston Public Schools

Administrative Team

Colleen Dolan, Executive Director
Thomas Markham, Director of Business Management
Andrew Kelley, Director of Professional Learning and Community Education
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.
Information Technology at EDCO Collaborative

The Information Technology department once again had a busy year. The goal of our department is always first priority, and has not changed: to support the needs of teaching and learning and drive success towards EDCO’s mission. Some of our accomplishments this year include completing upgrades to two of our Bedford conference rooms – the Central Office Resource Room and the School IEP Conference Room. We added a high-definition TV and mobile device charging station to the Central Office conference room to allow for presentations and better collaboration. In addition, we also added an interactive whiteboard and projector to the school side conference room to allow for more effective IEP meetings and allow the room to be used for small group instruction as well.

In addition, EDCO had another tenant move into the space behind the McSwiney Center. As part of this transition, we assisted the tenant in getting their technology online and added capacity to our data center to allow for the tenants to use our existing Internet Service Providers making it easier for them to quickly settle in and get to work.

As part of the Technology services we support, this was EDCO’s first full year of using the SchoolBrains Student Information System. We were proud to be one of the first education collaboratives in Massachusetts to be fully operational and compliant with SIF for data reporting and accomplished this through the use of SchoolBrains. This process gave us the ability to manage data accurately throughout the school year and not duplicate data and effort on separate databases and spreadsheets to be submitted to the Department of Elementary and Secondary Education (DESE). Moreover, we also assisted our New England High School Equivalency Program (HEP) with changing service providers for their student tablets. Originally we had all of our students using Verizon Wireless data on their devices, but we found that some students were continuously exceeding data usage and using the devices for other purposes. To resolve this, we moved all our devices over to Kajeet as the service provider. This change gave us the ability to manage what sites the students can and cannot go to, and throttle Internet access when they exceed their quota. This transition has been successful and has resulted in increased student productivity and cost savings.

Finally, we also made some improvements to our online registration system for the McSwiney Center for Professional Learning. This year we moved the site to our own domain and it is now hosted at courses.edcollab.org. We were also able to move the system to new virtual servers to increase resources and enhance system performance. We will continue to work on this system next year and plan to add functionality as well.

Seefurth Room at the McSwiney Center for Professional Learning
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
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 or in another member district, thus ensuring students are placed in the least restrictive educational environment.
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 soundfield amplification systems, providing greater access for our students who use audition and spoken English. In SY 2017-2018, the Deaf and Hard of Hearing Program served 19 students.

In 2017-2018, the EDCO Program for the Deaf and Hard of Hearing expanded services to include outreach to member and non-member school districts. The program provided monthly language consultation to a Watertown high school student attending Beacon High School and professional observation, consultation and IEP meeting participation for two elementary-age students in the Winchester Public Schools.

Program Highlights:

• Interdisciplinary staff: Teachers of the Deaf, Educational Interpreters, Counselor, Speech and Language Pathologist
• Participation in general education courses in Newton Public Schools
• Participation in self-contained class geared towards small group specially designed instruction
• Critical mass of age-appropriate peers and common language users
• Training and support for Newton general educators
• 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
• RedCat infrared technology in all 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 (CVTE) program
• Full-range of extra-curricular offerings, including varsity athletics
• Social events promoting involvement in the Deaf community
• Academic Bowl for Deaf and Hard of Hearing Students, sponsored by Gallaudet University
• Outreach consultative services related to serving deaf and hard of hearing students in the public school system

For FY18 the daily rate for members of EDCO Collaborative was $299.56; for non-members it was $344.49. Comparable programs in the area average $307.60 per day with a range of $250.68 - $368.75.
The EDCO Partners Program mission is to provide comprehensive academic instruction as well as intensive instruction in the 3 S’s (social competency, self-awareness, and stress management) to academically capable students diagnosed with an Autism Spectrum Disorder (i.e. Asperger’s Syndrome), Non-Verbal Learning Disability or similar profile. We are committed to fostering a sense of community and belonging among all students so they feel valued and honored for who they are. The program is dedicated to helping students better understand and accept themselves, while reaching their full potential.

**Program Highlights:**

- Small student teacher ratio 2:1, small group instruction and frequent 1:1 instruction
- Evidenced-based instruction including Empower, Social Thinking, Dialectical Behavior-Therapy/Cognitive Behavior Therapy, Zones of Regulation, HeartMath/Biofeedback tools, Mindfulness and more
- Individual Chromebooks are provided for each student; students also utilize iPads and iMac Desktop computers
- Every classroom is equipped with a SmartBoard and teachers incorporate its usage into instruction
- An online Google site is utilized to keep students and families informed and to provide access to curriculum, homework and calendar/due dates
- Home-school communication is done by a variety of means: phone, email, in-person periodic meetings and a Habits of Work and Learning communication form completed by students and staff
- Ongoing milieu counseling, individual and group counseling is provided for every student by a licensed mental professional
- ESY is available for students that focuses on the 3S’s and may include transition planning, vocational experiences and community service
- A transition coordinator is shared with the North Crossing Academy (NCA) to provide transition related programming, linkage to adult agencies including MRC and DDS
- Students enrolled in the Partners Program participate in a pragmatics group once a week led by a SLP; direct services as specified in a student’s IEP are also provided
- An OT provides a variety of services including push-in classes, sensory processing instruction, emotional regulation instruction and other direct services as specified in a student’s IEP
- A music teacher and an art therapist is shared with NCA
- Additional programming is offered for students18-22 who require continued transitional support before leaving special education. This program is individualized and does not follow a “typical school calendar”. For instance students may enroll in classes at Mass Bay Community College or Middlesex Community College, attend Partners for a half-day taking transition classes, vocational readiness, or financial literacy. Some may have an internship or be taking MCAS prep classes to meet this requirement.
- CVS has been established as an internship site for Partners and NCA students to access to a variety of vocational experiences at the store including stocking, cashier etc

For FY18 the daily rate for members of EDCO Collaborative was $346.71; for non-members it was $416.04. Comparable programs in the area average $396.18 per day with a range of $312.58 to $466.20.
The North Crossing Academy Therapeutic Day program offers a range of services for students in grades 6-12 who are diagnosed with clinical mental health issues that adversely impact their daily performance in the classroom both academically and socially.

