

# CAPS Education Collaborative



## Annual Report: July 2012-June 2013

*Presented to the CAPS Board of Directors on December 11, 2013*

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This report constitutes the annual report for 2012-2013 (July 1, 2012 to June 30, 2013). Inquiries regarding this report should be addressed to the Executive Director, Dr. Edward McCaul, at the CAPS Education Collaborative Central Office, 53 School Street, Gardner, MA 01440; Tel. No. 978.632.2208 Ext. 103; [emccaul@capsed.net](mailto:emccaul@capsed.net). This report is also posted on the CAPS web site; [www.capsped.org](http://www.capsped.org).

## Annual Report: 2012-2013

The purpose of this annual report is to provide a summary of the significant activities of CAPS Education Collaborative during the period from July 1, 2012 to June 30, 2013. This report is intended to inform the Department of Elementary and Secondary Education (DESE), the member school committees, and the general public regarding the Collaborative's progress in meeting its charge as delineated in the CAPS Collaborative Agreement. A major theme for this 2012-2013 has been growth and change: Growth as 2012-2013 was the first year for a major change in governance, and the Collaborative has continued to seek more and better ways of serving member districts.

*Governance:* The CAPS Education Collaborative is run by the Board of Directors. In June, 2012, the Board shifted from Special Education Directors to School Committee members and Superintendents to conform to the new legislation on collaboratives. The first full year for the new Board constituency was 2012-2013, and the Board members were the following:

*Chair:* Dr. Ralph Hicks, Ashburnham/Westminster  
*Vice Chair:* Mike Niles, Winchendon Public Schools  
*Secretary:* Michael Baldassarre, Petersham  
Dr. Carol Daring, Gardner  
Rebecca Badgley, Mahar Regional  
Dr. Maureen Marshall, Quabbin Regional

Anthony Polito, Athol/Royalston  
Pete Stephens, Fitchburg  
Deb Koziol, Narragansett  
Suzanne Koehler, Leominster  
Stephanie Conrod, Orange

*Significant Accomplishments:* During the 2012-2013 calendar year, the new Board members continued the previous Board's tradition of outstanding stewardship of the Collaborative. Considerable progress has been made in organizing internally, addressing compliance aspects of the new collaborative law and draft regulations, and establishing new and better fiscal policies and practices. Some specific achievements of the 2012-2013 Board of Directors are the following:

- Establishing a Warrant Subcommittee to approve and oversee financial expenditures
- Establishing a Policy Subcommittee to review and approve existing policies and to develop new policies as necessary
- Drafting a new Agreement for the Collaborative
- Establishing a Board-staff line of communications
- Ensuring the CAPS Education Collaborative meets new DESE requirements

The above list is not all inclusive, so not all of the many Board achievements are listed. I would like to take this opportunity to commend their efforts in support CAPS Collaborative in providing quality programs and services to our member districts. On behalf of the CAPS administration and staff, I would like to thank them for their commitment, engagement, and wisdom in guiding CAPS Education Collaborative in new directions. With their leadership, I believe that the Collaborative is ready to face the many challenges ahead.

*Edward J. McCaul, Ed.D., Executive Director*

## **Mission**

*CAPS Education Collaborative will work in partnership with districts to provide programs and services of the highest quality.*

## **Vision**

*CAPS will be the provider of choice for regional programs and services.*

## **Values**

- **We will commit every aspect of the organization to providing exceptional educational opportunities for students.**
- **We will demonstrate quality and responsiveness by becoming the first choice of districts for programs and services.**
- **We will strive to be a customer-focused organization that constantly evaluates district needs.**
- **We will integrate quality, integrity, respect, and teamwork into every aspect of the organization.**
- **We will demonstrate accountability through constantly evaluating results and progress towards goals.**
- **We will implement programs and services in the most cost-effective manner and exercise due diligence in financial decision making.**
- **We will work in partnership with districts to ensure that students transition to the least restrictive environment in their home school district.**

**We take pride in our programs!**

## **Programs**

### **Gateway/Elementary: Emotional-Behavioral**

The CAPS Gateway program exists as an educational alternative committed to meeting the needs of children who have experienced minimal life success. Here, children will observe that change can be a positive experience and will be given opportunities to learn how to effect meaningful change in their own lives. CAPS Gateway program strives to return to the sending school district a child who is able to successfully cope with the demands of a traditional academic setting and the expectations of the community. In order to accomplish this, we make the following assumptions:

- Students can achieve at various levels academically, socially and emotionally.
- Through individual and small group instruction, we can provide for maximum academic growth.
- Structure must be consistent, yet compassionate.
- Students can learn and grow only when they feel safe and secure.
- The school environment needs to be supportive and flexible.
- Through improved self-awareness, students set and reach realistic goals.
- By developing self-confidence and thoughtfulness for others, students can be successful in school, in relationships and in real life.

