

Fiscal Year
2024

LPVEC ANNUAL REPORT



***LOWER PIONEER VALLEY
EDUCATIONAL COLLABORATIVE
174 Brush Hill Avenue
West Springfield, Massachusetts 01089
Hampden County***

www.lpvec.org

TABLE OF CONTENTS

Letter from Executive Director	1
General Information	3
Mission and Purpose	3
Services	3
Geographic Area Served	4
Membership	4
Budget	5
Staffing	6
Governance and Leadership	7
Board of Directors	7
Superintendents' Advisory Council	7
Organizational Chart	8
Programs and Services Provided	9
Special and Alternative Education	9
SPED Enrollment by District:	9
Special and Alternative Education Program Descriptions	10
Career and Technical Education	13
CTEC Enrollment by District:	13
Career and Technical Education Program Descriptions	14
Transportation	18
Municipal Medicaid Reimbursement	18
Energy Management	19
Curriculum, Instruction, and Assessment	19
Diversity, Equity, Inclusion, and Belonging	20
Cost-Effectiveness	22
Special and Alternative Education - Aggregate Cost Avoidance	22
Career and Technical Education - Aggregate Cost Avoidance	22
Transportation - Aggregate Cost Avoidance	22
Municipal Medicaid Reimbursement Program - FY24 Receipts	23
Energy Management - Bids and Collective Savings	24
Curriculum and Professional Development - Resources	25

TABLE OF CONTENTS

Diversity, Equity, Inclusion, and Belonging	25
Progress Toward Purposes & Objectives	26
Purpose and Objectives	26
Progress on Achieving Purpose	26
Progress on Achieving Objectives	27
Progress Indicators	27
Career and Technical Education Perkins Indicators	28
Percentage of Students Passing National Certification Tests	28
Completion Rate	28
Positive Placement Percentage Rate	28
Participation – Non-Traditional by Gender	29
Special and Alternative Education Exit Indicators	29
Transportation, Municipal Reimbursement, and Energy Management Indicators	29
Curriculum, Instruction, and Assessment Indicators	29
Independent Auditor’s Report	30

LETTER FROM EXECUTIVE DIRECTOR

LETTER FROM EXECUTIVE DIRECTOR

Dear LPVEC Communities:

For over 49 years, the Lower Pioneer Valley Educational Collaborative (LPVEC) has been working as an extension of our seven member districts: Agawam, East Longmeadow, Hampden-Wilbraham, Longmeadow, Ludlow, Southwick-Tolland-Granville, and West Springfield. Our mission is to increase the capacity of school districts and support the success of all students by providing high-quality shared programs and services in a cost-effective manner. Our primary purpose is to accomplish this mission in the member districts, although we provide a number of services to non-member districts as well.

This Annual Report is designed to provide a review of the programs and services provided by LPVEC in the 2023-2024 school year. These programs and services included the following:

- ***Education Programs:*** *Career and Technical Education and Special/Alternative Education;*
- ***Business Programs:*** *School Transportation, Municipal Medicaid Reimbursement, and Energy Management; and also*
- ***Educator Support Services:*** *Job-Alike Groups, Curriculum/Instruction/Assessment Support, Grant Support, Program Evaluation, and Research & Development/New Ideas.*

All of the achievements in this report are a credit to the knowledgeable, dedicated, and caring staff with whom I have the privilege to work with on a daily basis.

We are grateful for the opportunity to work with students, educators, families, and member communities to improve educational outcomes. We look forward to continuing to work in partnership with our member districts to save money, expand capacity, and provide quality programs and services in the years ahead.

Sincerely,



*Alvin W. Morton, I
Executive Director*



GENERAL INFORMATION

GENERAL INFORMATION

MISSION AND PURPOSE

The mission of LPVEC is to increase the capacity of school districts and support the success of all students by providing high-quality, shared programs and services in a cost-effective manner. Our primary purpose is to accomplish this mission in the member districts (Agawam, East Longmeadow, Hampden-Wilbraham, Longmeadow, Ludlow, Southwick-Tolland-Granville, and West Springfield). We also offer our services to non-member districts as well.

SERVICES

LPVEC provides the following programs and services and also, upon approval of the Board of Directors, any additional programs and services which merit attention:

- ***Career and Technical Education Center (CTEC)*** – A unique, half-day program which allows students to maintain membership in their home school while gaining career and technical instruction in a state-of-the-art facility. 630 students in 11 shops in FY24.
- ***Special/Alternative Education*** – Serves students aged 6 to 22 years who demonstrate a wide variety of exceptional learning needs, including social-emotional and behavioral needs, learning disabilities, Autism Spectrum Disorders, and developmental disabilities. 54 students in 10 programs in FY24.
- ***School Transportation Services*** – Regular education transportation (RNT) and special needs transportation (SNT) for its member districts with 252 full-time staff in FY24.
- ***Medicaid Reimbursement*** – Proprietary software and knowledgeable support helps communities receive federal reimbursement for health services delivered to Medicaid-eligible children with disabilities. Served 58 districts/municipalities in FY24.
- ***Energy Management Program*** – Cooperative purchasing of fuel oil, diesel, and unleaded gasoline in FY24 on behalf of 55 districts/municipalities.
- ***Job-Alike Groups*** – Regular meetings of superintendents, curriculum directors, special education directors, principals, and business managers.
- ***Curriculum/Instruction/Assessment and Other Educator Support Services*** – Professional development and technical assistance regarding educational improvement initiatives, bulk purchase of curriculum material, and grant support.