NCA offers a comprehensive Therapeutic Day School Program that provides educational instruction to students with unique academic, emotional and social challenges by offering a highly structured therapeutic environment while maintaining academic integrity. The program is dedicated to helping students reach their full potential by fostering individuality and personal growth within a safe and supportive learning community. Students participate in individual and small group learning which is interactive and frequently ‘hands on’ to foster success that students have previously not found in larger environments. Members of our program clinical team provide individual and group counseling using successful evidence-based strategies. Treatment modalities may include but are not limited to: Dialectical Behavior Therapy, Cognitive Behavior Therapy as well as therapies designed to help students deal with issues related to trauma, gender identity, emotional dysregulation and family issues. These counseling services are designed to support students in building skills of independence, problem solving, making positive choices and to prepare them for life beyond high school. The EDCO NCA Therapeutic Day School Program is committed to promoting diversity, acceptance and a sense of community for our students. In SY 2017-2018 a total of 36 students were served in the program.

Program highlights:

- Licensed special education and/or regular education teachers with content area expertise
- Small student to staff ratio with frequent 1:1 academic support
- Individualized and multi-modal approaches to teaching
- Mental health services offered in 1:1 and small group settings
- Commitment to engaging reluctant and discouraged learners
- Targeted instruction in college and career readiness skills
- Staff meet daily to collaborate across the program about student and daily events
- Creative electives including Expressive Art, Music, Philosophy and Cultural Exploration
- Direct instruction to help students identify emotional and social responses to stressors and to learn new coping skills
- Interventions focused on self-monitoring and self-management of responses to daily stress
- Access to multiple types of technology throughout the day and throughout school settings
- Community trips designed to practice and reinforce skills learned
- NCA offers a summer program designed to minimize social and academic regression over summer months
- Consistent ongoing communication with the school district, family and outside providers.

For FY18 the daily rate for members of EDCO Collaborative was $308.22; for non-members it was $369.87. Comparable programs in the area average $346.03 per day with a range of $284.36 to $400.91.
North Crossing 45-Day Assessment Program

Stephen Burnham, Director (FY18)
Dr. Maryellen Pambookian, Director (FY19)

Located at 36 Middlesex Turnpike in Bedford, MA

The 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 behavioral needs. Our small student population enables for the 45-Day Assessment Program staff to provide individualized instruction as part of the evaluation, keeping the student on track with their school curriculum. Curriculum guidelines are obtained from the students’ home district and lessons are designed to keep the students current in their academic schedules.

The 45-Day Assessment Program utilizes EDCO clinical staff to support students while evaluating their psychological status. Our clinical staff provides individual and group counseling using evidence-based strategies. Treatment modalities may include but are not limited to: Dialectical Behavior Therapy, Cognitive Behavior Therapy as well as therapies designed to help students deal with issues related to trauma, gender identity, emotional dysregulation and family issues. Students in the 45-Day Assessment program can participate in counseling groups within the milieu of North Crossing Academy. Participation in these groups allows staff to evaluate peer interactions and relationship skills as part of their comprehensive evaluation of social-emotional skills.

Depending on the referral questions provided by the school district, assessment services include but are not limited to: classroom observations, clinical observations, structured interviews with student, their family or caregivers, school district staff and collateral agencies and outside providers. Staff can conduct clinical inventories and cognitive and academic testing if needed.

At the end of the 45-Day Assessment, staff produce a thorough written assessment which offers the school district, student and their care-givers specific recommendations for maximizing and fostering student academic, emotional, behavioral and social gains in a school setting. In SY 2017-2018 a total of 9 students were served in the program.

Program Highlights:

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

For FY18 the daily rate for members of EDCO Collaborative was $310.00; for non-members it was $371.00. Comparable programs in the area average $345.37.
Contract Services

EDCO objectives:

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

Progress 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 interagency agreements.

• EDCO enjoys a robust partnership with Boston Public Schools. First, EDCO manages the Youth Alternative Program. 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 35-year track record of serving at-risk youth and returning high school dropouts, making it one of the longest-standing alternative education and school-to-career 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, Title IIa and now Title IV services for private and parochial schools in Boston. In 2017-2018 these supplemental services contributed to the academic support for children in 41 schools in the city of Boston.

• EDCO is the lead agency for a Title III consortium, comprised of five EDCO districts with fewer than 100 English language learners enrolled: Bedford, Concord, Lincoln, Sudbury and Weston. For 17-18, the grant amount was $54,428.

• EDCO has been awarded the contract as a subgrantee of the Department of Elementary and Secondary Education for the Massachusetts Migrant Education Program. During FY18 the program served almost 500 migratory children and youth.

• For FY18, EDCO was in the second year of a federal High School Equivalency Grant to support migrant adults in earning a high school diploma. The grant amount is $1,977,442 over 5 years.