**Location:** 53 School Street, Gardner, MA

## **Junior/Senior High: Emotional-Behavioral**

The purpose of the School Street Junior/Senior High School is to provide an environment and program that will facilitate the growth of students intellectually, socially, emotionally and physically. In order to achieve this goal, we make the following assumptions:

- Smart is not something you are, smart is something you become
- Learning occurs in all types of situations.
- All learners are capable of succeeding and erring within reasonable limits.
- The learning environment is enhanced by an attitude of acceptance, empathy and positive rewards
- All learners need to be encouraged to express their perceptions, feelings, thoughts, desires, and dreams.
- Each learner is of equal value as a person.
- Learners can get their needs met.
- Learners can be different.
- The learner is ultimately accountable for his/her educational performance.
- Learners need to become more trusting of their own ability to make responsible decisions.
- As a community, we will strive to maintain an environment that is stimulating and spontaneous.
- The learner must know that the world outside school is not structured for his/her personal success.

Students who attend this program generally demonstrate behaviors which interfere with their and /or others learning. These learning blocks may be extremely difficult for the student to deal with, and an alternative learning environment may be recommended at a Team meeting. We individualize academic instruction and behavior intervention plans. A full-time counselor is available to students at any time and all professional staff is trained in intervention and advocacy for students. We are more interested in preventing a reoccurrence of a behavior, than we are in administering consequences for past behavior. Issues are processed individually with students and there is full staff input with any action taken regarding students.

**Location:** 53 School Street, Gardner, MA

## **Odyssey: Emotional-Therapeutic**

Odyssey is an adolescent day treatment program integrating educational and therapeutic services for students between the ages of 14 and 22 whose mental health challenges significantly interfere with school success. Structure and individual programming are blended with counseling support and group process to provide stabilization, diagnostic input, treatment, and when appropriate, transition to a less restrictive educational environment. Low staff-student ratio, along with effective program growth management, facilitates servicing a broad range of cognitive functioning. Communication and coordination with parents/guardians, collateral service providers, special education departments, and other educational personnel are hallmarks of this alternative school experience. Since its inception 10 years ago, Odyssey staff and students have identified community needs and participated in a variety of volunteer and paid work activities. Some examples include food service, building maintenance, elder service, farming, and landscaping. Today, pre-vocational skill development, workplace experience, and post secondary education planning, remain key components of the Odyssey Program.

**Location:** Fitchburg High School, 140 Arn-How Farm Road, Fitchburg (Rental contract with FPS)

## **LINK Program**

The mission of the LINK program is to meet the educational, social, vocational training and life skills needs of students from the North Central Massachusetts Region and to connect their school experience to adult living. LINK seeks to increase students' independence through the acquisition of functional skills, self-advocacy, career exploration, and transition planning. The goal for each student is to develop a realistic plan prior to graduation that reflects the student's competencies and life goals. The LINK program provides a three-day experience on the campus of Mount Wachusett Community College (MWCC). The other two days are devoted to additional functional life skills, vocational, or academic experiences. These experiences may be in their home school, at CAPS Collaborative, or in another transition program.

**Location:** Mount Wachusett Community College, Gardner

## **Horizons: Multiple Disabilities**

The Horizons Program of CAPS Educational Collaborative is a public day program currently located at Westminster Elementary School. The Horizons program serves elementary age students with moderate to severe special needs who require intensive programming in the areas of behavior, social skills, communication, academics, functional life skills and sensory skills. Instruction is provided in 1:1 and small group settings to enhance each child's specific needs and learning style. Instruction is based on the Massachusetts Curriculum Frameworks and designed to address the goals and benchmarks outlined in the child's IEP. In addition to academic work, emphasis is also placed on functional living skills including activities of daily living, social and community skills. The Horizons students have the opportunity to join typical peers during the school day in a variety of settings such as morning meetings, specials (art, music, gym), lunch, recess and assemblies with a staff member to provide support.

Services available to all students in Horizons program are physical therapy, occupational therapy, speech and language therapy, vision therapy, and orientation and mobility therapy. The classroom staff is well trained in the use of behavior management, augmentative communication systems, sign language, sensory integration and developmental approaches and these are integrated into classroom routines. A high staff to student ratio is an integral part of the program and allows the flexibility to provide programming adapted to each child's unique abilities and needs.

**Location:** Westminster Elementary School, Westminster (rental contract with Ashburnham/Westminster School District)

## **CAPS Senators Program: Multiple Disabilities**

**CAPS Junior Senators:** A Middle School Program for students with severe disabilities including individual needs in areas of communication, behavior management, functional academics, vocational experience and life skills. Additionally, students are provided with a variety of community experiences for both life skill practice and recreation and leisure opportunities.

**CAPS Senior Senators:** A High School Program for students with severe disabilities including individual needs in the areas of communication, behavior management, functional academics, vocational experiences and life skills. The focus of the program is to provide community experiences and preparation for life after completion of public school education at the age of 22.

**Location:** CAPS Junior Senators & CAPS Senior Senators R.C. Mahar Regional High School; Orange (rental contract with Mahar Regional)



## **Kelly Day School: Multiple Disabilities**

The Kelly Day School Programs at Caps Education Collaborative are public day school programs servicing students, age 3 - 16 with significant multiple disabilities, including sensory impairments and medical issues. Students are provided educational programming, based on the MA Curriculum Frameworks. The Kelly Day School Program Curriculum follows a Theme-based approach to learning that incorporates the content areas--- English Language Arts, Math, History & Social Sciences and Science & Technology. All lessons are adapted to the level and needs of each child and instruction is delivered in 1:1 and small group settings, with each student receiving 1:1 support throughout the day in all activities.

