Perkins is a comprehensive human service organization that serves individuals and their families from early childhood through assisted living and senior care. Our mission is to promote meaningful and sustained well-being for children, youth, and adults facing educational, developmental, or mental health challenges.

We are grounded in our work by six core values: Collaboration, Compassion, Excellence, Learning, Inclusivity, and Integrity.
How do you define community?

At Perkins, we describe our community as a collection of individuals who have come together, each contributing his or her own unique talents towards a common goal – to support our mission of promoting meaningful and sustained well-being for those we serve. Perkins clients, families, staff, Trustees, donors, and even the animals who work on campus each play a significant role in the successes we collectively achieve.

In this year’s annual report, we are honored to share our program accomplishments as well as profile some of our community members. These individuals represent the unique voices, unwavering commitments, and diverse contributions of Perkins community members, for which we are most grateful.

Please join us in celebrating the Perkins community, which is brighter and stronger because of people like the ones profiled in this report, as well as people like you. Thank you for being part of our community.

Sincerely,

Donald A. Lowe
Chair, Board of Trustees

Michael W. Ames, Ph.D.
President and Chief Executive Officer
CDC HIGHLIGHTS

Re-accreditation: The CDC was re-accredited by the National Association for the Education of Young Children (NAEYC), the premier accrediting body for early education and care programs, receiving perfect scores on 9 out of 10 standards.

Parent and family engagement: With input from a newly developed parent advisory group, the CDC held seven evening events, engaging families through music, social activities, and educational programming. Two parents’ nights out were also offered where evening care was provided, giving parents an opportunity to go out for the evening.
Jacquelyn Reinert’s 4 ½ year old daughter is proud to go to school at Perkins Child Development Center (CDC). And after she, her parents, and her older brother actively participated in the creation of the Center’s new outdoor play space, this feeling only deepened. “Every time she goes to the mud kitchen she tells me all about it,” Jacqueline said, “They got very dirty – painting and planting flowers. She loved contributing to it.”

The CDC’s natural playground, created by a group of students, staff, parents, and business owners, has two mud kitchens, imagination boxes, a garden, a musical wall and a stump challenge path. Jacqueline was excited to participate in this Perkins community project because it created more opportunities for imaginative and unstructured play for her daughter and her friends. Building on the knowledge that contact with natural elements, like mud, provides a rich medium for learning by offering countless possibilities for play, this area gives young students enhanced opportunities to discover, practice social skills, build fine motor skills, and express creativity.

Since participating in this project, Jacqueline has volunteered numerous other times at the CDC. As a psychologist and small business owner, she shared her knowledge with others by facilitating a parent training about the identification of early warning signs in early childhood development. Jacqueline has also become a room parent, helping with CDC events and being an active member of her daughter’s school community.

Perkins is grateful to the Reinert Family and all of the other people who came together to create the CDC’s natural playground, as well as for their overall commitment to contributing to their young children’s educational experiences.
Doctor Franklin Perkins School capped off a successful year with our annual Recognition Day, celebrating 17 students for their completion of 12th grade. Speaking at the event, Massachusetts Attorney General Maura Healey expressed her admiration for Perkins and our ability to encourage and support the development of self-advocacy skills, and for giving children and youth a chance to blossom. Students at Perkins are supported by educational and residential teams who work collaboratively to achieve the best outcomes possible for each individual student.
Rileigh is a kind, insightful and well-spoken ninth-grader. She loves playing with her pets – two dogs, a gerbil, a gecko, and a bearded dragon lizard – and takes care of them every day. She's very close with her family and feels incredibly supported by them. Before coming to Perkins, however, Rileigh didn't have much desire to get out and be social. She experienced significant anxiety which resulted in her having regular panic attacks. She didn't want to leave her house, or even her room, unless it felt totally necessary. Rileigh struggled to go to school and eventually was homeschooled because she couldn't go to her school at all.

