

**CAPS Education Collaborative
Annual Report: July 2013-June 2014**

Presented to the CAPS Board of Directors on December 17, 2014

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This report constitutes the annual report for 2013-2014 (July 1, 2013 to June 30, 2014). Inquiries regarding this report should be addressed to the Executive Director, Dr. Edward McCaul, at the CAPS Education Collaborative Central Office, 2 Narrows Road, Suite C105, Westminister, MA 01473; Tel. No. 978.632.2208; emccaul@capsed.net. This report is also posted on the CAPS web site; www.capsed.net.

Annual Report: 2013-2014

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, 2013 to June 30, 2014. 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 2013-2014 has been growth and change as 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 2013-2014 Board members were the following:

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

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

Significant Accomplishments: During the 2013-2014 calendar year, Board members continued the previous Board's tradition of outstanding stewardship of the Collaborative. Under direction of the Board of Directors, considerable progress was 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 2013-2014 Board of Directors are the following:

- Transition of Kelly Day programs for medically fragile students to public school settings
- The Warrant and Finance Subcommittees continued to revise procedures for approval and oversight of financial expenditures
- The Policy/Personnel Subcommittee continued to review and approve existing policies and to develop new policies as necessary.
- The Policy/Personnel Subcommittee continued to revise a new Collaborative Agreement
- The Board continued to ensure that our Collaborative met 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 of 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.

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 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, MA

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, MA

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 & Kelly Day Elementary School are located at Hubbardston Elementary School, Hubbardston, MA. The Kelly Day Middle School Program is located at Oakmont High School, Ashburnham, MA

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, MA

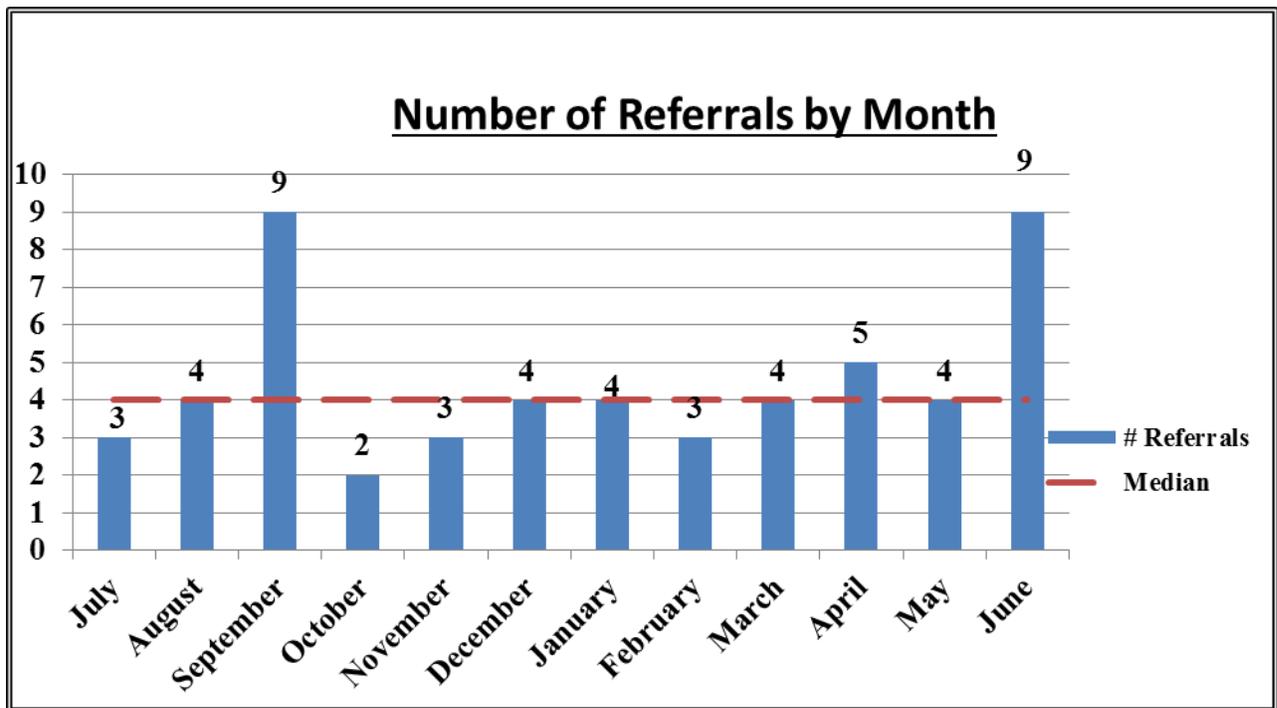
Program Enrollment and Related Services Data

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 2013-2014 school year. .