Besides academic work, a significant emphasis is also placed on functional living skills, including all activities of daily living and community skills, increasing independence across all environments and improved ability to communicate with others. Services available to all students are: physical therapy, occupational therapy, speech/language therapy, vision therapy, oral motor therapy and orientation & mobility services. All students also receive weekly computer lessons and bi-monthly consults with an Augmentative Communication specialist. Students with medical needs are monitored by an R.N. and an L.P.N. who service all classrooms. Additional L.P.N. services are provided in specific classrooms, as needed.

The Kelly Day School Program Mission Statement is: To create a positive, safe and caring learning environment that fosters skills that allow students more independence at school, home and in the community. To maximize the physical, cognitive, creative and social abilities of each unique student in an age appropriate setting.

**Location:** Kelly Day Preschool Program, Kelly Day Elementary School Program, Kelly Day Middle School Program; 53 School St., Gardner

## **Deaf/Hard of Hearing Programs: Elementary & High School**

The CAPS Collaborative for Deaf/Hard of Hearing Students is a special education program for hearing and language impaired students. Presently, there is an elementary program and a high school program. (Programs at other grade levels may be reestablished as the need arises.)

The D/HH staff includes one teacher of the Deaf/Hard of Hearing, instructional assistants, and a sign language interpreter. The D/HH program utilizes an elementary school classroom that is necessary to meet the range of learning needs in a variety of group configurations, including 1:1 instruction. Multiple learning centers are located throughout the room to provide a variety of instructional opportunities. Individual staff members accompany students from the program who are integrated into general education classes.

At the high school level, CAPS staff supports a student who is integrated into a high school functional life skills class. The teacher in the D/HH program provides consultations to the teachers and direct instruction to the students as needed. This teacher also provides consultation and program planning for students with behavioral needs at the elementary level. All staff communicate by using American Sign Language as well as oral communication with sign support. In addition to a language intensive program, students also receive itinerant services, such as Speech and Language Therapy, Occupational Therapy and Physical Therapy as needed. Extensive *Individual Educational Plans (IEPs)* are written to meet the needs of each student and to guide staff in the individual learning plan that must be implemented. The CAPS Director is directly responsible for the D/HH program. The director and staff work collaboratively with each school administration.

**Location:** Elementary-Crocker Elementary School (Fitchburg); Fitchburg High School (Rental Contract with FPS)

## **CAPS Language Acquisition Preschool Program**

The CAPS Collaborative Language Acquisition Preschool Program is designed to meet the individual needs of Deaf and Hard of Hearing preschoolers. The program is housed in an acoustically treated classroom at the Bennett School; a small, neighborhood preschool and kindergarten in Leominster, Massachusetts. It is a full-day program where the students receive direct instruction by Teachers of the Deaf, a Speech-Language Pathologist, and an Instructional Aide. Staff communicate with the students using the most appropriate method for each child, whether it is oral communication or oral communication with Sign Language Support. There is a small student to staff ratio in order to meet the specific learning needs of the child outlined in his/her IEP. The preschool curriculum follows a Theme-based approach to learning that incorporates the areas of English Language Arts, Math, Science, Social Studies, Music and Movement, and Art into each day. In addition, the curriculum is designed to accommodate each child's individual learning style and is aligned to the Massachusetts State Frameworks.

**Location:** Bennett School, Leominster (Rental Contract with LPS)

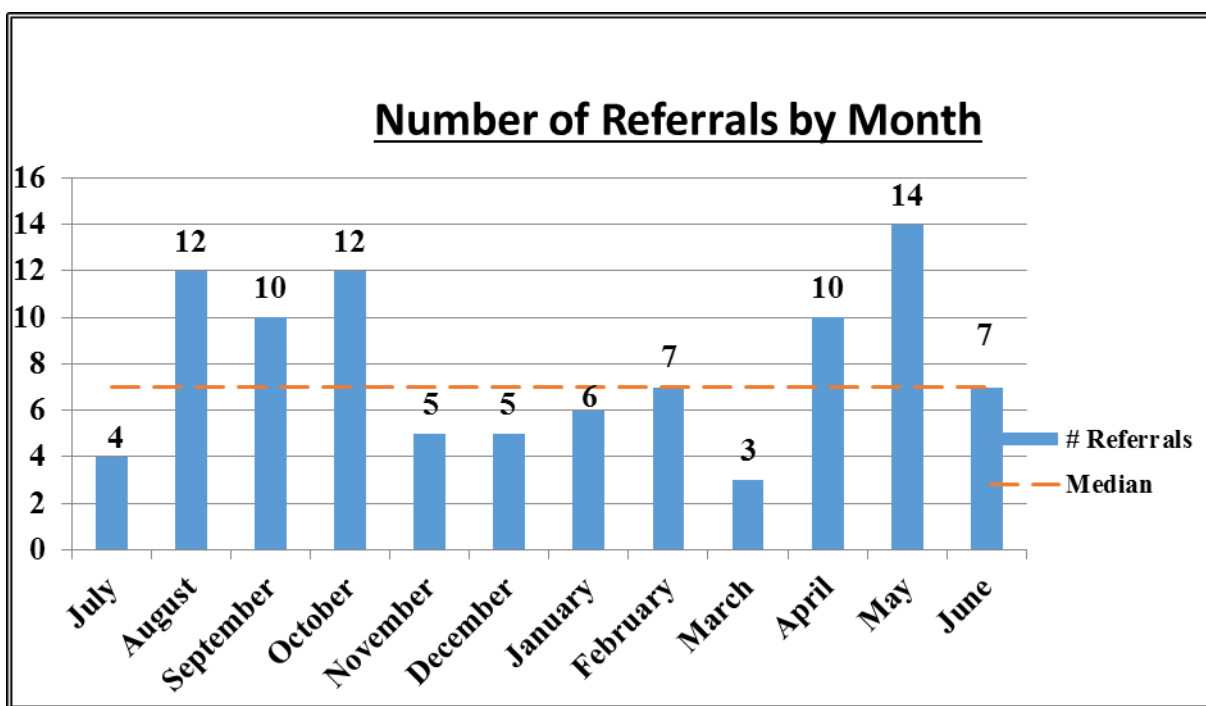
## Program Enrollment and Related Services Data