But all that changed when she came to Perkins. Now, Rileigh describes herself as “bubbly” and wants to see friends and family and go places. “I’m very stir crazy at home now. I want to be doing things. That wasn’t me before Perkins. I would’ve stayed in bed all day every day,” Rileigh said. She credits her clinician, Alisha, the structure, small class sizes, kind teachers, summer programming, and supports and flexibility provided to students for helping her overcome the significant challenges she faced.

“All of the students here are really, really nice. Everyone is working on something. I have some really good friends.”

Rileigh and the Perkins staff know each other well. She can talk to Alisha, or step out of class with the assistance of the teacher’s aide. She can work through what she’s feeling, vent, get feedback and then come back to the classroom with a fresh perspective. Rileigh’s goal, she says, is to stay in class as much as possible. She works on this through workbooks and sessions with Alisha that are dedicated to reducing her anxiety and increasing her positivity. “Rileigh has made tremendous progress with anxiety management and has learned how to incorporate the skills she’s learned into her daily activities. As a result, she has made great strides towards her goals,” said Alisha Vargo-Wood, Perkins Day Clinician.

As for her future, Rileigh said, “I definitely want to go to college. I’m not sure what I want to do career-wise, but my mom was a teacher and I love kids and animals. I know I want to take care of someone in some way.”
To All of the Perkins Staff Who Worked with Michael:

Thank you for all you have done for Michael and me. Before Perkins, Mike had been isolating himself in his room for the better part of two years, not attending school. He refused all in-home services and was very angry at me for making him go to school. So when he arrived at Perkins as a residential student in May 2015, he was suffering from severe depression and anxiety.

It was a tough few years. Mike told me that because of his anxiety, there were things he would never be able to do and I would have to take care of him forever. He thought he didn't need school. He promised me he'd hate me forever, never forgive me, and would never graduate just to spite me.

Well, I’m happy to say none of those promises were kept. He does not hate me anymore, he has forgiven me, and he did graduate! Though I know that we have a long road ahead, we also have a very long road behind us. Mike is leaving Perkins as a different young man. The kid who told me he didn’t have a future and couldn’t achieve certain things, now talks about that very future. He has grown so much in his time there. I will be forever grateful for the opportunity he had to be at Perkins. I only wish that every parent had the opportunity we did. I sometimes think about how our lives would be different if our district had not allowed Mike to be placed there. Thank you all for everything. Perkins will forever hold a special place in my heart.

Keep up the great work you do. You change lives.

Sincerely,

Barbara Redmond
Adults participating in day and vocational programming, independent and supported living, and Davis Manor Assisted Living enjoyed an engaging year full of accomplishments, friendships, and camaraderie.

Demand for Perkins Adult day services continues to grow, resulting in an average census of 72 individuals. Participants are offered a continuum of services from supported opportunities within the Perkins community (e.g. working in our community laundry or food services) to both supported and independent community-based opportunities.
**Trix Oakley** is a mother, advocate, and long-time member of the Perkins community. Her son Alex Ingram, 48, loves cars, trains, and communicating with his family, friends, and caregivers. Trix and Alex’s story is a beautiful example of determination, bravery, and a mother’s deep love for her son.

Alex suffered brain damage at birth and was able to live at home until the age of 10. Due to challenging behaviors and complex medical needs, Trix (who Alex lovingly calls Noggie) and Alex’s father decided to move him to a residential setting. At the advice of their support team at Tufts Pediatric Birth Defects Clinic (part of the Floating Hospital for Children at Tufts Medical Center), they chose Perkins which has been his home ever since.

At the age of 18, Alex was diagnosed with kidney disease. Alex, Trix, and Perkins faced a significant challenge. Doctors determined that he needed a transplant, but expressed concern that he might not follow the medical and nutrition protocols leading up to or following the procedure. Trix convinced the doctors that Perkins would care for Alex exactly as they were instructed by his medical team. She met with kidney transplant survivors to understand the medical burdens, and worked hand in hand with Alex’s team at Perkins to learn and institute the protocols. “We would not have gotten through it without the team at Perkins, who were willing to be engaged in the whole process with me. It was always a team effort,” Trix remembers.