Figure 1: Referrals



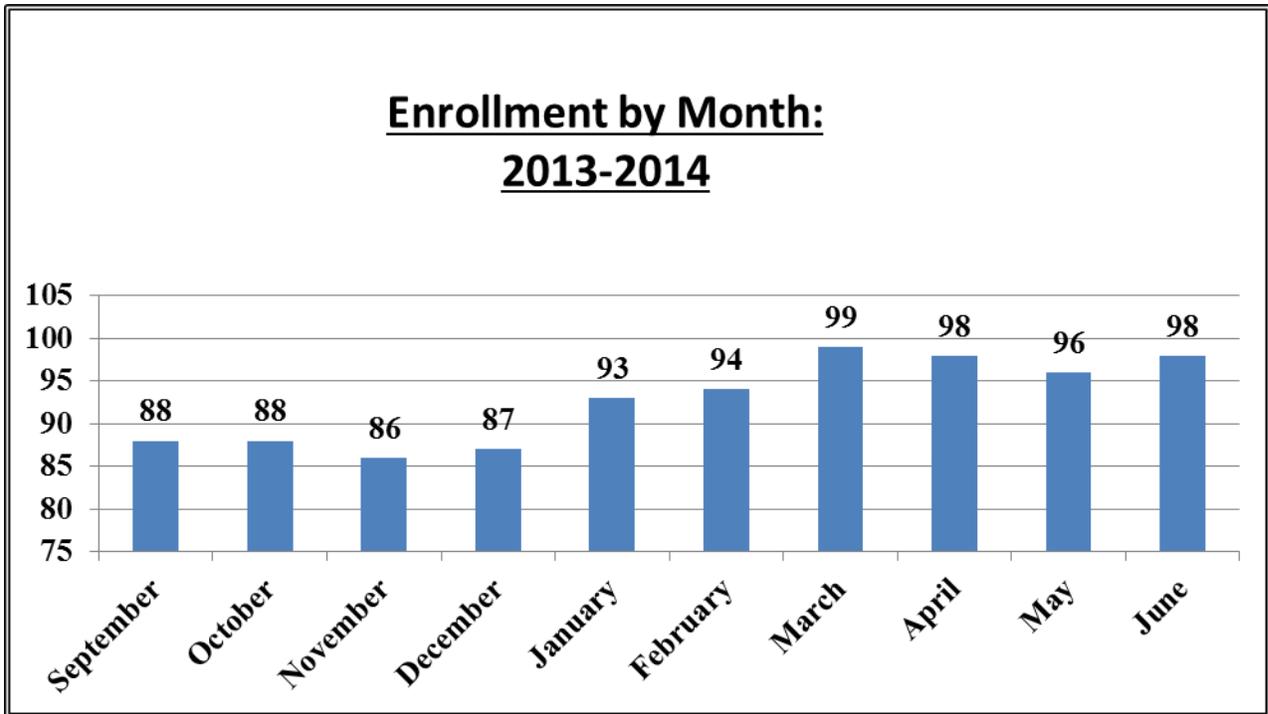
Enrollment

The changes in enrollment from July 2013 to June 2014 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

Program	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Jr/Sr High	14	16	15	16	14	14	16	16	15	16
Gateway	14	14	14	14	16	17	18	19	19	19
Odyssey	6	4	5	5	4	4	5	4	4	4
Kelly Day Pre	7	7	7	7	8	8	8	8	8	8
Kelly Day Elem	6	6	6	6	7	7	8	8	8	8
Kelly Day Middle	5	5	5	5	5	5	5	5	5	5
Jr. Senators	8	8	8	8	8	8	8	8	8	8
Sr. Senators	8	8	7	7	8	9	9	8	8	9
Horizons	7	7	7	7	8	8	8	8	7	7
Deaf pre	6	6	6	6	7	7	7	7	7	7
LINK	7	7	6	6	8	7	7	7	7	7
TOTAL	88	88	86	87	93	94	99	98	96	98

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 94 students. **This was not a stable cohort of 94 students.** Approximately 110 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

During the 2013-2014 school year, the number of students served by CAPS related services staff is estimated to be over 350 students in area districts. (*Note.* These are students who are not in CAPS classrooms.) In June of 2014, 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 related services staff are part-time.)