CAPS Education Collaborative is known for its classrooms for students with low incidence disabilities, but CAPS provides a variety of other services over a relatively large geographic area. Last June, new Board members received a “Fact Sheet” on CAPS programs and services and were given three handouts providing additional information. These handouts are provided below in the form of graphs providing information on CAPS services.

### Referrals

Referral patterns are a key metric that CAPS administration is monitoring. Figure 1 displays the variation in referrals to CAPS programs for the 2012-2013 school year. .

**Figure 1: Referrals**



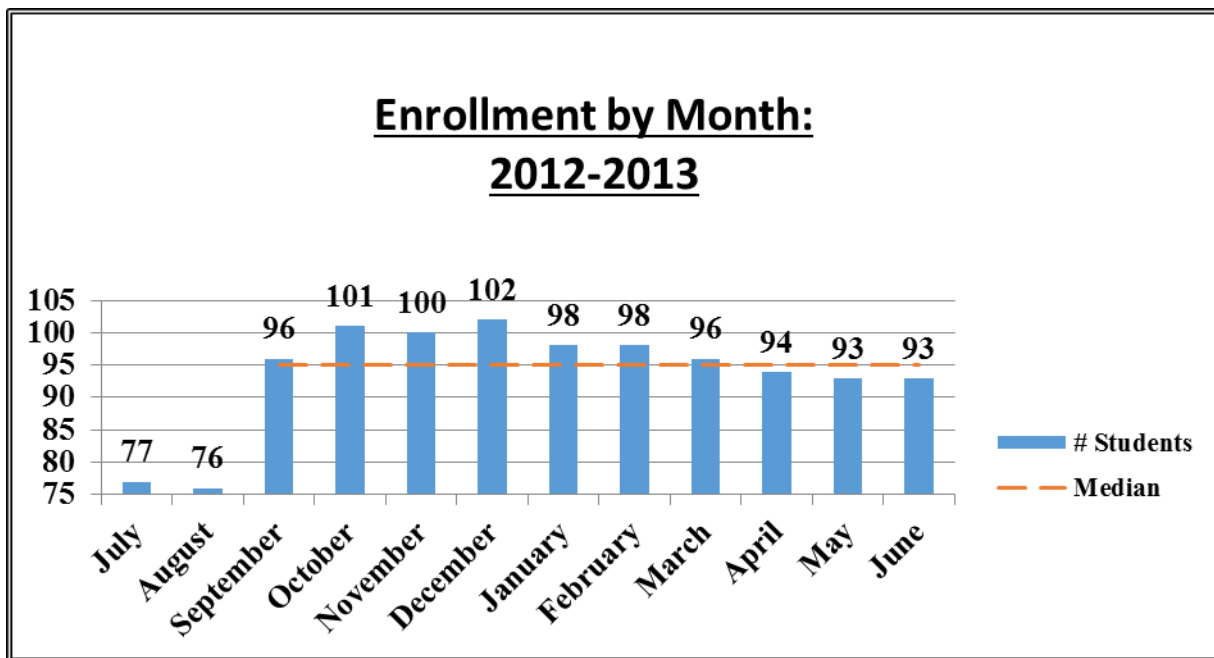
### Enrollment

The changes in enrollment from July 2012 to June 2013 are shown in Table 1 and also in Figure 2. The enrollment by month is shown in Table 1, and the enrollment by month is graphically represented in Figure 2.