• 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, through a grant from the Department of Developmental Services (DDS), EDCO Collaborative provides therapeutic services to residents of the Wrentham Habilitative Center. The partnership meets EDCO’s objective to provide adult services in partnership with DDS. In FY18, 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.
The mission of EDCO Youth Alternative (EYA) is to educate young people and guide them toward their goals of a high school diploma and a successful step beyond graduation. We seek to create a diverse community and supportive environment that empowers students to work through difficulties, learn academic and life skills, and become advocates for a promising future. 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 Boston Public Schools 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 17-18, 51 students were served in the program. EDCO Youth Alternative has enjoyed a long and successful relationship with Boston Public Schools due to the excellent services and positive results it has achieved over its 30+ years.

Program highlights and emphases:

- August Leadership Institute with Boston Public Schools Headmasters
- EDCO teacher designed and kicked off a new marine biology course with consultation from New England Aquarium educators and Youth Rowing in the Inner Harbor
- EDCO students dual-enrolled for coursework through Benjamin Franklin Institute of Technology.
- Students connected to More Than Words bookstore for youth employment and Future Chefs for culinary training
- Two students nominated to Boston Youth Service Network youth council
- Professional development from outside consultant focused on student engagement, cultural proficiency, and classroom management in the context of urban education.
- School coordinator working with Boston’s Office of Workforce Development and Re-Engagement Center staff to build grant enrollments.
- Collaboration with Boston University School of Education through their School Counseling Program, working to establish placements at EDCO and consultation from BU staff members on support services and individual graduation plans.
- Building of entrepreneurship into Media Arts course: building a brand, designing a logo, layout of business cards, leading to printing of personal cards
Boston Public Schools, Title I, Title II and Title IV

Dr. James Amara, Director

Located in the Boston Public Schools, Boston MA

EDCO Collaborative serves as fiscal agent for the Boston Public Schools providing Title I, Title IIa and Title IV services to eligible students and staff for parochial and private schools in Boston. In FY 18, 41 schools and over 2,000 children were provided supplemental Title I services focused on improving student outcomes by implementing strategies that were uniquely aligned to a school’s specific goals, challenges and culture. A total of 227 highly qualified educators were contracted under EDCO utilizing Title I funds either full time or part time that supported the work of individual teachers, tutors and consultants within Boston private schools.

Through Title IIa programming, teachers, administrators and tutors participated in a variety of learning opportunities that focused on the diverse learner and differentiation. Among the trainings that benefited teachers and students this year included the following: Analyzing Assessment Data, Understanding Learning Differences, Standards Based Learning, Teaching Tolerance, Keys to Comprehension, Collins Writing, Understanding Executive Functioning, Making Student Thinking Visible, Keys to Content Writing, Race and Writing, Student Motivation, and more.

With Title IV funding EDCO was able to support school leaders, students, teachers and parents through high quality professional development and programming. Most noteworthy for FY18 were: Bullying Prevention and Social Emotional Learning; The Courage to Speak program; train the trainer workshops in social emotional learning; Effective use of Technology in the Classroom; the use of Google applications for student learning; the Ready Rosie program for reaching out to parents with concrete techniques for social emotional learning. In addition, Young Audiences provided onsite lessons in art, music, history, civic and cultural awareness.

In addition, EDCO also provided information sessions, workshops and technical support to schools that wanted to expand their curriculum utilizing a hands-on project-based learning curriculum that is aligned to the National Standards called Project Lead the Way. This highly recognized K-12 STEM pre-engineering, engineering, computer science and biomedical science program is currently being used in over 10,000 schools across the US.

Wrentham Habilitative Services

Jennifer Thoren, Program Director

Located at the Wrentham Developmental Center, Wrentham, MA

EDCO’s Habilitative Services Program (HSP) at Wrentham Developmental Center (WDC) provides therapeutic services to over 250 adult residents with intellectual disabilities through a grant awarded by the Department of Developmental Services (DDS). The HSP provides residents with significant opportunities for improved health, safety, recreation, and leisure through adapted physical education, occupational therapy, physical therapy, and orientation and mobility services. Although the majority of the therapies are preventive and designed to maintain or improve a resident’s current level of functioning, treatments are also provided to individuals with short-term acute and rehabilitative needs, fractures, and following surgery or a community hospital stay.

(continued)
The HSP team is responsible for ongoing training and orientation to WDC employees on topics such as wheelchair safety, mechanical lifts, dysphagia, sensory integration/sensorimotor processing, fitness equipment, sensitivity to vision impairment and blindness, and techniques of orientation and mobility. They also provide ongoing consultation for the purchase of durable medical equipment, bathing equipment, beds and mattresses, adaptive technology, and adaptive equipment required by the unique needs of the residents.

As active participants on several WDC committees, including Health Care, Diversity, Risk Management, Training, Alzheimer’s and Bereavement, the team demonstrates leadership by sharing their expertise in each respective focus area. The team also impacts the greater community by providing consultations and evaluations to DDS consumers living in the community, volunteering at the annual Cracker Barrel Fair, providing student observations and mentorship for aspiring therapists at the Urban Youth Collaborative Program, and providing administrative and fiscal oversight of the Quinn Gymnasium at WDC, which is utilized by numerous community groups on an ongoing basis.

Notable program highlights for FY18 in each therapeutic area follow:

**The Adapted Physical Education (APE) team** provided movement and exercise opportunities to an average of 123 residents (46% of the population) per month. Additional accomplishments by the APE team include:

- “Let’s Move!” This incentive-based walking program for both residents and staff was introduced this past spring to all three resident units at WDC. Prizes were awarded based on attendance, distance walked, and greatest unit participation. A total of 150 residents and staff participated in this highly successful program that was offered again this fall due to popular demand.
- “Drums Alive.” This upbeat movement program continues to be offered weekly and is attended by an average of 20 to 30 residents and staff. A collaborative effort, led by our APE team with the assistance of recreation staff, the successful program was nominated for the prestigious Mary A. Calorio Memorial Award for demonstrating creativity, innovation, and excellence in the provision of services and supports to WDC residents.
- 36th Annual WDC Employee Health & Wellness Week. This week-long event provides activities designed to educate WDC employees on the importance of health and wellness for both themselves and the residents. This year’s schedule included: resident yoga, an employee bocce tournament, Health and Wellness Day, an employee salad bar, animal assisted therapy and the recreation department’s Motor Skills Day.