Financial Information

In this section of the report, information on FY 14 tuition rates, contracted service rates, the cost-effectiveness of programs and services are presented. Finally, information from the 2013-2014 audit is briefly summarized. (The audit and the letter to the Board accompany this report.) The Board-approved tuition rates for FY 14 are shown below in Table 2. The Board-approved contracted service rates for FY 14 are shown in Table 3. (*Note.* The CAPS FY 14 Audit accompanies this report but is presented as a separate document.)

Table 2: Tuition Rates for CAPS Classrooms

PROGRAM	MEMBER TOWNS		NON-MEMBER TOWNS	
	YEARLY	DAILY	YEARLY	DAILY
JR/SR HIGH	\$42,370.00	\$235.39	\$49,572.90	\$275.41
GATEWAY	\$42,370.00	\$235.39	\$49,572.90	\$275.41
ODYSSEY	\$45,461.00	\$252.56	\$53,189.37	\$295.50
KELLY DAY K-12	\$59,055.00	\$328.08	\$69,094.35	\$383.86
HORIZONS	\$59,055.00	\$328.08	\$69,094.35	\$383.86
SR SENATORS	\$59,055.00	\$328.08	\$69,094.35	\$383.86
JR SENATORS	\$59,055.00	\$328.08	\$69,094.35	\$383.86
DEAF-PRE	\$43,775.00	\$243.19	\$51,216.75	\$284.54
LINK	\$34,299.00	\$190.55	\$40,129.83	\$222.94

Table 3: Rates for CAPS Contracted Services

Billing Rates for Contracted Services: 2013-2014				
Option #1: For positions of .5 FTE or greater - Position cost plus 4 percent				
Option #2: Hourly Rates				
Physical Therapy				\$88.00
Occupational Therapy				\$88.00
Speech Therapy				\$88.00
Physical Therapy Asst.				\$47.00
Occupational Therapy Asst.				\$47.00
Futures - Speech Lang. Asst.				+4% Admin.
Program Consultation				\$67.00
BCBA Services				\$98.00
TVI Services				\$98.00

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 14 rates. The programs that were used for comparison are shown in Table 5.

Table 4: Tuition Comparisons – CAPS and Private Schools

Program	Tuition FY 14	Private School Average	Difference
Deaf	\$43,775.00	\$60,550.31	\$11,622.41
Gateway	\$42,370.00	\$56,642.12	\$15,506.12
Horizons	\$59,055.00	\$86,506.87	\$29,291.29
Jr. & Sr. Senators	\$59,055.00	\$86,506.87	\$29,291.29
Jr./Sr. High	\$42,370.00	\$56,642.12	\$15,506.12
Odyssey	\$45,461.00	\$63,463.42	\$9,623.52
Kelly Day School	\$59,055.00	\$86,506.87	\$29,291.29
TOTAL ("Savings")	\$349,914.00	\$490,046.05	\$140,132.05

Table 5: Programs Used for Comparison

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

Cost-Effectiveness cont.

Cost comparisons such as the one above must 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.

In an attempt to obtain another measure of cost-effectiveness, CAPS conducted a survey of member special education directors. The results of the survey indicated that eighty percent of respondents believed that CAPS programs were cost-effective.

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

	CAPS Rate	Average	High	Low
Member Hourly Rate	\$97.00	\$89.92	\$125.00	\$62.00
PHYSICAL THERAPY				
Member Hourly Rate	\$88.00	\$83.89	\$91.05	\$55.00
OCCUPATIONAL THERAPY				
Member Hourly Rate	\$88.00	\$74.70	\$87.00	\$55.00
SPEECH/LANGUAGE	\$88.00	\$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.

As mentioned earlier, CAPS conducted a survey of member special education directors regarding satisfaction with services and directors assessment of the cost-effectiveness of services. Results indicated that 60 percent of respondents would recommend using CAPS related services to other administrators.

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.