Alex was raised in a generation where children with disabilities were often hidden from society and treated as less than human. Trix refused this ideology and recognized Alex from the beginning as an individual with interests, feelings, and needs – all his own – even though he can’t always communicate them. Over the years, Trix has advocated for Alex and others with disabilities in countless ways. She has supported legislation to fund special education and residential placements, and convened and participated in countless parent groups to learn, support, and educate people caring for children with special needs.

Trix has been a proactive advocate for her son and speaks highly of Alex’s long-term experience at Perkins. “Perkins is his home in every sense of the word.” The collaboration between Trix and Perkins was so strong that Perkins invited Trix to join its Board of Trustees, at one point serving as Board Chair. Almost 26 years later, Trix is still a Trustee, deeply committed to giving voice to families of children served by Perkins and an ally to other parents who are working hard on behalf of their children.

“We would not have gotten through it without the team at Perkins, who were willing to be engaged in the whole process with me.”

**ADULT & ELDER HIGHLIGHTS**

**Family Engagement:**
Families of participants celebrated together throughout the year at events including Harvest Day, the Holiday dinner (complete with raffles and dancing), and the annual year end banquet.

**The Davis Manor Garden:**
Residents of Davis Manor, Perkins’ Assisted Living program, created and tended a vegetable garden providing tomatoes, zucchinis, and peppers for residents to enjoy. The fall harvest provided home-grown ingredients for a spaghetti sauce which became the highlight of the residents’ annual spaghetti dinner.

**Positive Behavior Supports (PBS):** Perkins has fully embraced the use of PBS, an evidence-based practice with proven results in supporting the independence and quality of life of individuals with cognitive challenges.
PERKINS BY THE NUMBERS

36

Longest tenure, in years, of a current Perkins employee (Rick Cande, Teacher at Doctor Franklin Perkins School)

150

Estimated number of hugs given daily to young children at Perkins Child Development Center

93

Percent of 10th grade Perkins students’ with passing MCAS scores, making them eligible to meet high school graduation requirements

25

Number of enthusiastic “Good Mornings!” staff receive daily from the residents at Davis Manor

110

Number of children receiving Perkins Behavioral Health school-based services within the Nashoba (serving Lancaster, Bolton and Stow), Clinton, and Leominster school districts

334

Total number of staff employed by Perkins

12

Number of equines (horses/ponies/mules/minature horses) incorporated into RIAD’s therapeutic horsemanship program

90

Percent of electricity used at Perkins generated from solar energy sources

10,000

Prize dollars won in Perkins’ 2018 Golf Tournament’s hole-in-one contest, half of which was generously donated to Perkins

107

Number of school districts from four states where Doctor Franklin Perkins School’s students are from
Perkins Rein in A Dream (RIAD) expanded offerings to students in 2018, significantly increasing the numbers of people served and the total hours of programming provided to Perkins’ residential students. 579 participants, a 36% increase over the previous fiscal year, benefited from therapeutic horsemanship and animal-assisted therapy, models that increase students’ self-esteem and confidence, improve communication and social skills, and provide opportunities to build empathy and compassion.

Barfollomew
Rooster
Age: 3
Program: RIAD

Barfollomew is one of only a handful of roosters who hatched on Perkins’ campus. His parents, Top Hat and Mystery, live here too. He lives in a coop with a hen, Flop Top, and spends many of his waking hours ensuring that Flop Top is safe and cared for.

The process of caring for Barfollomew, supplying him with water, cleaning his coop, and noting when he needs medical attention, helps RIAD students learn about their own needs for nutrition, self-care, and healthcare.

Fun Fact: Some of Barfollomew’s proudest moments are when he finds a big, juicy insect, announces its capture, and presents it for Flop Top to eat.

Rascal
Nigerian Dwarf Goat
Age: 5
Program: RIAD

Rascal is a sweet, playful goat with a big personality. He loves to greet visitors, play with his goat friends, and teach the younger goats how to head-butt.