**Table 1: Enrollment by Program – September to June**

<b>Program</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Jr/Sr High	18	20	19	20	17	18	17	17	18	14
Gateway	12	13	15	15	17	16	16	16	17	14
Odyssey	10	9	9	9	7	7	7	6	6	5
Kelly Day Pre	8	8	8	8	8	8	8	7	7	7
Kelly Day Elem	5	5	5	5	5	5	5	4	4	4
Kelly Day Mid.	6	6	5	5	5	5	5	4	4	4
Jr. Senators	8	8	8	9	9	9	9	9	9	9
Sr. Senators	8	9	9	9	9	6	6	9	8	6
Horizons	7	7	7	7	7	7	7	7	7	7
Deaf/HHP	3	3	3	3	3	3	2	3	3	3
Deaf pre	3	5	5	5	5	5	5	5	5	5
LINK	8	8	8	7	6	6	6	5	3	3
<b><u>TOTAL</u></b>	<b><u>95</u></b>	<b><u>92</u></b>	<b><u>93</u></b>	<b><u>90</u></b>	<b><u>92</u></b>	<b><u>92</u></b>	<b><u>91</u></b>	<b><u>92</u></b>	<b><u>95</u></b>	<b><u>93</u></b>

**Figure 2. Enrollment by Month – July to June**



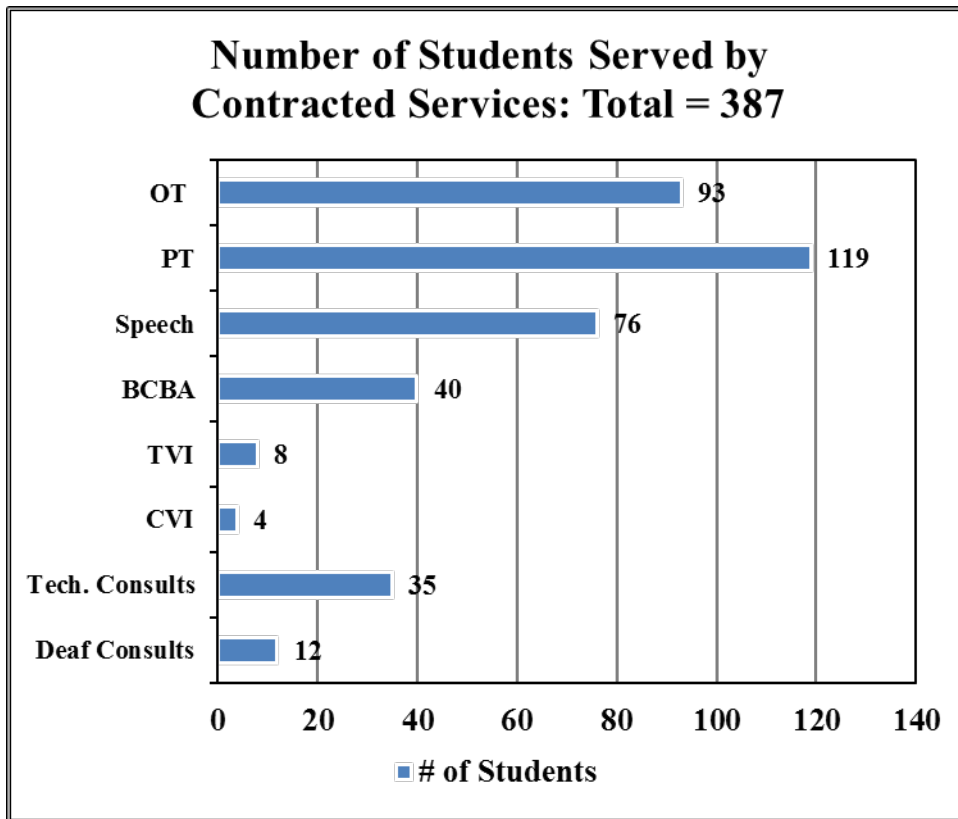
Enrollment cont.

An important reality of CAPS enrollment is not evident from either Table 1 or Figure 2. The overall enrollment for CAPS programs remained relatively stable with an average (median) enrollment of 95 students. **This was not a stable cohort of 95 students.** Approximately 140 students were enrolled in CAPS programs over the duration of the school year, so while the number of students per month remained relatively constant, there was considerable variation in the actual students and their educational needs. This variation made a substantial difference in the day-to-day realities in CAPS classrooms.

### Related Services

The number of students served by CAPS related services staff is shown in Figure 3. As is evident from Figure 3, CAPS serves over 387 students in area districts. (Note. These are students who are not in CAPS classrooms.) In June of 2013, these students were served by 4 occupational therapists, 3 certified occupational therapy assistants (COTAs) 4 registered physical therapists; 6 physical therapy assistants; 2 speech language therapists; and 3 speech language assistants; a Board-Certified Behavior Analyst (BCBA), and a Teacher of the Visually Impaired (TVI). (Note. Some staff are part-time.)

**Figure 3: Students Receiving Services from CAPS Related Services Staff**



## Financial Information

In this section of the report, information on FY 12 tuition rates, contracted service rates, the cost-effectiveness of programs and services are presented. Finally, information from the 2011-2012 audit is briefly summarized. (The audit and the letter to the Board accompany this report.) The Board-approved tuition rates for FY 12 are shown below in Table 2. The Board-approved contracted service rates for FY 12 are shown in Table 3. (*Note.* The CAPS FY 13 Audit accompanies this report but is presented as a separate document.)