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 2013-2014

REVENUE SOURCES		
Tuition Revenue	\$4,492,497	74.13%
Assessment Revenue	\$103,808	1.71%
PT Reimbursement Revenue	\$139,788	2.31%
OT Reimbursement Revenue	\$191,330	3.16%
Speech Reimbursement Revenue	\$253,979	4.19%
Instruc. Reimbursements Revenue	\$420,667	6.94%
Transportation Revenue	\$133,952	2.21%
Misc. Revenue (Includes ESY Tuition)	\$324,242	5.35%
Total Revenue	\$6,060,263	100.00%
EXPENSES		
Administration Expenses	\$355,902	5.52%
Instructional Expenses	\$2,390,865	45.97%
OT Expenses	\$255,422	5.40%
PT Expenses	\$242,360	5.19%
Speech Expenses	\$304,404	5.74%
Summer	\$221,233	3.88%
Operation & Maintenance Expense	\$330,758	6.28%
Transportation	\$117,084	1.62%
Fixed Charges	\$833,447	14.90%
Reimbursed Expenses	\$323,160	4.64%
Other Expense	\$40,033	0.85%
Total Expense	\$5,414,668	100.00%
NET INCOME/(LOSS)	\$645,595	

Figure 4: Sources of Revenue

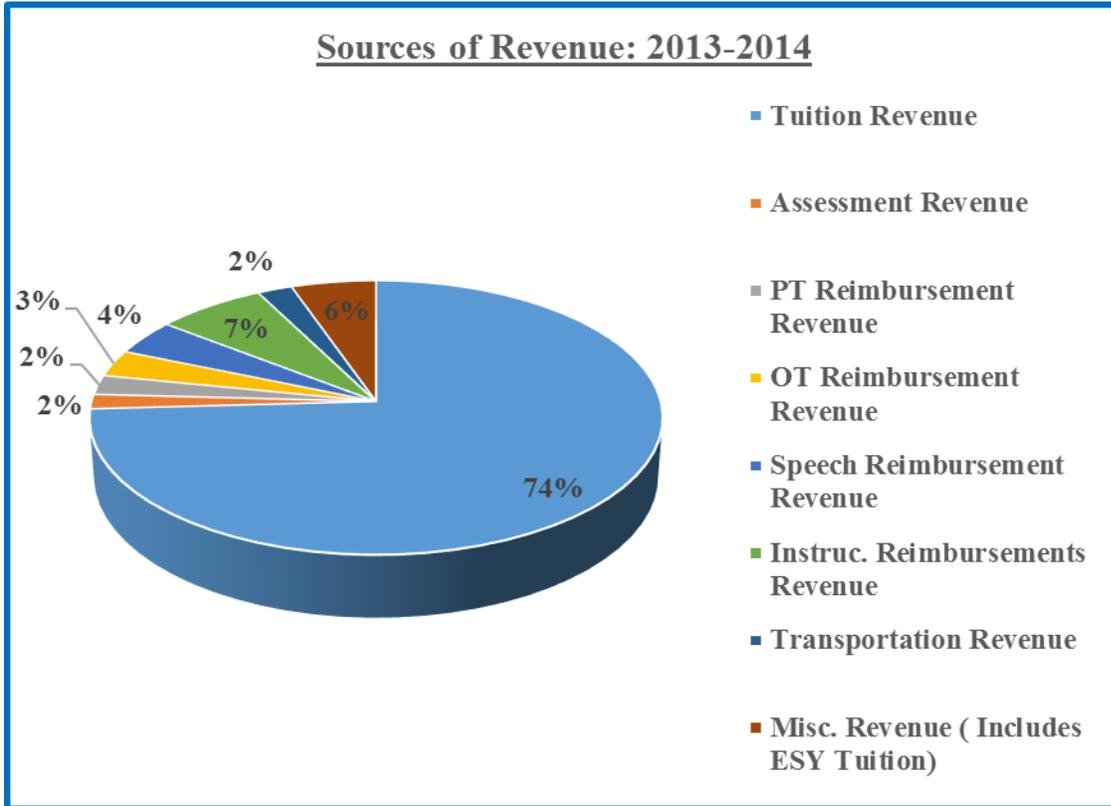
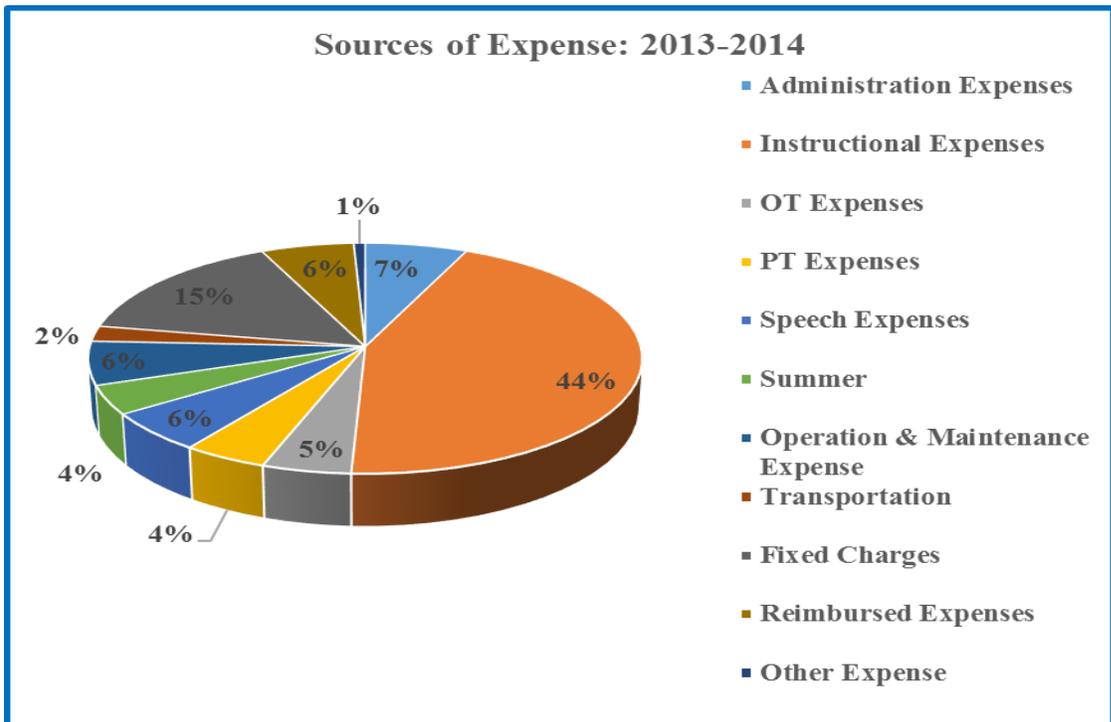


