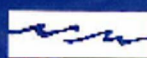


SHORE EDUCATIONAL COLLABORATIVE



experience
knowledge
respect



Shore
Educational Collaborative



Educational Collaborative 100 Revere Beach Parkway, Chelsea, MA 02150 | Tel 617-887-2930 | TTY 617-887-2962

On behalf of the Shore Board of Directors, I am pleased to present Shore's Annual Report for Fiscal Year 2013. One of the many beneficial outcomes of Chapter 43, An Act Relative to Improving Accountability and Oversight of Education Collaboratives, was the requirement that each collaborative publish an annual report that describes its programs and their cost effectiveness, and progress measures toward achieving its purposes. Prior to this requirement, Shore presented an abridged report, annually to its Board of Directors, which focused primarily on the fiscal landscape. In addition, each Division tracked demographic and outcome information. The current rendition of Shore's annual report allows us to share our impressive breadth of services; to critically assess the ways in which we collect information and improve on these systems; and finally to reflect on the accomplishments and challenges of the entire organization.

Shore's financial standing in FY13 significantly improved after two previous years of ending in deficits, i.e. increased net position of **\$1,587,434** in FY 13 over the prior year. Variables likely contributing to this are: tuition reforms approved by the Board of Directors and implemented in July 1, 2012; increased enrollments in the two largest service divisions; and an unrelenting commitment by Shore's Leadership Team to financial monitoring and accountability.

Shore increased capacity to services, creating a new early childhood classroom and a new day habilitation classroom in Student and Adult services, respectively, at the Chelsea facility. Enrollments increased in both major divisions (+12 students and +6 adults over the prior fiscal year). Shore's member districts "saved" **\$4,098,088.80** by sending their students to Shore programs rather than comparable private, special education schools. Shore continued offering high value services on a much smaller scale in areas such as: home training, transition services to districts, assistive technology assessments, consultation and training, and municipal Medicaid billing.

Capacity building potential and cost effectiveness must be achieved in a context that ensures the provision of high **quality** services. For the first time in several years, Student Services set a goal to elicit satisfaction ratings from a primary stakeholder group: member districts' special education administrators. Based on the findings, extensive work was done in FY 13 to redesign Shore's alternative middle and high school and implemented in FY14. Adult services continued to revise tools used to solicit feedback, and had more than two hundred twenty family members/guardians rate their experiences of Shore's quality. Along with these measures, we are working to develop assessment and measurement tools to capture growth and change in students and adults who are too complex and unique to be judged only by MCAS scores or Medicaid Severity Profile ratings.

Thank you for your continued commitment to and support of Shore Educational Collaborative. The mission, the people, the challenges and opportunities found at Shore are extraordinary. I hope this report conveys some of this remarkable work.

Sincerely,

Jacquelyn Clark

Executive Director

Shore Educational Collaborative Board of Directors
Fiscal Year 13

<i>David Ela</i>	<i>Chair</i>	<i>Everett</i>
<i>Anne Marie Cugno</i>	<i>Vice Chair</i>	<i>Medford</i>
<i>Lisa Lineweaver</i>		<i>Chelsea</i>
<i>Debbie DeMaria</i>		<i>Malden</i>
<i>Donna Pruitt -Wood</i>		<i>Revere</i>
<i>Corinne Riley</i>		<i>Saugus</i>
<i>William Holden</i>		<i>Winthrop</i>
<i>Non-Voting Members</i>		
<i>Howard Greenspan</i>		<i>General Counsel</i>
<i>Joseph Sacco</i>		<i>Treasurer</i>
<i>Barbara Galatis</i>		<i>Clerk</i>

Shore Educational Collaborative Operating Committee
Fiscal Year 13

<i>Jean Spera</i>	<i>Cambridge</i>
<i>Donna Covino</i>	<i>Chelsea</i>
<i>Annetta Kelly</i>	<i>Everett</i>
<i>Maura Johnson</i>	<i>Malden</i>
<i>Kathy Medaglio</i>	<i>Medford</i>
<i>Karen Schweihs</i>	<i>Revere</i>
<i>Wes Pierce</i>	<i>Revere</i>
<i>Heather Geary</i>	<i>Saugus</i>
<i>Debbie Connell</i>	<i>Somerville</i>
<i>Lisa Howard</i>	<i>Winthrop</i>
<i>Shore Members</i>	
<i>Ruth Grube</i>	<i>Chair</i>
<i>Lisa Reynolds</i>	<i>Secretary</i>
<i>Ed Nazzaro</i>	
<i>Maureen McCarthy</i>	
<i>Jacki Clark</i>	

Shore Educational Collaborative Leadership Team
Fiscal Year 13

<i>Jacki Clark</i>	<i>Executive Director</i>
<i>Bob Alconada</i>	<i>Assistant Executive Director</i>
<i>Ruth Grube</i>	<i>Director of Student Services</i>
<i>Lisa Hunt</i>	<i>Program Coordinator, Student Services</i>
<i>Cathy MacNeil</i>	<i>Program Coordinator, Student Services</i>
<i>Denise Tamburello</i>	<i>Program Coordinator, Student Services</i>
<i>Stacey McDaniel</i>	<i>Lead Prog Coordinator, Adult Services</i>
<i>Michelle Amero</i>	<i>Program Coordinator, Adult Services</i>
<i>Donna Carrington</i>	<i>Program Coordinator, Adult Services</i>
<i>Debbie Puleo</i>	<i>Program Coordinator, Adult Services</i>
<i>Jace Arrington</i>	<i>Facilities Manager</i>
<i>Lisa Gudath</i>	<i>I.T. Administrator</i>
<i>Lori Maida</i>	<i>H.R. Administrator</i>

INFORMATION ON SHORE PROGRAMS AND SERVICES: FY 2013

A. Shore Student Services: Description of Current Programs and Services

- I. **The Intensive MultipleModalities Program** provides comprehensive services to students with significant physical, health, developmental and intellectual impairments from ages 3-22. The program provides specialized instruction to students whose disabilities significantly impact their educational performance in general education settings. Students participate in academic, vocational, community and recreational activities. Computers, assistive technology, switches, etc. are used to improve communication as well as to optimize independence. This program is richly enhanced by related services: physical and occupational therapy, speech and language services, nursing and mobility training and other low vision services. In addition to individualized services provided to students based on their IEPs, therapists and nurses are often in these classrooms, assisting students to access the curricula and engage in school activities to their fullest capacity. The program offers wheel chair and orthotics clinics on site for the convenience of students (and their families) for whom medical and rehabilitative appointments are often difficult.