**The Occupational Therapy (OT) team** provided direct and consultative services to an average of 225 residents (85% of the population) per month. Additional accomplishments by the OT team include:

- Shubbie, an expertly trained facility dog, was introduced to WDC staff and residents by one of the Occupational Therapists. Together, they provide ongoing therapeutic services to an average of 17 residents weekly, in addition to visiting with larger groups of residents at numerous events held throughout the year.
- Organized the 4th annual Resident Fashion Show, which provided 26 residents and staff a red carpet welcome to a large cheering audience complete with WDC paparazzi.
- Established a study group focused on dysphagia, trialed new equipment to decrease the risk of aspiration, re-evaluated the textures of food and drinks using the national syringe test, and conducted a campus-wide training on the topic.
- Completed four occupational therapy evaluations for consumers living in the community.

**The Physical Therapy (PT) team** provided direct and consultative services to an average of 214 residents (80% of the population) per month. Additional accomplishments by the PT team include:

- Worked collaboratively with the transportation department, Assistive Technology Resource Center, and facility administration to develop and implement transportation policies and procedures for individuals with wheelchairs.
• Organized 16 Hippotherapy sessions (the use of equine movement as a therapeutic treatment to achieve functional outcomes) for six residents during the spring and fall.
• Coordinated and attended orthotics/shoe clinics for a total of 167 resident visits.
• Completed four physical therapy evaluations for consumers living in the community.

The Orientation and Mobility (O&M) Assistants Team provided services, both direct and indirect, to an average of 53 residents (20% of the population) per month. Additional accomplishments by the O&M team include:
• Provided volunteer coordination, pre-conference preparation, and on-site service for the 13th Annual “Focus” on Vision Impairment and Blindness Conference: Meeting the Needs of Individuals with Intellectual Disability and Vision Loss.
• Scheduled and ran eyeglass clinics: 90 visits were made for training and repairs on behalf of 28 residents, each of whom have two pairs of eyeglasses.

Massachusetts Migrant Education Program

Emily Hoffman, Program Director

Located throughout Massachusetts

The Massachusetts Migrant Education Program (MMEP) is a federally funded program through Title I, part c to provide supplemental educational supports to the children of migratory agricultural workers, migratory fisherman and in some situations, the migratory workers themselves. The program serves migratory children who reside in over 25 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, connect students and their families with resources and programs in their schools and communities and to provide supplemental learning opportunities when needed. These activities include: homework assistance and tutoring; English/Life skills and HSE 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, ELA, Math and Science enrichment through site-based summer programming.

In FY18 the MMEP began implementation of a revised service delivery plan (SDP), focusing academic support services to students with a Priority for Service, high school students and those students (preschool and out of school youth) who would not receive services from the school district where they reside. Summer services continued to be robust in offerings and attendance, serving over 75% of eligible students in the Commonwealth.

In FY18, the Massachusetts Migrant Education Program served more than 500 students. Services provided include:
• Support for preschoolers to enroll in structured Early Childhood Education programs in their community
• Site and home-based supplemental educational supports during the academic year
• Support for Out-of-School Youth: English classes, Life Skills, Adult Basic Education
• Academic interventions
• Academic summer programs (Pre K-12)
• High School Equivalency Test preparation
• Referral services to educational, health and other services in the community, including the New England HEP
• Programming aimed at family involvement
• College and Career Readiness activities for 7-12 graders and OSY
New England High School Equivalency Program
Christine Damon, EDCO HEP Director
Located in Bedford, MA, New Hampshire, Maine and Vermont

EDCO Collaborative is the successful grantee of The New England High School Equivalency Program (NE HEP), federally funded through the Office of Migrant Education. The program is aimed at helping migratory and seasonal farmworkers to earn the equivalent of a high school diploma by passing the HiSET or GED exam. The program then assists in the pursuit of employment or postsecondary education or training. The NE HEP works with students in Massachusetts, Vermont, New Hampshire and Maine. The program is a joint collaboration of EDCO, The University of Vermont Extension, and World Education, Inc. as well as the Migrant Education Programs in each of the four states. NE HEP students are provided with technology, resources and tutoring support that enable them to independently study for the HiSET or GED exam. Each student is assigned a coordinator who works to develop an individual learning plan and timeline for test completion. The coordinator and student meet bi-weekly either in person or virtually.

As of June 30, 2018 sixty-eight students were enrolled in the program. Eight students successfully completed the high school equivalency (HSE) exams and either began vocational training programs or community college, or improved their employment situation.

Special Education Surrogate Parent Program
Megan Ronzio, Director
Working in conjunction with DESE

EDCO Collaborative’s Special Education Surrogate Parent (SESP) Program is a state-wide organization that works to appoint trained special education decision-makers to eligible students who are in state custody, whose parents are unknown or unable to be located, or who are classified as Unaccompanied Homeless Youth or Unaccompanied Refugee Minors. In FY18, 535 eligible students were appointed to an SESP through the program and were provided subsequent case management services. In addition, the SESP Program conducts ongoing outreach initiatives to DCF offices, school districts, and professional educator organizations across the state by offering trainings and distribution of information.

The SESP Program works through a shared grant of the Department of Elementary and Secondary Education, in partnership with the Massachusetts Federation for Children with Special Needs.
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 the McSwiney Center for Professional Learning, our Roundtables, programs geared toward promoting and supporting cultural diversity, and our Educator Leadership Institute.