Figure 5: Sources of Expense



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 2013-2014 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 2013-2014 school year and FY 14, CAPS used a balanced scorecard approach to assessing progress toward meeting its responsibilities to member districts. Kaplan and Norton (2007)¹ 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 annual report will provide a very brief summary of the progress for the 2013-2014 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 2013-2014, 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 conducted for 2013-2014. A goal that emerged from the strategic planning was to continue looking for partnerships with districts. The relocation of Kelly Day programs to Hubbardston Center School and Oakmont High School was a major accomplishment regarding this goal.

Internal operations. This past year CAPS sought the advice of new Board members regarding internal operations. Fiscal procedures were revised and improved. Board members were actively involved developing a warrant process and establishing and implementing active finance and policy subcommittees. Also, during 2013-2014, CAPS made progress toward expanding and enhancing data collection efforts to improve efficiency particularly in regard to contracted services. A goal in this area that emerged from the strategic planning was the hiring of a new Treasurer who took an active role in the oversight of CAPS finances.

¹ 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 2013-2014, CAPS administration emphasized and encouraged staff learning and growth in several areas: licensure, technology, and instruction. During 2013-2014, CAPS staff were cross-trained in a number of areas. A hallmark of CAPS staff has always been their flexibility and willingness to learn new skills, and considerable progress was made on this objective during 2013-2014. A goal in this area that emerged from the strategic planning was a staff survey on organizational goals that indicated professional development needed to be a priority for 2013-2014.

Traditional financial measures. During 2013-2014, the Finance Subcommittee reviewed and offered recommendations on fiscal procedures, fiscal reporting, and budget development. The 2013-2014 year also marked the first year for a public hearing on the CAPS budget. The annual audit was conducted by McCarthy, Hargrave, & Co., and the results have been incorporated into this report. An examination of the audit reveals that the revenues exceeded expenses \$645,595 during the 2013-2014 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. A goal in this area that emerged from the strategic planning was more Board involvement and oversight of revenue and expenses for individual CAPS programs. In addition, the Finance Subcommittee was increasingly active in overseeing revenue and expense forecasts.

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; by telephone at 978.632.2208; or by mail at 2 Narrows Road, Suite C105, Westminster, MA 01473.