- Number of Students 35
- Number of Classrooms 5
- Locations of Classrooms Henry Owen School

- II. **The Intensive Skill&Language Development Program** is designed to meet the needs of students diagnosed with Autism Spectrum Disorders, Developmental Delays, Intellectual Impairments, and/or Communication Impairments. The program serves children between the ages of 3 and 22. Additionally, these students may be exhibiting behavioral and learning challenges that make it difficult for them to be successful in their community school. Our integrated therapy approach provides a board certified behavior analyst, speech/language pathologists, occupational therapists, physical therapists, music therapists that work with the classroom staff to ensure the entire student's needs are met. The curriculum utilizes a teaching approach based on the principles of applied behavior analysis techniques, direct instruction, discrete trial training, task analysis, total communication, integrated therapy techniques and hands on experiences.

- Number of Students 52
- Number of Classrooms 7
- Locations of Classrooms (6) at the Henry Owen School&(1) at Columbus Elementary School (Medford Public School District)

- III. **The Elementary Therapeutic Day School** provides a highly structured environment for students who have emotional, behavioral, health impairments and social adjustment difficulties that impact their abilities to make effective progress in traditional school settings. The program serves students in grades PK-4 and includes students with a variety of cognitive abilities. In addition to emotional and behavioral disabilities, students in this program may have learning disabilities such as dyslexia or dysgraphia, as well organizational, processing and communication challenges. The setting allows for small class sizes, structured behavioral programming, an individualized teaching approach and

the use of a variety of instructional methods to motivate the students. The curriculum is taught using small groups at differentiated instructional levels while adhering to the Massachusetts State Frameworks. Each year scaffolds upon the previous year's skills creating an enriching environment but offering repetition in skills needed by students to ensure learning. Lessons are accompanied by visuals, manipulatives, motivating hands-on projects and the use of technology to allow students to extend their learning to real life applications. Counseling and behavioral services; speech and occupational therapies; art and adaptive physical education are provided to all students, according to individual IEPs.

- Number of Students 40
- Number of Classrooms 5
- Locations of Classrooms (4) at the Henry Owen School & (1) at Columbus Elementary School (Medford Public School District)

IV. **The Alternative Middle & High School Program** serves students in grades 5-12 who have demonstrated difficulty progressing in regular educational settings due to significant social/emotional impairments, behavior problems, and/or learning disabilities such as executive functioning/organizational issues or attention difficulties. In order to make academic progress, students are in need of therapeutic academic settings that offer them the accommodations and supports that are necessary for them to reach their greatest potential. The program allows for small class sizes, structured schedules and expectations, and school adjustment counselors who set individualized goals with all students. These clinicians are involved with students' families or residential providers, therapists, DCF workers, probation officers and other collaterals in order to holistically understand and support students learning as well as emotional needs. Differentiated instructional methods are used to meet, remediate and motivate students. All instruction is based on the Massachusetts State Frameworks and students from ages 14 up receive transition assessments and services. Counseling services (individual and group) as well as speech and occupational therapies are provided according to individual students' IEPs.

- Number of Students 67
- Number of Classrooms 9
- Locations of Classrooms (8) at the Henry Owen School & (1) at Belmonte Middle School (Saugus Public School District)

DISCUSSION OF COST EFFECTIVENESS: STUDENT SERVICES

SAVINGS PER DAY, PER STUDENT

SHORE VS. COMPARABLE AVERAGE DAILY TUITIONS

	Shore Daily Rate(s)	Comparable Avg Private Daily Rate	Variance
Intensive Multiple Modalities	\$251.19	\$432.70	\$181.51
Intensive Skill & Language Development-Owen	\$251.19	\$405.17	\$153.98
Intensive Skill & Language Development-Public	\$201.55	\$405.17	\$203.62
Elementary Therapeutic Day School-Owen	\$258.77	\$331.91	\$73.14
Elementary Therapeutic Day School-Public	\$199.99	\$331.91	\$131.92
Alt Middle & High School-Owen	\$239.33	\$306.94	\$67.61
Alt Middle & High School-Public	\$199.99	\$306.94	\$106.95

** Schools and methods used to compare tuitions appear in Appendix 1.

AGGREGATE SAVINGS IN FISCAL YEAR 13

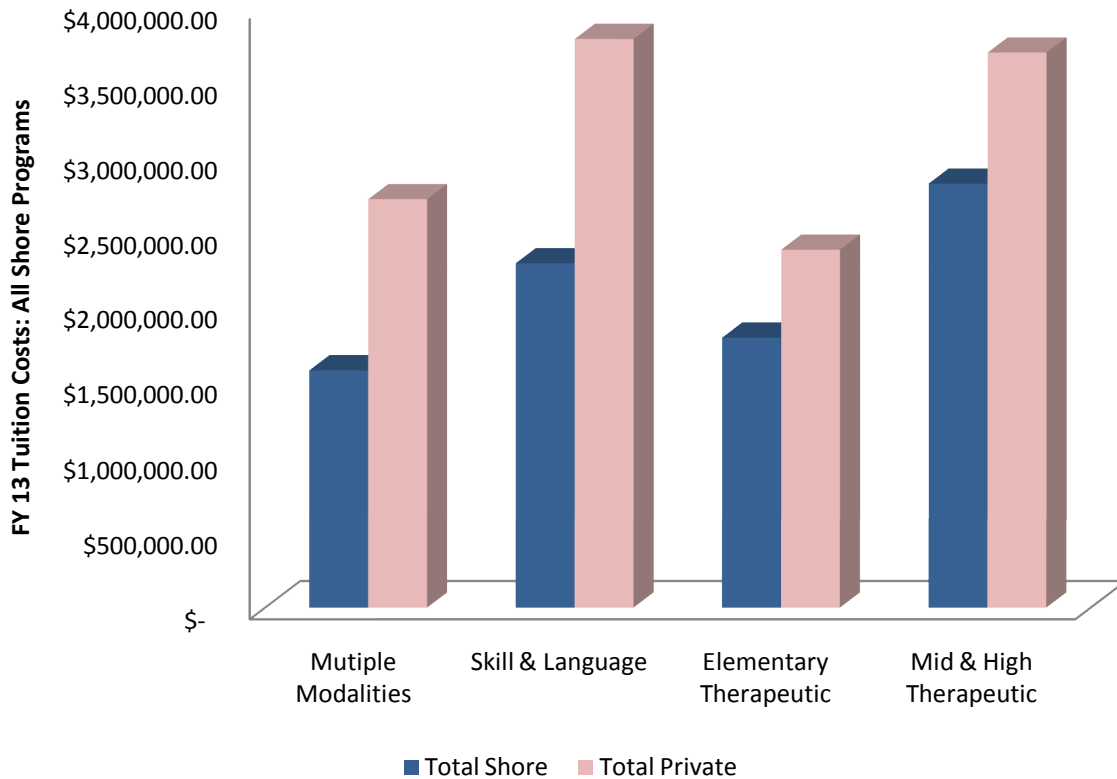
SHORE VS. COMPARABLE AVERAGE, ANNUAL TUITIONS