Participation in EDCO Collaborative roundtables continued to increase over FY18. Roundtables are offered for school committee members, administrators, curriculum and instruction coordinators, special education administrators, and more. Our school committee orientation program continued with seven new school committee members receiving training certification.

The Educator Leadership Institute received reapproval from the Department of Elementary and Secondary Education as a leadership licensure program. The program graduated and endorsed 32 candidates in June of 2018.

McSwiney Center for Professional Learning

Dr. Andrew Kelley, 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 2017 - 2018 School Year:

- Provided support to districts around current ESE initiatives, including 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. EDCO offered 12 teacher endorsement courses and 4 administrator courses with 289 educators receiving their SEI endorsement through EDCO-sponsored courses. Additionally, EDCO offered 24 15-hour courses assisting 368 educators to satisfy the recertification requirement. Many courses were tailored specifically to meet the needs of teachers in content areas such as Art, Music, P.E. and Library.

- 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.

- Overall, EDCO served over 3,500 teachers and administrators in 212 professional learning programs led by current and former EDCO teachers and administrators and by regional and national leaders in their field.

- Provided support to administrators through SEI endorsement courses, and a workshop for new administrators on the evaluation system.

- Secured grant funding through DESE in the areas of both science and English language learning. The Title III grant funding focused on English language learning for five EDCO districts that would not otherwise have had access to the funds. The funds ($54,428) supported before and after school and summer tutoring for ELLs as well as professional learning at no cost to the districts. Through the funding for science, EDCO worked with curriculum leaders to create a course for teachers on the new science standards with 23 participants in attendance.

- Convened and facilitated over 20 inter-district professional learning groups comprised of specialists, lead teachers, coordinators and administrators; in addition, arranged for groups in certain content areas to meet to plan for interdisciplinary alignment.

- Partnered with Keys to Literacy and Commonwealth Learning Center to successfully host EDCO's first annual Literacy Conference serving over 125 participants. In addition, EDCO was able to offer a unique conference during district PD days by partnering with Shore Collaborative and servicing over 130 educators.

- Partnered with local and national organizations and institutions to bring programs, research and information to districts, including: Boston Children’s Hospital, Commonwealth Learning Center, deCordova Sculpture Park and Museum, Heinemann, Keys to Literacy, MA Audubon Society, MassCUE, MATSOL, MRA, MSLA, Salem State University, TERC, Thoreau Institute, Wilson-Language Institute, World War II Museum in Natick, and Worcester State University.

- Contracted with highly sought after presenters such as Robert Brooks, Nadine Gaab and Graham Fletcher.

Benefits for Member Districts:

- EDCO member educators are able to attend workshops led by distinguished national leaders in their fields such as Graham Fletcher thanks to cost-sharing among the districts. A national leader such as Graham Fletcher charges $9,000 in consultant fees and travel expenses. Through EDCO, 120 teachers were able to attend one of two full day sessions for $150 per person.

- Through the job-alike groups, EDCO is able to identify member educators who have particular expertise to share across the collaborative. More than 20 teachers from EDCO districts taught/co-taught workshops in 2017-18.
• 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 - $450, 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. Through a partnership with Worcester State University, EDCO was able to provide graduate level credit to 383 educators.

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

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

• School Committee
• Superintendents
• Assistant Superintendents for Curriculum and Instruction
• High School Principals
• Middle School Principals
• Special Education Administrators
• School Psychologists
• Team Chairpersons
• Early Childhood Directors
• 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
• Board Certified Behavior Analysts
• English Language Learners Coordinators
• Foreign Language Coordinators
• Support Staff

Benefits / Cost Savings for Member Districts:
Comparable 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.
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 for educators, administrators and/or community members.
• Ongoing Book Group discussions on topics of equity, race and teaching practices.
• Tenacity Challenge: Academic Scholarship Competition for Latino and African-American students.
• First Annual IDEAS Conference at Bentley University: From EMI to IDEAS.

Progress Toward Objectives:

IDEAS supports member and non-member districts in promoting and sustaining culturally proficient classrooms. During FY18, over 30 courses and workshops were offered through IDEAS with more than 350 educators participating.

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 FY18 the transportation network safely transported approximately 496 students; 182 within districts, over 314 to out of district placements, and 10 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:

<table>
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<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>$299.56</td>
<td>Partners Program</td>
<td>$346.71</td>
<td>North Crossing Therapeutic</td>
<td>$308.22</td>
<td>North Crossing 45-Day Assess.</td>
<td>$310.00</td>
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<td>$429.00</td>
<td>Private Day</td>
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<tr>
<td><strong>Average</strong></td>
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<td><strong>Average</strong></td>
<td><strong>$396.18</strong></td>
<td><strong>Average</strong></td>
<td><strong>$346.03</strong></td>
<td><strong>Average</strong></td>
<td><strong>$345.37</strong></td>
</tr>
</tbody>
</table>

*Source: Operational Services Division, Authorized Prices Fiscal Year 2018, In-State Special Education Programs*
Appendix B – FY16 Audit

By the Audit Firm

FRITZ DEUGLIELMO LLC
Certified Public Accountants

To view the complete FY17 audit, please visit
http://www.edcollab.org
To the Board of Directors of  
EDCO Collaborative  
Bedford, Massachusetts  

Report on the Financial Statements  
We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of EDCO Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise EDCO Collaborative’s basic financial statements as listed in the table of contents.  

Management’s Responsibility for the Financial Statements  
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.  

Auditor’s Responsibility  
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.  

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.  

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.  