**Table 2: Tuition Rates for CAPS Classrooms**

<b><u>PROGRAM</u></b>	<b><u>MEMBER TOWNS</u></b>		<b><u>NON-MEMBER TOWNS</u></b>	
	<b><u>YEARLY</u></b>	<b><u>DAILY</u></b>	<b><u>YEARLY</u></b>	<b><u>DAILY</u></b>
JR/SR HIGH	\$41,136	\$229.00	\$48,129	\$267.38
GATEWAY	\$41,136	\$229.00	\$48,129	\$267.38
KELLY DAY	\$57,335	\$319.00	\$67,082	\$372.68
DEAF PROG.	\$49,725	\$276.25	\$58,178	\$323.21
HORIZONS	\$57,335	\$319.00	\$67,082	\$372.68
SR SENATORS	\$57,335	\$319.00	\$67,082	\$372.68
JR SENATORS	\$57,335	\$319.00	\$67,082	\$372.68
ODYSSEY	\$44,137	\$245.00	\$51,640	\$286.89
DEAF PRE.	\$42,500	\$236.11	\$49,725	\$276.25

**Table 3: Rates for CAPS Contracted Services**

<b>Billing Rates for Contracted Services: 2012-2013</b>	
<b>Option #1: For positions of .5 FTE or greater - Position cost plus 4 percent</b>	
<b>Option #2: Hourly Rates</b>	
Physical Therapy	\$87.00
Occupa. Therapy	\$87.00
Speech Therapy	\$87.00
Physical Therapy Assistant	\$46.00
Occupa. Therapy Assistant	\$46.00
Futures - Speech Lang. Pathologist	+4% ADMIN
Futures - Speech Lang. Assistant	+4% ADMIN
Program Consultation	\$66.50
BCBA	\$97.00

## Cost Effectiveness

The traditional method for collaboratives to evaluate their cost-effectiveness is to compare their tuitions with comparable private school programs. Such a comparison is shown in Table 4 using the previous Board's approved FY 13 rates. The programs that were used for comparison are shown in Table 5.

**Table 4: Tuition Comparisons – CAPS and Private Schools**

<b>Program</b>	<b>Tuition FY 13</b>	<b>Private School Average</b>	<b>Difference</b>
Deaf	\$51,500.00	\$63,122.41	\$11,622.41
Gateway	\$41,136.00	\$56,642.12	\$15,506.12
Horizons	\$57,335.00	\$86,626.29	\$29,291.29
Jr. & Sr. Senators	\$57,335.00	\$86,626.29	\$29,291.29
Jr./Sr. High	\$41,136.00	\$56,642.12	\$15,506.12
Odyssey	\$44,137.00	\$53,760.52	\$9,623.52
Kelly Day School	\$57,335.00	\$86,626.29	\$29,291.29
<b><u>TOTAL ("Savings")</u></b>	<b><u>\$349,914.00</u></b>	<b><u>\$490,046.0</u></b> <u>5</u>	<b><u>\$140,132.0</u></b> <u>5</u>

**Table 5: Programs Used for Comparison**

<b><u>Program</u></b>	<b><u>Comparable Programs</u></b>
<b>Deaf</b>	Learning Center, Beverly School for the Deaf. & Clarke School
<b>Gateway</b>	Franklin Perkins, Devereux, & Lighthouse
<b>Horizons</b>	Cardinal Cushing, New England Center for Children, & Crotched Mountain
<b>Jr. &amp; Sr. Senators</b>	Cardinal Cushing, New England Center for Children, & Crotched Mountain
<b>Kelly Day School</b>	Cardinal Cushing, New England Center for Children, & Crotched Mountain
<b>Jr./Sr. High</b>	Franklin Perkins, Devereux, & Lighthouse
<b>Odyssey</b>	Franklin Perkins, Walker High School, & Devereux

**Cost-Effectiveness cont.**

The comparison is included with this report because it is a requirement of the DESE legislation on collaboratives. Such comparisons must, however, be interpreted with caution because it is difficult to determine whether programs are really “comparable.” The specific programmatic details of the programs used to determine a private-school average may vary considerably.

**Contracted Services.** South Shore Educational Collaborative conducted a survey of contracted service rates charged by MOEC members. Two private school rates were also obtained and reported in the results. The average rate, as well as high and low rates are shown in Table 6.

**Table 6: CAPS Related Services Rates Compared to Rates of Other Collaboratives**

	<b>CAPS Rate</b>	<b>Average</b>	<b>High</b>	<b>Low</b>
<b>VISION</b>				
Member Hourly Rate	\$95.00	\$89.92	\$125.00	\$62.00
<b>PHYSICAL THERAPY</b>				
Member Hourly Rate	\$87.00	\$83.89	\$91.05	\$55.00
<b>OCCUPATIONAL THERAPY</b>				
Member Hourly Rate	\$87.00	\$74.70	\$87.00	\$55.00
<b>SPEECH/LANGUAGE</b>				
	\$87.00	\$75.92	\$87.00	\$61.00

As is evident from Table 6, CAPS rates are competitive with the rates of other collaboratives and related services vendors.

**Transportation.** Transportation rates were initially computed based on several costs: lease price, gas price at time of rate-setting, length of route, insurance, maintenance, and salary costs (driver & monitor). Because of the intense competition among transportation vendors, comparisons to private vendor rates are problematic. Districts and parents have reported that rates are competitive and that CAPS transportation services are exemplary due to the skills of CAPS drivers and monitors who also work with students in CAPS classrooms.