	Shore Tuition Totals	Comparable Avg. Private Tuition Totals	Variance
Intensive Multiple Modalities	\$1,582,497.00	\$2,726,010.00	\$1,143,513.00
Intensive Skill & Language Acquisition	\$2,299,932.00	\$3,792,391.20	\$1,492,459.20
Elementary Therapeutic Day School	\$1,799,661.60	\$2,389,752.00	\$590,090.40
Mid/High Structured Therapeutic Support	\$2,829,670.20	\$3,701,696.40	\$872,026.20
	\$8,511,760.80	\$12,609,849.60	\$4,098,088.80

** Work product used to derive these figures appears in Appendix 1.

** Based on 190 students for all 185 days, which was not the case. Shore ended the year with 190 students.

Aggregate FY 13 Shore Tuitions v. Private School Annual Average



B. Interim Alternative Education Settings

Interim Alternative Education Settings serve special education students in grades K-12 who violate their public school districts' disciplinary policies. In these cases, Principals or Special Education Directors may refer students to Shore's 45-day assessment program. Students are immediately assigned clinicians who conduct formal assessments using the clinical inventories most appropriate to the students' ages and presenting problems as well as observational assessments. Students are integrated into an age/grade appropriate classroom for the 45-day period so that academic classwork continues without interruption. This also yields better assessment information as clinicians and teachers can observe and intervene with peer interactions/conflicts that most closely replicate those occurring in public school classrooms. Halfway through and at the end of the 45-day placement, team meetings are convened and written reports are presented. These include assessment information and particularly, recommendations for intervention strategies of both instructional and behavioral—that may be effective in meeting students' needs.

- Number of Students 33
- Locations of Classrooms Henry Owen School

C. Specific assessments for students with disabilities

Shore employs a Transition Specialist to work with personnel from four districts to develop systems for transition planning and services, expand community job exploration and hiring opportunities, create networking opportunities for young adults in neighboring communities, and to partner with community colleges and community career organizations through grants and affiliations. This cross-district group has jointly held college and career fairs for students and their families; developed resources and engaged in professional development; initiated social and recreational options for students across all four communities (a holiday dinner, Spring Fling dance and a Friendship Festival, i.e. field day activities). Community and business relationships have been cultivated through the Transition Specialist's participation in various civic meetings, such as Rotary Clubs and Chambers of Commerce, an affiliation with employers at Square One Mall, and a partnership with Career Resources.

Other specialized assessments done by Shore are assistive technology assessments. School districts can refer a student for an assistive technology evaluation alone or combined with an augmentative communication assessment. Services include reviews of IEPs, meetings with school personnel and families to ascertain the student's obstacles to making progress and strengths/skills that may be enhanced by technology. Two to four sessions are then conducted with the student, including observations in one or more classroom settings/activities, interviews with the student, and most importantly trials of various devices/software/adaptive equipment. Shore's A.T. Specialist and/or SLP attend the student's IEP and present their recommendations. Equipment/devices may be borrowed from Shore at no additional cost and/or purchases and customization are made and done by Shore's A.T. Specialist, if the family or school district requests this.

DISCUSSION OF COST EFFECTIVENESS:

Transition Specialist Services

On behalf of the four school districts that identified the need for this service/specialist, Shore has employed a Transition Specialist who holds a doctorate in psychology and has extensive experience in special education, school administration, and transition services. The cost to each of the school districts (Chelsea, Everett, Revere, and Saugus) was \$17,500 annually in FY13. One source for a transition specialist (no doctorate required) was \$61,000. In addition to the cost savings, cross-district collaboration for teachers, guidance counselors, and particularly students and their families have been immeasurable.

Position	Employed by	Annual Salary	Savings to Each District	Savings to all (4) Districts
Transition Specialist*	1 district	\$61,000		
Transition Specialist @ Shore	Shore for 4 districts	\$17,500	\$43,500	\$174,000

*Salary source is www.indeed.com. Transition specialist, Lawrence Public Schools @ a salary of \$61,000.

Assistive Technology Assessments and Consultation

Provider	Rate of Eval	# Hrs for Eval	Additional Indirect Cost	Comparable services	Comparable Cost	Variance
Comp 1	\$480	1 to 2 hours	\$100/hr- training, config + \$40/per 30 m travel	\$480 * 5 (10 hrs. of eval) + \$100 (1 hr IEP mtg) + \$40 (30 m. travel) + \$100 * 2 hrs config& training on rec. devices	\$2,740.00	\$1,740.00
Comp 2	\$1300 to \$2000	No specified hrs, includes written eval	\$132/hr for IEP, training student/school personnel	\$1650 (avg cost eval) + \$132 (1 hr IEPmtg) + \$132 * 2 hrs configuring & training on rec. devices	\$2,046.00	\$1,046.00
Comp 3	\$875 to \$1500	No specified hrs, includes written eval	\$95/hour for IEP, training, config dev or sftwre	\$1187.50 (avg cost eval) + \$95 (1 hr IEPmtg) + \$95 * 2 hrs configuring & training on rec. devices	\$1,472.50	\$472.50
Shore	\$1,000	Evals are flat rate, not hourly but Shore data indicate an avg of 10 hrs per eval	Fee includes attending IEP, training student and collaterals, customizing & if requested, borrowing devices/software	Used as benchmark to compare	\$1,000.00	--

** Comparison (1) is Tech Connection; (2) is Shelly Haven, ATP, RET; (3) is Assistive Tech for Education

D. Professional Development and Consultation

- I. Consultation is provided to curricula leads, directors, teachers, transition coordinators, and others, as referred, to assist with specific areas of desired improvement or enhancement. Observations and feedback are given to teachers who school districts refer to Shoreø Consultation Division to provide objective, non-supervisory assistance with adapting curricula for diverse learners, classroom management, increasing student engagement, for examples.
- II. Workshops and leadership forums are offered to staff from multiple districts. These services have been a waning part of Shoreø business over the last years and when provided are almost exclusively done around special education topics and/or convening ETLø and other special education òjob-alikeö groups.

District	Consultation	OOD Monitoring	Leadership Forums	Trainings	Misc
Chelsea	8.5		2.5	6.37	
Everett			18.5		
Malden			22.5		
Medford			17		
Revere	17.75	123.75	25.5	13.64	
Saugus		29	3	30.47	
Somerville		83	1		
Winthrop	2.75		3	5.01	13.64
NE Voc Tec	86.6			4.55	
Lexington	13.5				
TOTAL HRS	120.6	235.75	90.5	53.67	13.64
<u>514.16 hours</u>					

Because of the (relatively) small revenue derived from these services and the difficulty ensuring the fidelity of a valid comparison service and rate, no cost effective analyses were done.