Opinions  
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of EDCO Collaborative, as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.
Emphasis of Matter

As discussed in Note A to the financial statements, in fiscal 2018, the Collaborative fully implemented Governmental Accounting Standards Board Statements No. 74, Financial Reporting for Postemployment Benefit Plan Other Than Pension Plans and No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and pension schedules on pages 3-7 and 28-30 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during the audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise EDCO Collaborative’s basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated November 15, 2018, on our consideration of EDCO Collaborative’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of EDCO Collaborative’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering EDCO Collaborative’s internal control over financial reporting and compliance.

Certified Public Accountants

Newburyport, Massachusetts
November 15, 2018
EDCO Collaborative
Management’s Discussion and Analysis
June 30, 2018

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, 2018. 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.
EDCO Collaborative
Management’s Discussion and Analysis
June 30, 2018

Government-wide Financial Highlights

Revenue and Other Support
Revenue and other support for the fiscal year ended June 30, 2018 increased $952,973, or 8% 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 $30,289 and $109,689, respectively, in fiscal year 2018. The Collaborative’s Federal and state grants experienced increases in revenues, such as a new contract for Title IV, while the majority of the revenue increases are related to increased demand and rates for services.

Service fee income increased $19,787 or 5% from the prior fiscal year. The increased service fee for fiscal year 2018 was agreed to by the LABBB Educational Collaborative (LABBB). The majority of the increase relates to sharing higher costs related to human resource and accounting staff.

Expenses
Expenses for the fiscal year ended June 30, 2018 increased $1,854,621 or 16% from the prior fiscal year, including other postemployment benefits expense, investment fees and interest expense and excluding retirement systems on-behalf expense. While numerous programs experienced expense increases, including tuition based programs, the Title I Services saw a large increase in revenue and also saw an increase in the amount of expenses associated with the program. With the addition of the new Title IV Services, there was both an increase in revenues and expenditures over the previous year. The Special Education Tuition program saw its revenues decrease. There were several programs and grants that experienced small decreases in expenses. The program and grant that experienced the most significant decrease in expenses was the Title IIA program.

Service fee expenses increased $20,447 or 6%. The majority of the increase relates to higher costs of human resource and accounting staff.

Management and general expenses decreased $57,956 or 4%, excluding depreciation expense. There was an approximately $31,000 increase in management and general payroll expenses and a decrease of approximately $89,000 in other general expenses in fiscal year 2018.

Change in Net Position
EDCO Collaborative’s net position decreased by approximately $83,000 in fiscal 2018, excluding OPEB expense in accordance with Governmental Accounting Standards Board (“GASB”) Statement No. 75, compared to an increase of $191,000 in fiscal 2017. The deficit in fiscal 2018 was a result of expenses exceeding revenues during the year, primarily increases to program salaries and benefits as well as capital outlays and increased supplies and equipment costs. During fiscal 2018, EDCO Collaborative recorded increases in net retirement health benefit obligations required by GASB Statement No. 75 of $627,716. Other changes in assets and liabilities are due primarily to operations in fiscal 2018.

Total Assets
Total assets as of June 30, 2018 decreased $250,118 or 5% from June 30, 2017. Accounts receivable and unbilled revenue increased by a combined $304,617, primarily due to uncollected invoices being higher at June 30, 2018. Equipment and leasehold improvements increased by $170,281 primarily due to leasehold improvements and equipment expenses in excess of depreciation expense, while cash and investments decreased $735,729. The majority of the changes relate to the general operations of the Collaborative.
EDCO Collaborative
Management’s Discussion and Analysis
June 30, 2018

Government-wide Financial Highlights – (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 objectives, 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 2018.

The Collaborative maintains its restricted funds for its professional development center in an investment account that is professionally managed by Boston Private Bank & Trust Company. As of June 30, 2018, the portfolio composition included 72% equity securities, 20% fixed income securities, 2% mutual funds, and 6% 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 Collaborative has directed Boston Private Bank & Trust Company to manage the funds in accordance with these laws. However, the investments are still subject to market risk of loss.

Net equipment and improvements increased $170,281 in fiscal year 2018. The increase consists of leasehold improvements of $264,363 and equipment purchases of $100,865 net of depreciation totaling $194,946. 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, 2018 increased $460,604 or 23% from June 30, 2017. During the year ended June 30, 2016, 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 $97,512 during the year ended June 30, 2018. There were large increases in accrued expenses in fiscal 2018 but there was a large decrease in deferred revenues which netted a decrease in current liabilities of $94,448. The Collaborative fully implemented GASB Statement No. 75 in fiscal 2018 and recorded an increase in the beginning OPEB liability of $3,503,802 as a result of the change in accounting principle. The remaining increase in liabilities is primarily due to the fiscal 2018 increase in the OPEB liability.

Governmental Funds Financial Highlights
The Collaborative reported a total general fund balance of $2,406,983, of which $1,722,340 is unassigned. The fund balance decreased $318,761 over the prior fiscal year, primarily as a result of operations. Accounts receivable and unbilld revenue increased by a combined $304,617. Cash and investments decreased $735,729. Accounts payable and accrued expenses increased by $216,360. In addition, deferred revenue decreased by $315,797.
EDCO Collaborative
Management’s Discussion and Analysis
June 30, 2018

Budgetary Highlights

EDCO’s annual budget for fiscal 2018 was approved by its Board of Directors. For the fiscal year ended June 30, 2018, EDCO received revenues, excluding retirement systems on-behalf revenue, of approximately $13,329,000 compared to amended budgeted revenues of approximately $13,816,000. The difference between actual revenues received and budgeted revenues is approximately 3.5% of budgeted revenues.