Caring for Rascal teaches RIAD students compassion and improves their communication skills. Taking Rascal on walks around the RIAD grounds helps students learn to use verbal and physical cues to communicate with others, as goats require lots of verbal guidance and specific body language.

Fun Fact: Rascal never misses a yummy treat – he loves snacks!
**Rady & Cooper**

Yellow Labrador Retriever & Golden Doodle

Ages: 4 and 3

Program: RIAD and Doctor Franklin Perkins School

Rady is a professionally trained facility dog from Canine Companions for Independence. While his primary responsibility is giving elementary and middle school students a nonjudgmental environment in which to practice their reading (he never corrects mistakes made by developing readers!), Rady also enjoys letting the high school students build their confidence towards gaining employment in the field of training and caring for dogs.

**Fun Fact:** Rady’s favorite song is Happy Birthday!

Cooper grew up at Perkins, beginning his volunteer work at three months of age. Cooper is a therapy dog, who loves spending time with students in the school buildings helping calm emotions, and providing comfort and joy to students and staff alike. Cooper moonlights at Perkins Behavioral Health, regularly working with clinicians to help support clients by offering emotional support.

**Fun Fact:** Cooper loves playing fetch and chasing leaves in the wind.

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**Lily**

Horse

Age: 10

Program: RIAD

Lily loves all the people with whom she works at Perkins, but especially the children. She can often be seen peering out of her stall to check on friends, both horse and human, who are coming and going.

Feeding, grooming, and learning to ride Lily teaches RIAD students about sequencing (following steps in a specific order), problem-solving, and the importance of gaining and maintaining control over one’s emotions. When Lily’s handler is anxious, she gets tense. Experiences like this give Perkins RIAD instructors the opportunity to teach students anxiety-reduction techniques in real time that benefit not only the horses, but the students as well.

**Fun Fact:** Lily loves to soak up the sun in her pasture.
PERKINS BEHAVIORAL HEALTH

Some estimates have the unmet mental health need among adults in Massachusetts as high as 47%, and for youth who have experienced a serious depressive episode even higher at 59%. In response to the growing need for quality mental health care, this past year we increased our capacity by hiring new clinicians, a second child and adolescent psychiatrist, and providing additional training to our clinical staff. These additions have enabled our community-based group practice to increase services and better meet the overwhelming demand for quality mental health services.

BEHAVIORAL HEALTH HIGHLIGHTS

**Increased enrollment:**
The number of children, youth, adults and families receiving services at Perkins Behavioral Health increased to nearly 600 individuals, a 20% increase from the prior year. Services included individual and family therapy (provided both on our campus and in area schools), psychological testing, psychiatric assessment, and medication management.

**Psychiatry:**
Perkins hired Child Psychiatrist Anne Lutz, MD, more than doubling our capacity to provide psychiatric services to child and adolescent clients. When not at Perkins, Dr. Lutz is the Director of The Institute for Solution-Focused Therapy and has introduced this therapeutic model to Perkins, which has been tremendously well received by staff and families.

**Labyrinth:**
In collaboration with the Doctor Franklin Perkins School and the Perkins Facilities team, Behavioral Health created a labyrinth (pictured above) which together with the surrounding benches and plantings creates a peaceful space to support mindfulness within the Perkins community. The action of mindfully walking on this spiral path helps to calm both body and mind.
Dianne Walsh, LICSW, Perkins Director of Behavioral Health, was the first clinician hired for the agency’s community-based outpatient group practice back in 2005. Today, she leads a team of 11 clinicians who provide individual, family, and couples therapy to nearly 600 people referred from Lancaster and surrounding communities. Because trauma – experiencing abuse, neglect, grief, exposure to family violence and substance abuse – is at the root of many of the challenges faced by our clients, Perkins has prioritized this area for enhanced clinical expertise.