E. Home Training to Families with Children with Disabilities

Shore provides home-based services to families of students with disabilities who reside in member school district communities and when students have these services specified on their I.E.P.ø. Initial assessments of studentsø strengths and areas of need as well as familiesø support systems and capacities are done at the onset of services and guide the delivery of services. Practical strategies are taught and role modeled for families in the areas of communication, social, play and self-help skills. Pre-vocational and community-based skills are strengthened through role modeling and rehearsal in òreal life situationsö. As recommended by physicians, psychologists and IEP Team members, students may require direct skill acquisition services and/or specific interventions, such as discrete trials training. These services are accessed by referrals from the school district. Home trainers observe the studentsø behaviors and skills in classroom settings; attend student IEP and other team meetings when appropriate.

Shore home trainers facilitate quarterly parent training workshops designed to increase networking, resource sharing, and troubleshoot common issues and problems. Similar

workshops and forums have been provided to early childhood, day care providers who may not have formal training with children with disabilities.

In FY13, **1,561.5 hours of parent/family home training were provided.** Similar to PD & Consultation, it is difficult to make a cost comparison since the types and goals of services provided vary greatly among providers and profiles of families/students receiving services.

F. Municipal Medicaid Billing

Shore Educational Collaborative provides Medicaid billing services to School Districts, as well as having developed and supporting the web-based software that providers use to enter their data and electronically submit it to Shore (*ShoreDoc*). Shore provides contracting member and non-member school districts with three different types of billing for Medicaid reimbursement.

❖ **Direct Care Medical Services:**

All Medicaid eligible special education students who have direct care medical services identified on their IEPs and have parent authorization to bill are eligible to be billed for these services. The therapists, and beginning in FY13, nurses providing the services document the times students are seen by dates, lengths of service, and brief descriptions. In order for allied health professionals to submit claims they must meet the Medicaid definitions for their positions. The billing is processed on a monthly basis and submitted to Mass Health.

❖ **Administrative Activity Claims:**

Administrative Activity Claims (AACs) are processed on a quarterly basis. The claims consist of the quarterly expenditures for Specialized Transportation, Chapter 766 Tuitions, capital costs, salary and fringe benefit costs for employees listed on the quarterly RMTS Random Moment Time Study (RMTS) templates, and indirect costs. The School district submits the information to Shore for billing. School-based claiming generates the quarterly activity participation percentages from the RMTS quarterly participation. The completed claim is then uploaded to School-based Medicaid for approval.

❖ **Annual Cost Reports:**

The Annual Cost Report consists of the information for the salaries of all the therapists and nurses that provided the direct care therapeutic and medical services to the Medicaid eligible special education students that were identified on the quarterly AAC claims for the school year. This information is uploaded to the Cost Report to be verified by the biller. Chapter 766 tuition costs are documented by each individual school code by biller. Based on the information reported additional Medicaid reimbursement is generated for each school district to supplement the direct care medical claims that were processed throughout the school year.

DISCUSSION OF COST EFFECTIVENESS:

MUNICIPAL MEDICAID BILLING

Districts	Amount Billed	Shore: 3.90%	5%	6%
Amesbury	\$181,006.14	\$7,059.24	\$9,050.31	\$10,860.37
Everett	\$793,453.07	\$30,944.67	\$39,672.65	\$47,607.18
Georgetown	\$48,713.95	\$1,899.84	\$2,435.70	\$2,922.84
Ipswich	\$139,564.63	\$5,443.02	\$6,978.23	\$8,373.88
Malden	\$1,189,100.71	\$46,374.93	\$59,455.04	\$71,346.04
Medford	\$784,220.17	\$30,584.59	\$39,211.01	\$47,053.21
Northeast Regional Vocational	\$107,430.20	\$4,189.78	\$5,371.51	\$6,445.81
Revere	\$404,130.96	\$15,761.11	\$20,206.55	\$24,247.86
Rockport	\$84,704.54	\$3,303.48	\$4,235.23	\$5,082.27
Saugus	\$287,395.97	\$11,208.44	\$14,369.80	\$17,243.76
Shawsheen Valley Regional	\$14,995.18	\$584.81	\$749.76	\$899.71
Winthrop	<u>\$266,895.84</u>	<u>\$10,408.94</u>	<u>\$13,344.79</u>	<u>\$16,013.75</u>
	\$4,301,611.36	\$167,762.84	\$215,080.57	\$258,096.68
			\$47,317.72	\$90,333.84

** Shore's administrative billing fee for municipal Medicaid billing (including the use and support of ShoreDoc) is 3.9%. The table above compares Shore's actual fee with providers who *may* charge 5% or 6% in fees. No actual indirect charges and fees for billing by other Providers of this service could be ascertained and verified.

G. Community-Based Adult Day Services

The mission of Shore's Adult Services program is to provide individualized vocational and educational opportunities, which enable persons with highly diverse behavioral challenges and cognitive skills to lead the most independent and productive lives possible. Individuals range in ages from 22 to 60+ years old. They live in community residences, with families, and in state schools. Individuals commute to Shore programs from over thirty different Massachusetts cities and towns. Individuals who participate in Shore's services are often unique in their multiple physical, medical, sensory impairments or significant behavioral challenges. Shore's clientele find the flexible, intensive supports and no termination, no suspension policies equally unique in meeting their needs and interests.

Two general service models are provided at each of Shore's three program locations. Individuals, through their Individual Support Plan (ISP) or Day Habilitation Service Plan (DHSP), may be referred to participate in one of these programs exclusively or a combination of services from both program models.

- ❖ **Community Based Day Services** that include opportunities for on-the-job training while earning wages. Employees are encouraged to be as independent as possible, using adaptive equipment and establishing their own work pace to

accomplish their goals. Work offerings vary by program but may include: assembling newsletters or other mailings for community organizations; delivering school lunches to the students in the Owen School; light cleaning, document shredding, receptionist work at Shore program & outside business sites.

- ❖ **Day Habilitation Services** that include skill acquisition, social, community, and therapeutic activities designed to enrich individuals' lives and promote further self-reliance and independence. Nurses, occupational, speech/language, and physical therapists, mobility and behavior specialists, all evaluate participants in this program component and serve, along with program case managers, as the interdisciplinary teams that develop and monitor the progress of their individualized DHSPs. Individuals work on their goals in a variety of functional contexts, both at program sites and in the community.
- ❖ **Behavior Services and Nursing Plans of Care** are incorporated into either or both of the program models to support participants' extraordinary needs. Many people have behavior modification plans to assist in successfully treating (reducing and eventually eliminating) challenging behaviors that interfere with one or more meaningful life areas. All behavior plans are reviewed and approved by individuals or their guardians. Shore's nurses and therapists support individuals who have acute, long term, age-related health issues and physical disabilities. In addition to direct services, special evaluations for adaptive equipment, swallowing disorders, assistive technology, are often arranged and conducted at the program sites. Families and residential service providers are regular recipients of communication about shared individuals to optimize health and safety of all and to ensure continuity of supports and care.