For the fiscal year ended June 30, 2018, EDCO incurred expenses, excluding retirement systems on-behalf revenue, of approximately $13,514,000 compared to amended budgeted expenses of approximately $13,767,000. The difference between actual expenses incurred and budgeted expenses is approximately 2% of budgeted expenses. The primary differences between budgeted revenues and expenses was new, mid/late-year unplanned or unbudgeted expenses, a modest loss of 5% in tuition and service revenue and an increase in capital, one-time expenses.

Known Facts, Decisions, or Conditions

EDCO continues to invest in the quality of its educational programs through curriculum and technology enhancements, recruiting & retaining strong teachers and student support staff and improving rigor and relevancy of our professional development for our educators and administrators.

The McSwiney Center for Professional Learning continues to offer and enhance its 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 has 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 Network continues, under the joint management of LABBB and EDCO, and offers transportation services every month of the year. The Transportation Network transports students with disabilities from seven member school districts, namely Arlington, Belmont, Burlington, Lexington, Waltham, Watertown and Weston. The Transportation Network was developed to improve quality and planning for transportation services and substantially reduce costs for school districts through group purchasing and cost sharing. EDCO provides accounting, financial and procurement services for the Transportation Network and offsets some administrative costs to its administration.

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 conference and meeting space for the McSwiney Center for Professional Learning, and new academic, clinical, extracurricular and culinary space for three schools: EDCO Collaborative’s North Crossing Academy and Partners Program and for CASE Collaborative’s Rise Program. The space includes fourteen classrooms, a science lab, an art studio, a media library, five sensory rooms, a recreation gym and fitness center, a full kitchen and student cafeteria. The Academy and Partners have the capacity to serve over one hundred thirty students.

The Academy offers three unique programs:

1. A Therapeutic Day School (North Crossing) – 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.
EDCO Collaborative
Management’s Discussion and Analysis
June 30, 2018

Known Facts, Decisions, or Conditions – (continued)

2. 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.

3. 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.

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. 75 in fiscal 2018. The Collaborative historically recorded the cost of the postemployment health benefits on a "pay as you go" basis. Under GASB Statement No. 75, the Collaborative is required to report the effects of OPEB-related transactions and events on its financial statements and to provide information about the Collaborative's OPEB obligations and the assets available to satisfy the obligations. This change significantly increased and accelerated the recording of these costs and significantly impacted the Collaborative’s government-wide financials in fiscal year 2018. The Collaborative recorded a charge for the estimated annual cost of the program for fiscal year 2018 of $627,716. The opening balance in the government-wide net position as a result of the cumulative effect of this change in accounting principle was $3,503,802 as was reported on the Statement of Activities.

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, Nadine Ekstrom, or our Director of Business Management and Human Resources, Thomas Markham, at (617) 738-5600.
EDCO Collaborative  
Statement of Net Position  
June 30, 2018

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Governmental Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 213,075</td>
</tr>
<tr>
<td>Investments</td>
<td>1,210,748</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>1,330,103</td>
</tr>
<tr>
<td>Unbilled receivables</td>
<td>504,404</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>27,478</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>3,285,808</td>
</tr>
<tr>
<td><strong>Non-current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Equipment and improvements, net</td>
<td>1,924,728</td>
</tr>
<tr>
<td>Deposits</td>
<td>13,675</td>
</tr>
<tr>
<td><strong>Total Non-current Assets</strong></td>
<td>1,938,403</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$ 5,224,211</td>
</tr>
</tbody>
</table>

| LIABILITIES AND NET POSITION |                          |
| Current Liabilities |                          |
| Current portion of note payable | $ 102,501 |
| Accounts payable | 332,009 |
| Accrued liabilities | 472,324 |
| Deferred revenue | 74,492 |
| **Total Current Liabilities** | 981,326 |
| **Non-current Liabilities** |                          |
| Compensated absences | 122,200 |
| Deposits | 5,684 |
| Note payable, net of current portion | 735,015 |
| Net OPEB liability | 4,131,518 |
| **Total Non-current Liabilities** | 4,994,417 |
| **Total Liabilities** | 5,975,743 |
| **Net Position** |                          |
| Invested in capital assets, net of related debt | 1,087,212 |
| Unrestricted | (2,523,387) |
| Restricted | 684,643 |
| **Total Net Position** | (751,532) |
| **Total Liabilities and Net Position** | $ 5,224,211 |
## EDCO Collaborative

### Statement of Activities

For the Year Ended June 30, 2018

### Program Revenues

<table>
<thead>
<tr>
<th>Functions/Programs</th>
<th>Expenses</th>
<th>Charges for Services</th>
<th>Operating Grants and Contributions</th>
<th>Net (Expense) Revenue and Changes in Net Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governmental Activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>$1,561,857</td>
<td>-</td>
<td>$1,377,989</td>
<td></td>
</tr>
<tr>
<td>Educational and instructional</td>
<td>10,069,537</td>
<td>4,202,441</td>
<td>7,245,085</td>
<td>11,554</td>
</tr>
<tr>
<td>Transportation</td>
<td>23,431</td>
<td>34,985</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td>958,660</td>
<td>691,816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td>408,799</td>
<td>489,521</td>
<td></td>
<td>80,722</td>
</tr>
<tr>
<td>Intergovernmental revenue and expense</td>
<td>1,831,007</td>
<td>-</td>
<td>1,831,007</td>
<td></td>
</tr>
<tr>
<td>Other postemployment benefits</td>
<td>627,716</td>
<td>-</td>
<td></td>
<td>(627,716)</td>
</tr>
<tr>
<td>Interest expense</td>
<td>54,927</td>
<td>-</td>
<td></td>
<td>(54,927)</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>194,946</td>
<td>-</td>
<td></td>
<td>(194,946)</td>
</tr>
<tr>
<td><strong>Total Governmental Activities</strong></td>
<td>$15,730,880</td>
<td>$5,418,763</td>
<td>$9,076,092</td>
<td>(1,226,025)</td>
</tr>
<tr>
<td><strong>General revenue:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments to member districts</td>
<td></td>
<td></td>
<td></td>
<td>225,061</td>
</tr>
<tr>
<td>Interest and dividend income</td>
<td></td>
<td></td>
<td></td>
<td>30,289</td>
</tr>
<tr>
<td>Realized and unrealized gains on investments</td>
<td></td>
<td></td>
<td></td>
<td>109,689</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td>160,264</td>
</tr>
<tr>
<td><strong>Total General Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td>525,303</td>
</tr>
</tbody>
</table>