Last year, Dianne and nine other clinicians from across Perkins – including those from the Doctor Franklin Perkins School, and others from Perkins Behavioral Health – were accepted into a year-long program at UMass Medical School’s Child Trauma Training center. The program trains clinicians in trauma-focused cognitive-behavioral therapy (TF-CBT), a 20-25 week model used with trauma survivors under the age of 22. Perkins serves as a referral site for the center, maintaining specific therapeutic slots available for children in need of TF-CBT services.

“There have been a lot of advancements in the field in terms of how we recognize and treat trauma. TF-CBT helps patients develop a strong foundation of coping strategies before addressing the trauma more specifically,” Dianne said. “This process allows them to develop a healthy lens to look at the trauma they experienced in a different way.”

In addition to providing psychoeducation, relaxation techniques, cognitive retraining, and other coping skills to clients, TF-CBT also teaches important skills to caregivers. Upon completion of the TF-CBT work, parents are better prepared to understand and talk with their children about the trauma that occurred and clients are able to share a narrative presentation of the trauma they experienced.

“This narrative might be presented directly by describing what happened, or it might be shared through a song or poetry,” Dianne said. “I had a client who created a game that included all types of traumas that a person could experience. All of which he had experienced. You moved through the game by drawing coping skills cards that would help you through the trauma. He left the process with increased knowledge of resources as well as an enriched sense of resilience.”
COMMUNITY ENGAGEMENT

From inviting community members to one of our many events or onto our campus to use our playground, to finding opportunities for our clients and their families to participate in campus projects, this past year we continued to delight in engaging with our community. Perkins welcomes any and all people who are interested in learning more to reach out to us.
Bob Paulhus, President & CEO of Clinton Savings Bank (CSB), believes deeply in supporting the individuals served by Perkins. CSB has donated significant funds to support Perkins programs over their more than 20 year partnership with the organization, including serving as the Premier Sponsor of Perkins’ Annual Golf Tournament since 2006. Recently, Perkins honored Bob with our Distinguished Service Award that recognizes individuals who have made significant contributions through community service.

**What do you find unique or impactful about Perkins?**

Perkins serves so many different people and, in each program, they adapt their services and approaches to meet the changing needs of the population being served. Whether it’s through the Doctor Franklin Perkins School, Davis Manor Assisted Living, or Rein in A Dream, Perkins’ programs provide meaningful and positive impacts on many lives.

**What’s your favorite Perkins memory?**

In June of 2013, I attended Recognition Day (a ceremony designed to recognize the achievements and accomplishments of Perkins’ students during the past academic year and recognize graduation from high school for many of them). It was very emotional. So many students and their families were overjoyed to have made it to graduation day, a day many of them never thought possible before finding Perkins.

**How does giving to Perkins fit within your business strategy?**

We give to Perkins because CSB and Perkins are trusted partners and each has been serving our community for over a hundred years. We share the belief that people and families within our communities need to be prioritized and provided with the best services available.

As a strong pillar within the community, CSB’s mission has always been to build success by being there when our customers need us, providing the best possible products and services, and by being active participants within our local communities. We remain dedicated to connecting people and inspiring action through the gift of our employees’ time, service, education, and donations to charitable organizations to create customer, business and community wealth. We can think of no better partner for our charitable giving than Perkins.
<table>
<thead>
<tr>
<th>Division</th>
<th>FY18</th>
<th>FY17</th>
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<tbody>
<tr>
<td>Doctor Franklin Perkins School Day and Residential Education</td>
<td>208</td>
<td>209</td>
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<tr>
<td>Adult and Elder Services Vocational</td>
<td>79</td>
<td>77</td>
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<tr>
<td>Adult and Elder Services Residential</td>
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<td>25</td>
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<tr>
<td>Child Development Center</td>
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<td>102</td>
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<td>Behavioral Health</td>
<td>568</td>
<td>472</td>
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<tr>
<td>Rein in a Dream</td>
<td>249</td>
<td>275</td>
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<tr>
<td><strong>Total Number of individuals Served</strong>*</td>
<td>1067</td>
<td>1019</td>
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*Some individuals are served by multiple programs. This number represents total number of unique individuals served.*
### TOTAL REVENUE
$24,055,000