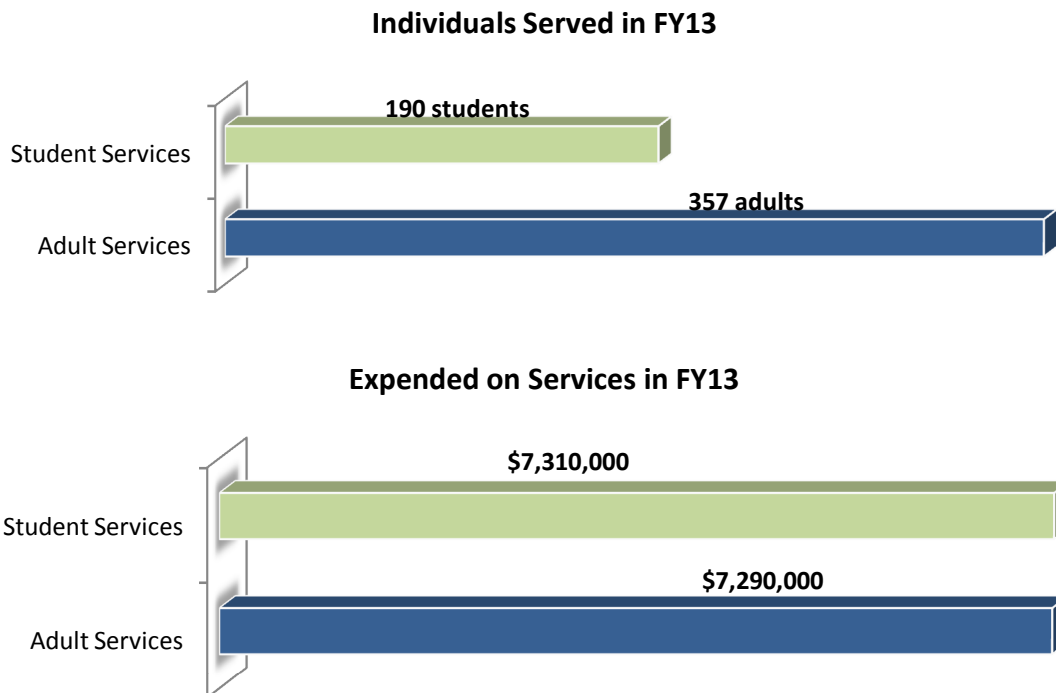
Referrals, funding and regulatory authority are within the purview of the Department of Developmental Services (DDS). Specifically, DDS contracts with Shore to provide community based day services (work opportunities) and supplementary behavior and health supports for individual participants. DDS Quality Assurance surveys and certifies services every two years. Individuals' Medicaid benefits fund their day habilitation services. These services are regulated by the MassHealth Office of Long Term Services and Supports and are accredited by CARF, a national accreditation organization.

Locations of Programs

1. Chelsea Adult Services ó 100 Revere Beach Parkway, Chelsea
2. Peabody Program ó 10 Technology Drive, Peabody
3. Woburn Program ó 10 Forbes Road, Woburn

DISCUSSION OF COST EFFECTIVENESS:

Cost comparisons are the most difficult to make in adult services since all rates, among all providers are the same. Day habilitation rates, reimbursed by clients' Medicaid benefits, are established by the rate setting commission. In fact, since February 2002, the cumulative Day Habilitation rate has been adjusted only 20 cents per unit over more than a ten-year period. Community Based Day Services are funded by DDS and are also standard as a result of the implementation of Chapter 257. The charts below illustrate the expenditures for Student and Adult Services and the corresponding individuals served. Given set and stalled pricing structures, the Adult Division serves nearly twice the customers as the Student Services Division at slightly less the expenditures.



It is Shore's mission to serve adults with complex challenges, in a context of a "no suspension or termination policy". Since many individuals are referred to Shore programs after failing at other facilities, one may conclude that the staffing, therapeutic and clinical supports are more "effective" per dollar. One of the commendations provided in the CARF accreditation report completed in December 2012, speaks to Shore's mission of serving persons with extraordinary issues.

Shore is applauded for being the provider of last resort. The organization willingly accepts individuals who have not been successful at other organizations and finds ways to individualize the environment so that they can be included in the community while not being a danger to themselves or others.

***** Summary of the CARF accreditation appears in Appendix 2.***

Member school districts as well as the Department of Developmental Disabilities mutually benefit from Shore's Student and Adult Services Divisions. Budgets, personnel, policies and service models are completely separate and independent. However technology, facilities, human resources and financial services are all effectively shared and strengthened by the overhead that both of these sizable divisions generate.

As part of Chapter 43, An Act Relative to Improving Accountability and Oversight of Education Collaboratives, a commission was created to further study the role of collaboratives. One of the seven charges required of the Commission was to determine the appropriateness of educational collaboratives providing adult services. Shore is the largest of four collaboratives in the state of Massachusetts providing Adult Services. The Executive Director provided testimony to the Commission in December 2012, advocating for collaboratives, like Shore, to continue serving adults. First and foremost, serving this population has been a part of Shore's mission for over forty years and is a valued part of the organization's fabric. Secondly, for the reasons cited above, robust, high quality Adult *and* Student service divisions can only strengthen Shore's infrastructure and increase capacity for both large constituency groups.

Shore greatly benefited from and appreciated the Commission's findings and recommendations when it concluded its work in May 2013. Related to its charge of the appropriateness of collaboratives providing adult services, the Commission recommended:

- *Allow current collaboratives that provide adult services beyond age 22 to be grandfathered and require any collaborative that wishes to expand into the area of adult services to receive approval from the appropriate Commissioner or state agency.*
- *Chapter 43 of the Acts of 2012 along with DDS adequately addressed the issues of accountability and funding in collaboratives and related for-profit and non-profit organizations.*

PROGRESS MADE TOWARD ACHIEVING OBJECTIVES AND PURPOSES

Many initiatives across the organization were implemented in fiscal year 2013 to ensure that all stakeholders ***know*** Shore's mission and purposes and that the organization is, indeed, offering high quality, cost effective services. A *sample* of the work done is as follows:

- I. Clearly defined ***mission and values***
- II. Continued to implement agency-wide management tools and systems to ***solidify our fiscal standing*** so that we are in a position to create or develop programs requested by our districts and state agencies in a timely and responsive manner
- III. Solicited feedback from our primary stakeholders and "customers" to ensure that Shore delivers ***high quality services*** and where deficiencies exist, to target these for quality improvement.