**Change in Net Position**                  |           |                      |                                    | (710,722)                                        |

**Net Position, Beginning of Year**

| As previously reported                      | 3,462,992  |
| Cumulative effect of a change in accounting principle (see Note A) | (3,503,802) |
| As restated                                  | (40,810)   |

**Net Position, End of Year**               | $ (751,532) |
EDCO Collaborative
Balance Sheet
Governmental Funds
June 30, 2018

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 213,075</td>
<td>$ -</td>
<td>$ 213,075</td>
</tr>
<tr>
<td>Investments</td>
<td>$ 526,105</td>
<td>$ 684,643</td>
<td>$ 1,210,748</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>$ 1,330,103</td>
<td>$ -</td>
<td>$ 1,330,103</td>
</tr>
<tr>
<td>Unbilled receivables</td>
<td>$ 504,404</td>
<td>$ -</td>
<td>$ 504,404</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>$ 27,478</td>
<td>$ -</td>
<td>$ 27,478</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$ 2,601,165</td>
<td>$ 684,643</td>
<td>$ 3,285,808</td>
</tr>
</tbody>
</table>

| **LIABILITIES AND FUND BALANCES** |              |                               |                          |
| Accounts payable        | $ 332,009    | $ -                           | $ 332,009                |
| Accrued liabilities     | $ 472,324    | $ -                           | $ 472,324                |
| Deferred revenue        | $ 74,492     | $ -                           | $ 74,492                 |
| **Total Liabilities**   | $ 878,825    | $ -                           | $ 878,825                |

| **Fund Balances:**      |              |                               |                          |
| Nonspendable            | -            | -                             | -                        |
| Restricted              | -            | $ 684,643                     | $ 684,643                |
| Committed               | -            | -                             | -                        |
| Assigned                | -            | -                             | -                        |
| Unassigned              | $ 1,722,340  | -                             | $ 1,722,340              |
| **Total Fund Balances** | $ 1,722,340  | $ 684,643                     | $ 2,406,983              |
| **Total Liabilities and Fund Balances** | $ 2,601,165  | $ 684,643                     | $ 3,285,808              |
EDCO Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2018

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and services revenue</td>
<td>$ 5,418,763</td>
<td>$ 5,418,763</td>
</tr>
<tr>
<td>Member assessments</td>
<td>225,061</td>
<td>225,061</td>
</tr>
<tr>
<td>Grants and contributions</td>
<td>7,245,085</td>
<td>7,245,085</td>
</tr>
<tr>
<td>Intergovernmental revenue</td>
<td>1,831,007</td>
<td>1,831,007</td>
</tr>
<tr>
<td>Interest, investment and other income</td>
<td>305,926</td>
<td>305,926</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>15,025,842</td>
<td>15,025,842</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>Professional Development Fund</th>
<th>Total Governmental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1,561,857</td>
<td>1,561,857</td>
</tr>
<tr>
<td>Program payroll</td>
<td>6,668,191</td>
<td>6,668,191</td>
</tr>
<tr>
<td>Program fringe benefits and payroll taxes</td>
<td>1,452,464</td>
<td>1,452,464</td>
</tr>
<tr>
<td>Contract services and professional fees</td>
<td>1,370,294</td>
<td>1,370,294</td>
</tr>
<tr>
<td>Transportation and travel</td>
<td>170,014</td>
<td>170,014</td>
</tr>
<tr>
<td>Rent and other occupancy</td>
<td>540,890</td>
<td>540,890</td>
</tr>
<tr>
<td>Building maintenance</td>
<td>11,575</td>
<td>11,575</td>
</tr>
<tr>
<td>Telephone and utilities</td>
<td>143,415</td>
<td>143,415</td>
</tr>
<tr>
<td>Supplies, equipment and technology</td>
<td>816,887</td>
<td>816,887</td>
</tr>
<tr>
<td>Education and training</td>
<td>117,058</td>
<td>117,058</td>
</tr>
<tr>
<td>Other</td>
<td>143,284</td>
<td>143,284</td>
</tr>
<tr>
<td>Intergovernmental expense</td>
<td>1,831,007</td>
<td>1,831,007</td>
</tr>
<tr>
<td>Capital outlay, net of debt incurred</td>
<td>365,228</td>
<td>365,228</td>
</tr>
<tr>
<td>Debt Service:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt principal</td>
<td>97,512</td>
<td>97,512</td>
</tr>
<tr>
<td>Debt interest</td>
<td>54,927</td>
<td>54,927</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>15,344,603</td>
<td>15,344,603</td>
</tr>
<tr>
<td>Excess (deficit) of Revenues over Expenditures</td>
<td>(318,761)</td>
<td>(318,761)</td>
</tr>
</tbody>
</table>

Other Financing Sources:
- Transfer from professional development fund: $134,288
- Net Change in Fund Balances: $184,473
- Fund Balances, Beginning of Year: $1,906,813
- Fund Balances, End of Year: $1,722,340

Strength in Diversity