**Cooperative purchasing and Professional Development.** CAPS engaged in limited activities in cooperative purchasing and professional development during the 2012-2013 year. Cooperative purchasing consisted of ordering 20 copies iPad software for member districts. This resulted in a minimal profit as the districts were charged cost plus 4 percent. Regarding professional development, CAPS sponsored two Regional Preschool Network conferences. Again, this activity had a negligible impact on CAPS finances and participants were charged only \$25.00 to participate in the conference. Cost to CAPS was minimal.



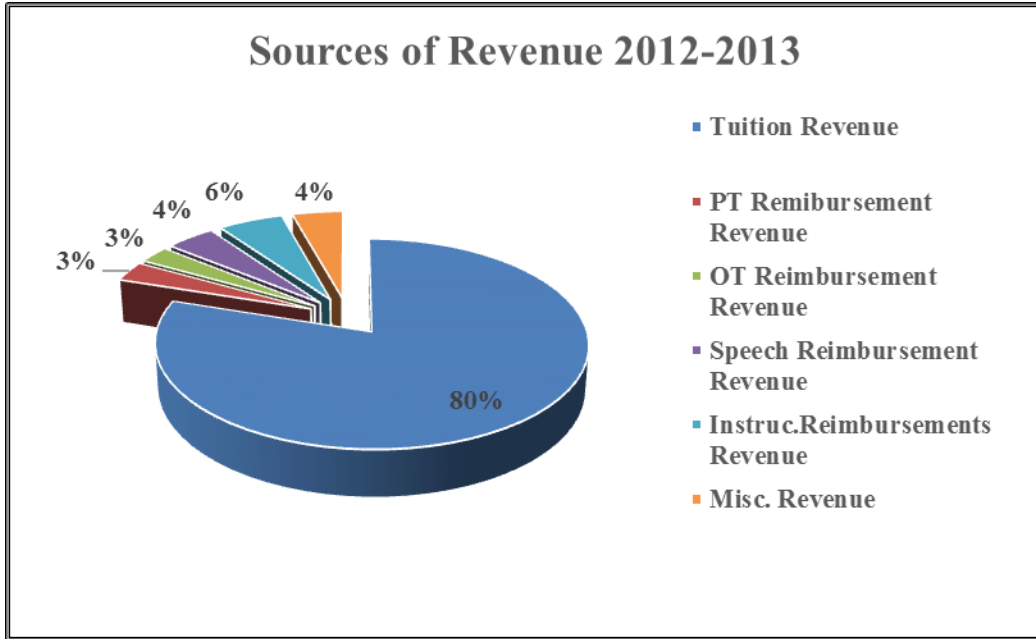
## Audit and Related Financial Information

A complete copy of the audit and the audit committee letter are included as separate documents with this report. As a supplement to the audit information, revenue and expenses for 2012-2013 are shown in Table 5. Graphical representations are given in Figure 4 and Figure 5.

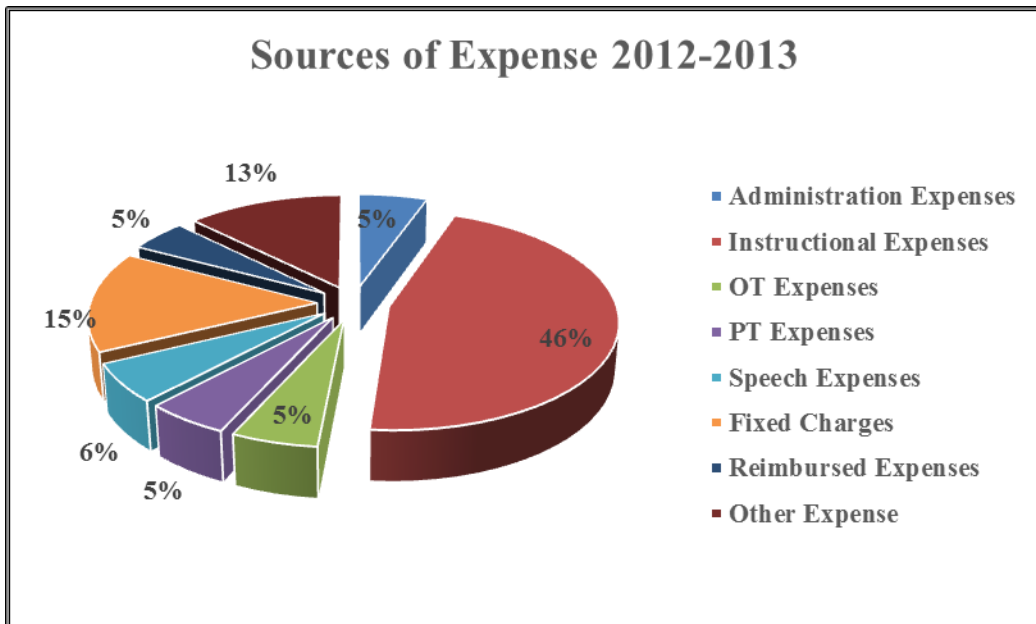
**Table 5: Revenue and Expenses 2012-2013**