I. Mission and Values

The Board of Directors, in its June, 2013 meeting voted to adopt the newly formulated mission statement and values recommended by Shore's Leadership Team. The mission is included in Shore's restructured Articles of Agreement (pending approval from the BESE). Goals in fiscal year 2014 will be to ensure that the mission and values of Shore are widely known, shared and demonstrated by all associated with the organization.

MISSION:

Shore Educational Collaborative's mission is to demonstrate excellence, expertise and experience that will make us the agency of choice for students and adults with unique challenges.

SHORE VALUES:

ÉIndividuals First
ÉExcellence
ÉRespect
ÉCompassion
ÉIntegrity
ÉAccountability

II. Solid Fiscal Position

Each of the two largest divisions (Student and Adult Services) set and achieved goals to increase enrollment and ensure staffing levels were commensurate with enrollment/census.

	June, 2012 Census	June, 2013 Census
Student Services	178	190
Adult Services	351	357

In addition, each division increased *capacity* to respond to referrals as needed. For example, for the first time since moving to the Owen School, a third Early Learning classroom was opened in the spring of 2013 to respond to the needs of Chelsea and Revere to accommodate their pre-k children. Space was reshuffled and a new classroom was created to quickly meet these particular districts' needs.

Similarly, Chelsea's Adult Services program converted a common kitchen, recreation room into a day habilitation classroom based on the number of individuals seeking services. Current capacity at this site had been reached, but in order to continue to serve those individuals most in need, common space was sacrificed so that new participants could receive services.

After FY 11 in which staffing levels exceeded anticipated enrollment and budgeted revenue, resulting in significant reductions in force, several management tools were developed and/or refined. Monthly budget v. actual figures had already begun to be distributed to and used by all members of the Leadership Team. Additionally other strategies were implemented to ensure that fully informed decisions were made regarding expenditures, particularly hiring decisions. Monthly income projection reports were developed and disseminated to all administrators. This tool, comparing projected revenue (on which budgets were based) with actual income received and a more rigorous approval to hire system were beneficial in decision making and accountability.

The following table of "Changes in Net Position" was produced as part of Shore's independent financial audit. As the table indicates, clearly these strategies as well as a myriad of other variables worked to accomplish Shore's goal of restoring its solid fiscal standing.

Shore Educational Collaborative's
Changes in Net Position
For the Fiscal Years Ended June 30, 2013 and June 30, 2012

	<u>Governmental Activities</u>	
	<u>2013</u>	<u>2012</u>
Revenues:		
Program revenues		
Charges for services	\$15,132,771	\$13,102,583
Operating grants and contributions	2,613,635	2,940,438
Capital grants and contributions	2,235	95,228
General revenues:		
Other income	79,374	55,517
Interest income	1,974	1,178
Overhead income	1,422,035	1,379,432
Loss on disposal of capital assets	-	(6,395)
Rental Income	<u>14,400</u>	<u>15,784</u>
Total revenues	19,266,424	17,583,765
Expenses:		
Adult day program	7,289,911	7,407,117
Student services	7,306,824	7,120,462
Professional development	547,629	600,620
Client workshop	33,519	51,794
Fiscal agent services	194,693	217,800
Medicaid municipal billing services	163,941	172,489
General and administrative	<u>2,142,473</u>	<u>2,099,285</u>
Total expenses	<u>17,678,990</u>	<u>17,669,567</u>
Increase (decrease) in net position	1,587,434	(85,802)
Net position ó beginning	<u>1,599,307</u>	<u>1,685,109</u>
New position - ending	<u>\$3,186,741</u>	<u>\$1,599,307</u>

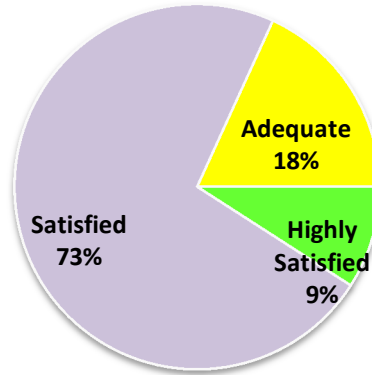
III. High Quality Services

Student Services Division solicited feedback from a primary group of stakeholders through a comprehensive satisfaction survey given to Shore's member districts' special education directors, team chairs, and other administrators or liaisons with whom Shore regularly does business. Based on the outcomes of the survey, Shore targeted the alternative middle and high school for program redesign. An outside consulting psychologist was hired to lead this work, along with Student Services leaders, teachers, clinicians and paraprofessionals. Although changes were made throughout the process, the redesigned, more therapeutic and "future oriented" program model was formally begun in school year 2013-2014. At the end of the year (June, 2014), Shore will solicit feedback from this same group of special education administrators to assess the efficacy of our interventions, i.e. demonstration of a more therapeutic model, decrease in suspensions, and overall more positive ratings in satisfaction with the services provided.

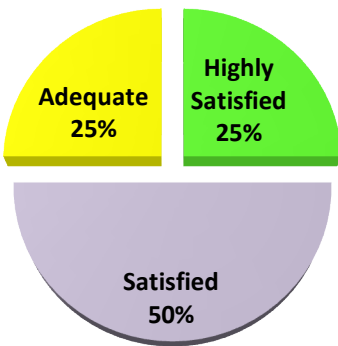
Adult Services solicited feedback from individuals served and their guardians/families, after refining the survey tool previously used to collect this information. The goals were to ensure that the data collected were valid measures of quality services and to explicitly incorporate comments or suggestions made by families in past surveys. For example, adequate communication with program staff was an area targeted for improvement in the past. As a result, the program coordinators for the division began quarterly meetings with families as a means of improving communication. Meetings are held on a rotating basis at each program site and the turnout has been consistently positive. FY13 measures in this area (92% satisfaction) suggest that efforts made to improve this deficiency have been effective.