### TOTAL EXPENSES
$24,135,000

### NET REVENUE
$(80,000)

Unrealized gain on Investments
$824,000

### SURPLUS/(LOSS)
$744,000

### BALANCE SHEET

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Total Assets</td>
<td>$24,273,000</td>
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<tr>
<td>Total Liabilities</td>
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<tr>
<td>NET ASSETS</td>
<td>$17,064,000</td>
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### Sources of Revenue

- Local Education Agencies: 64%
- MA Dept. of Developmental Services: 10%
- MA Dept. of Mental Health: 12%
- Third Party Payers: 4%
- MA Dept. of Children & Families: 8%
- Grants, Fundraising & Other: 2%

### Expenses

- Doctor Franklin Perkins School: 68%
- Adult & Elder Services: 15%
- Administration: 8%
- Child Development Center: 4%
- Behavioral Health: 3%
- Rein in A Dream: 1%
- Fundraising & Communications: 1%
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Alzheimer’s Association Massachusetts/New Hampshire Chapter
American Association for Homes and Services for the Aging
American Occupational Therapy Association
Asperger Association of New England
Association for Behavioral Healthcare
Association of Children’s Residential Centers
Association of Developmental Disabilities Providers
Association for Supervision and Curriculum Development
Assumption College
Autism Resource Center of Central Massachusetts
Boston College
Children’s League of Massachusetts
Clinton Public Schools
Council on Exceptional Children
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Gardner VNA—Fitchburg Adult Day Health
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Leading Age Massachusetts
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ME Department of Education and Cultural Services
NH Department of Education
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PA Department of Education
Professional Association of Therapeutic Horsemanship
   International; Riding Certification
RI Department of Children, Youth and Families
RI Department of Education
VT Department of Education

Accreditations
National Association for the Education of Young Children
New England Association of Schools and College
Professional Association of Therapeutic Horsemanship International
SUI GENERIS, UNIQUE, ONE OF A KIND

A Tribute to Ted Bayles

Born at a time when people were less able to identify and understand the nuances and complexity of the human condition, Ted Bayles was a generous, sociable, mischievous soul who lived 69 of his 75 years at Perkins. He was educated at the Doctor Franklin Perkins School under the direction of Doctor Franklin Perkins himself, and lived in residences across campus. As he grew older and needed additional care, Ted lived in Perkins’ assisted living residence, Davis Manor. And while his parents and siblings were always part of his life, they would also be first to say that his real home was Perkins. On May 31, 2018, Ted passed away at a DDS medical facility in Barre, Mass. The entire Perkins community mourns his passing and honors his legacy.

To Bill Madden, program coordinator for adult services, Ted was the hero of a story passed down from the days when Perkins residents spent the summer at Camp Oceanward in Friendship, Maine. A small boy stepped into a ground hornet nest, provoking a swarm that could easily have proved fatal, and before any of the adults could react, Ted charged in and pulled the boy out. After making sure the boy was OK, the adults noticed Ted, stung from head to toe. They asked him why he did it, and he said simply, “Somebody had to help that little kid.”

That was Ted. “Delightfully straightforward, some might say brutally honest,” said former Perkins CEO Charlie Conroy, adding that “Ted never once forgot my birthday. There was always a card, usually with some kind of humor embedded in it that took me hours to discern. That was Ted, too. When you knew him, you soon found the thoughtful, caring, often insightful parts of him that many people never experienced. He was sui generis, unique, one of a kind.”

To further cement Ted’s legacy, the Bayles family has established a fund at Perkins, to be devoted to elder services. Donations are welcome to the Theodore F. Bayles Memorial Fund, Perkins, 971 Main Street, Lancaster, MA, 01523.
A Comprehensive Human Services Agency for Children, Adolescents, Adults & Senior Citizens

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