<b>REVENUE SOURCES</b>		
<b>Tuition Revenue</b>	\$4,945,831	79.98%
<b>Assessment Revenue</b>	\$105,640	1.71%
<b>PT Reimbursement Revenue</b>	\$193,329	3.13%
<b>OT Reimbursement Revenue</b>	\$166,012	2.68%
<b>Speech Reimbursement Revenue</b>	\$264,615	4.28%
<b>Instruc. Reimbursements Revenue</b>	\$345,906	5.59%
<b>Transportation Revenue</b>	\$117,640	1.90%
<b>Misc. Revenue ( Includes ESY Tuition)</b>	\$45,125	0.73%
<b>Total Revenue</b>	\$6,184,098	100.00%
<b>EXPENSES</b>		
<b>Administration Expenses</b>	\$289,589	5.52%
<b>Instructional Expenses</b>	\$2,412,357	45.97%
<b>OT Expenses</b>	\$283,155	5.40%
<b>PT Expenses</b>	\$272,545	5.19%
<b>Speech Expenses</b>	\$301,141	5.74%
<b>Summer</b>	\$203,425	3.88%
<b>Operation &amp; Maintenance Expense</b>	\$329,595	6.28%
<b>Transportation</b>	\$84,834	1.62%
<b>Fixed Charges</b>	\$781,731	14.90%
<b>Reimbursed Expenses</b>	\$243,754	4.64%
<b>Other Expense</b>	\$44,801	0.85%
<b>Total Expense</b>	\$5,246,27	100.00%
<b>NET INCOME/(LOSS)</b>	\$937,171	

**Figure 4: Sources of Revenue**



**Figure 5: Sources of Expense**



## Progress on Meeting the Goals of the Collaborative

**Mission:** *CAPS Education Collaborative will work in partnership with districts to provide programs and services of the highest quality.*

During the 2012-2013 school year, CAPS Education Collaborative made substantial progress toward fulfilling the charge in our Collaborative Agreement and our Mission of working in partnership with districts to provide programs and services of the highest quality. A description of the CAPS mission, vision, and values as well as a description of the CAPS programs and services, are provided in an earlier section of this report.

For the 2012-2013 school year and FY 13, CAPS used a balanced scorecard approach to assessing progress toward meeting its responsibilities to member districts. Kaplan and Norton (2007)<sup>1</sup> have developed this framework for assessing an organization's performance. The areas are (a) customer relations, (b) internal operations, (c) learning and growth, and (d) traditional financial measures. (Kaplan and Norton refer to this concept as the "Balanced Scorecard.")

CAPS used these areas to establish performance goals and requested that Board members evaluate and revise these goals and develop performance metrics. This Director's report will provide a very brief summary of the progress for the 2012-2013 school year in the areas delineated by the balanced-scorecard report.

*Customer relations.* A hallmark of the Collaborative has been its responsiveness to districts requests. In addition, CAPS has a history of positive relationships with parents thus helping special education directors avoid lengthy and potentially expensive placement disputes. During 2012-2013, CAPS continued to convene special education director support group meetings and to work with directors on meeting their districts' programmatic needs. In addition, the constituency of the Board of Directors, with superintendents and school committee members, made it possible to discuss wider district needs. Strategic planning and more formal, systematic assessment of customer satisfaction was planned for 2013-2014. Also planned is a more systematic process for identifying any customer concerns with programs and services and to address these areas of concern.

*Internal operations.* This past year CAPS sought the advice of new Board members regarding internal operations. Board members were actively involved developing a warrant process and establishing and implementing active finance and policy subcommittees. Also, during 2012-2013, CAPS made progress toward expanding and enhancing data collection efforts to improve efficiency particularly in regard to contracted services. Data collection and analysis activities were initiated both for external reporting purposes but also to improve the efficiency of internal operations.

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<sup>1</sup> Kaplan, R.S., & Norton, D.P. (2007). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, July-August, 1-14.

*Learning and growth.* During 2012-2013, CAPS administration emphasized and encouraged staff learning and growth in several areas: licensure, technology, and instruction. During 2012-2013, CAPS staff have developed new skills and have been cross-trained in a number of areas. At the end of the 2013 school year, the results of a staff survey on organizational goals indicated that professional development needed to be a priority for 2013-2014. It should be noted that hallmark of CAPS staff is their flexibility and willingness to learn new skills.

*Traditional financial measures.* During 2012-2013, a Warrant Subcommittee was established to oversee CAPS payroll and accounts payable expenses. A Finance Subcommittee was established to review and offer recommendations on fiscal procedures, fiscal reporting, and budget development. The 2012-2013 year also marked the first year for a public hearing on the CAPS budget. The annual audit was conducted by P.L. Jones & Associates and the results have been incorporated into this report. An examination of the audit reveals that the CAPS fund balance increased by \$937,172 during the 2012-2013 year. This amount constitutes a major step toward the goal of a surplus to cover three months of expenses, and it represents a major contribution toward more fiscal stability for the Collaborative.

**Readers of the CAPS Annual Report are encouraged to contact the CAPS Executive Director with any questions or concerns regarding the report. The Executive Director may be contacted by e-mail at [emccaul@capsed.net](mailto:emccaul@capsed.net); by telephone at 98.632.2208 Ext. 103; or by mail at 53 School Street, Gardner, MA 01440.**