STUDENT SERVICES:
SAMPLE RESULTS OF SPECIAL EDUCATION ADMINISTRATORS'
ASSESSMENT OF SHORE SERVICES

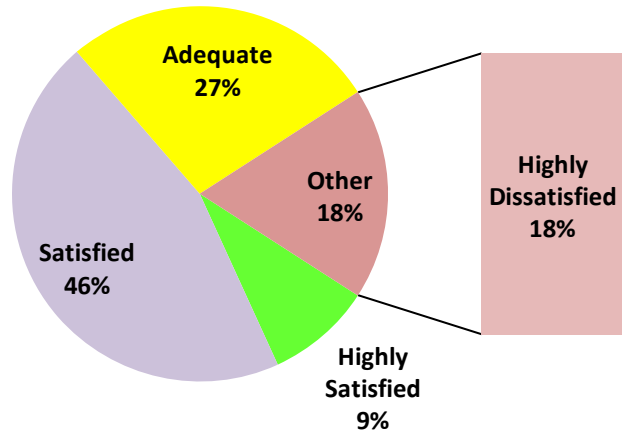
Elem Soc, Emot, Beh



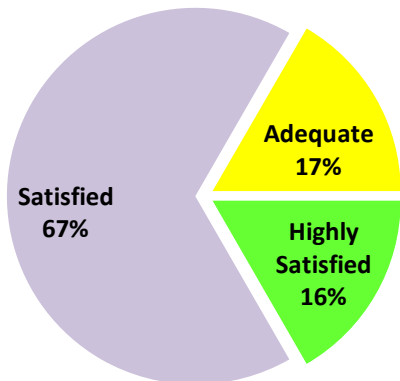
Pre K - 5 Multiple Needs, ASD, II, DD



Mid & High Soc, Emot, Beh

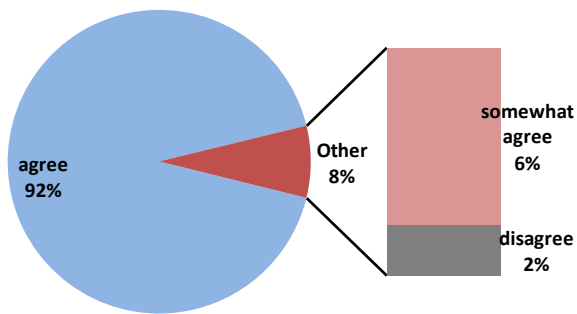


Mid, High, Post Sec Multiple Needs, ASD, II, DD

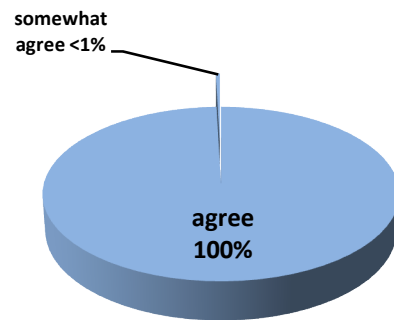


ADULT SERVICES:
SAMPLE RESULTS OF FAMILIES'/GUARDIANS'
ASSESSMENT OF SHORE SERVICES

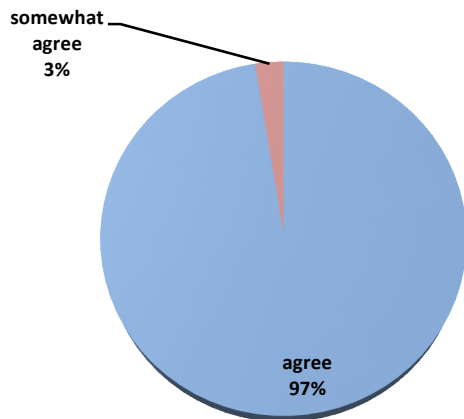
**I am satisfied with the amount
of communication I receive from
staff at Shore.**



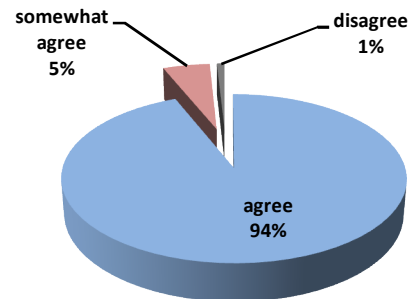
**Staff treat my family
member with respect &
dignity**



Staff respond to my concerns.

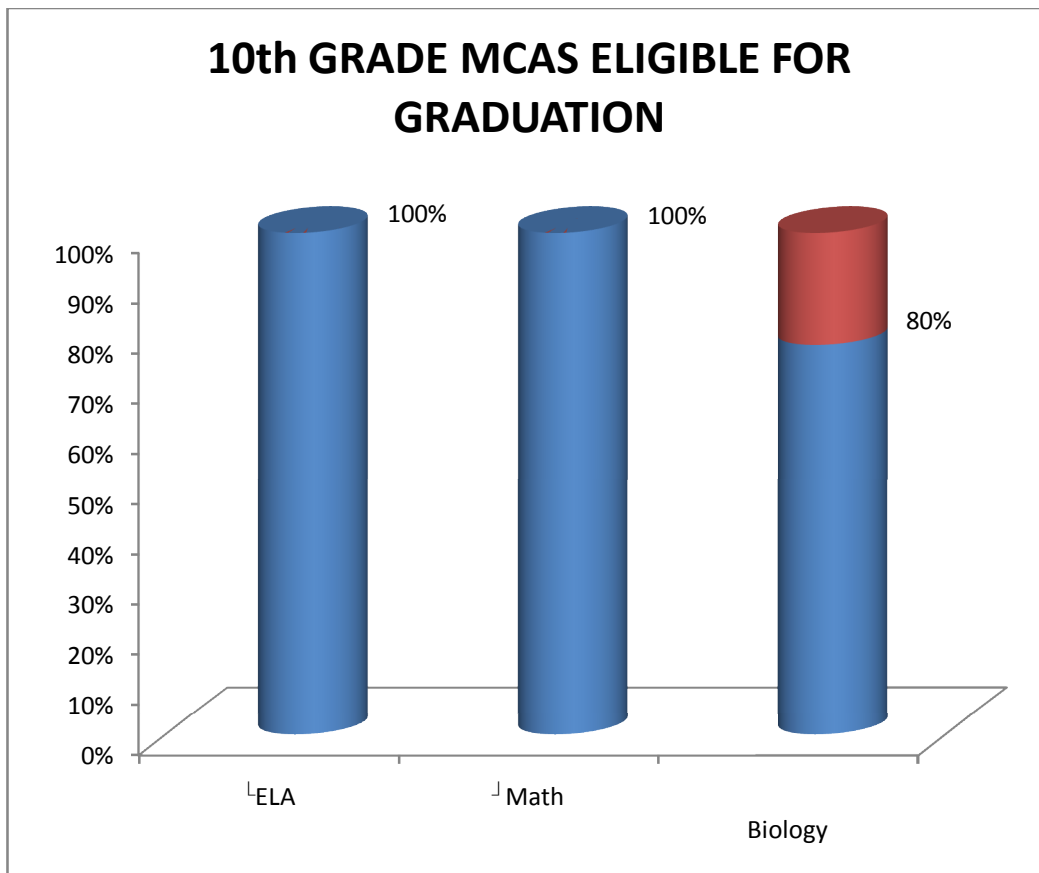


**I feel as though my family
member is making progress
at Shore**



FY 2013 was also a year in which Adult Services and the Board of Directors were surveyed and awarded a three-year accreditation by CARF (a national accreditation organization for a wide variety of rehabilitative and behavioral health services.) As a requirement by Medicaid, providers of day habilitation services, like Shore, must undergo an independent quality assurance review by an approved accreditation source. Voluntarily, however, Shore has chosen to apply for accreditation in its Governance Standards. For the second consecutive cycle, a three-year accreditation was awarded for ***Community Integration Services with Governance Standards Applied***. Obviously this independent, external review and accreditation represents another important validation of the high quality services provided by Shore's Adult Services and the role of the Board of Directors in leading the way.

Although collaboratives are just beginning to report independent of school districts on their students and faculty through EPIMS and SAS data collection, Shore analyzes MCAS data on its students as another indicator of program quality. In FY 13, 68% of students in grades 3 through 10 participated in on-demand MCAS testing, many with accommodations provided as documented in their IEPs. 32% of students submitted alternative assessment portfolios. Although the sample size is small, we are proud to report the following outcomes for Shore 10th graders who participated in on-demand MCAS testing in the areas of ELA, Math, and STEM.



Appendix 1

COMPARING SHORE TUITIONS TO 766 APPROVED PRIVATE SCHOOLS

Shore Programs	Comparable Programs	Daily Rates
Intensive Multiple 3 to 22+	BC Campus School	\$375.67
	Perkins School – Multiple Impairments	\$510.67
	Kennedy Hope Academy (Franciscan)	\$411.75
	AVERAGE	\$432.70
Skill & Lang Dev 3 to 22+	May Center	\$342.20
	Melmark	\$438.32
	New England Center for Children	\$434.99
	AVERAGE	\$405.17
Elem Ther Day School	Walker	\$379.63
	Dearborn Academy	\$345.85
	Italian Home for Children, Inc	\$270.26
	AVERAGE	\$331.91
Social/Emotional - Mid & High	McLean Hospital - Arlington School	\$329.20
	Brandon	\$249.75
	Lighthouse	\$341.87
	AVERAGE	\$306.94

FY13 Shore Students: Total Numbers by Programs & Tuition Rates

Program	Shore Tuition- Owen	# Students (FY13)	Shore Tuition- Public	# Total Sore Students	Total FY13	Private Avg Tuition	# Total Sore Students	Total Private	Variance
Mult	\$251.19	35	N/A	0	\$-	\$432.70	35	\$2,726,010.00	\$2,726,010.00
Skl& Lang	\$251.19	45	\$210.55	7	\$2,299,932.00	\$405.17	52	\$3,792,391.20	\$1,492,459.20
Elem Ther	\$258.77	34	\$199.99	6	\$1,799,661.60	\$331.91	40	\$2,389,752.00	\$590,090.40
Mid/High	\$239.33	59	\$199.99	8	\$2,829,670.20	\$306.94	67	\$3,701,696.40	\$872,026.20

Appendix 2



Organization

Shore Educational Collaborative
100 Revere Beach Parkway
Chelsea, MA 02150

Organizational Leadership

Jacki A. Clark, M.A., Executive Director
Bob Alconada, Director of Finance and Operations
David Ela, Chairman, Board of Directors

Survey Dates

September 20-21, 2012

Survey Team

Margaret A. O'Brien, M.S., Administrative Surveyor
Elizabeth M. Dugan, M.Ed., CRC, CPRP, Program Surveyor

Programs/Services Surveyed

Community Integration
Governance Standards Applied

Previous Survey

December 7-8, 2009
Three-Year Accreditation



Three-Year Accreditation

Survey Outcome

Three-Year Accreditation
Expiration: October 2015

CARF INTERNATIONAL
6001 East Southview Road

CARF-CCAC
1770 Rhode Island Avenue NW Suite 600

CARF CANADA
1400 - 10070 101A Avenue NW

SURVEY SUMMARY

Shore Educational Collaborative has strengths in many areas.

Shore is highly complimented for its long-tenured staff. Staff and leadership work closely together to ensure that Shore's mission is met and the needs of persons served are addressed. They are knowledgeable and together provide the highest quality of services.

Shore is highly complimented for its committed leadership team. It is clear it strives to ensure that each person served receives quality services from the organization.

The organization is well regarded by funding and referring entities. The organization has been described as progressive, flexible, accommodating, creative, and "thinking outside of the box."

Shore's program management team is a very committed group of individuals who are dedicated to providing quality services to persons with significant disabilities. They are committed to Shore's mission and ensure that the person served is involved in all program-related decisions. They are enthusiastic, driven, and passionate about their work, and persons served are clearly benefiting from the services offered.

The organization's staff members are eager to provide beneficial services and willing to cross-train and be flexible to meet the significant needs of persons served.

Enthusiastic, personable, and experienced personnel are dedicated to the enhancement of the quality of life of persons with challenging barriers. Staff members focus on producing positive outcomes for persons served and are committed to providing quality care and individualized services.

Shore is highly complimented for its extensive and comprehensive staff training program. The organization ensures that staff members have the necessary knowledge and skills to effectively provide quality services.

Shore is highly complimented for its well-operated and well-maintained facilities. The environment is businesslike, clean, and pleasant.

Shore has long-term supervisory staff members who are extremely knowledgeable about the needs and wants of the persons served.

Shore's staff members at all levels are personally invested in the success of the persons served as demonstrated by the thought that has gone into group ideas; activities planned; and, in some instances, equipment they have personally built in order to meet the needs and preferences of persons served.

The organization is dedicated to frequently providing a wide range of community recreational activities for persons served based on their preferences and suggestions.

Shore is recognized for its dedication to making sure that persons served understand their human rights as evidenced by its weekly human rights groups, which use pictures and props to ensure that the intent of the rights statements is clear.

Shore is recognized for its dedication to health and safety regarding meal preparation and food consumption as evidenced by each person served receiving an eating and choking assessment upon entry to the program and regularly thereafter. In addition, each person served has his/her own individualized "place mat" that includes directions to staff regarding consistency, size, and pacing of food to avoid choking hazards.

Shore is applauded for being the provider of last resort. The organization willingly accepts individuals who have not been successful at other organizations and finds ways to individualize the environment so that they can be included in the community while not being a danger to themselves or others.

The organization is applauded for its multi-tiered delivery approach to providing services based on thorough assessments and behavior plans developed at intake and regularly thereafter to ensure that each individual's specific needs are being met in the most appropriate environment.

The organization is congratulated for developing a new vocational partnership with Hilton, which is providing several individuals with the opportunity for community-based paid employment.

Shore should be an example to other organizations in the Commonwealth for its willingness to advocate with funding sources in these financially difficult times about the importance of paid work for persons served.