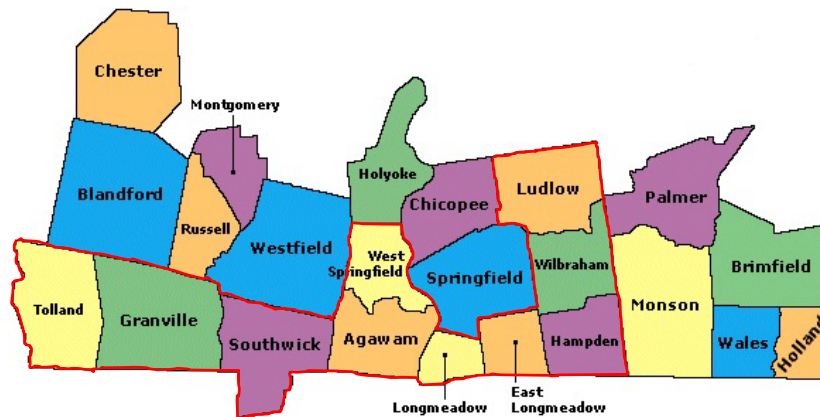
GENERAL INFORMATION

- *Diversity, Equity, Inclusion, and Belonging* - Assists LPVEC and member districts in the development of new programs and practices that effectively increase diversity and provide support to various groups as well as providing strategic support for specific initiatives and programs related to DEIB, BIPOC, LGBTQIA+, and other individuals from historically marginalized communities.

GEOGRAPHIC AREA SERVED

The Lower Pioneer Valley Educational Collaborative is located in the greater Springfield area of Western Massachusetts on the border of Connecticut. A legal partnership of seven member school districts (see below), the Collaborative also serves students in other public school districts in Hampden and Hampshire Counties. The Collaborative provides business and professional development services to local education agencies and municipalities throughout Massachusetts.

The map below delineates the geographic area of LPVEC member districts.



MEMBERSHIP

In FY24, the Collaborative served a general population of 19,160 students in seven member school districts. Enrollments for the previous four school years are presented as well.

MEMBER DISTRICTS	FY20	FY21	FY22	FY23	FY24
Agawam	3670	3508	3464	3457	3504
East Longmeadow	2588	2404	2492	2541	2507
Hampden/Wilbraham	3005	2865	2890	2859	2837
Longmeadow	2847	2751	2791	2778	2773
Ludlow	2538	2383	2293	2271	2258
Southwick/Tolland/Granville	1486	1393	1359	1322	1315
West Springfield	4090	3913	3851	3868	3966
<i>Member District Totals</i>	20224	20217	19140	19096	19160

GENERAL INFORMATION

BUDGET

The chart below summarizes revenues and expenditures for LPVEC in fiscal year 2024. As the figures indicate, fifty-eight percent of the budget supports transportation operations with CTE and Special Education programs making up the majority of the remainder.

LOWER PIONEER VALLEY EDUCATIONAL COLLABORATIVE

Summary of Budgets - All Fund Types

Fiscal Year 2023-24 Budget

	Total All Funds	Governmental Fund General	Proprietary Funds Transportation
Revenues:			
Tuition Fees and Assessments:			
Special Education	3,751,898	3,751,898	
Occupational Education	6,387,993	6,387,993	
Supplemental/Contracted Services	1,639,510	1,639,510	
Transportation Revenues	16,192,932		16,192,932
Total Revenues	27,972,333	11,779,401	16,192,932
Expenditures:			
Instruction	4,137,098	4,137,098	
Counseling and Child Accounting	433,077	433,077	
General School Administration	445,639	304,868	140,771
Business Services	1,102,429	723,493	378,936
Operation and Maintenance of School Buildings	3,001,949	2,494,883	507,066
Operation and Maintenance of Vehicles	2,820,765	45,023	2,775,742
Personnel and Information Systems	14,548,760	3,617,459	10,931,301
Debt Services	1,482,616	23,500	1,459,116
Total Expenditures	27,972,333	11,779,401	16,192,932

GENERAL INFORMATION

STAFFING

Ninety-two percent of all personnel are employed in direct services to students (e.g., instruction, nursing, therapists, and transportation personnel). The remaining eight percent of personnel account for administration, clerical staff, maintenance, and information technology support.

EMPLOYEE AND STAFFING LEVELS FOR FISCAL YEARS 2020-2024

	FY20	FY21	FY22	FY23	FY24
Teachers & Instructional Staff					
Teachers	45	43	41	48	52
Nurses	2	2	2	2	2
School Counselors	3	4	4	5	6
Paraprofessionals	25	20	20	34	23
Sub Total	75	69	67	89	83
Administration					
Executive Director	1	1	1	1	1
Supervisors and Directors	17	19	17	11	9
Administrative Staff	12	13	12	10	13
Specialists	6	6	4	3	3
Sub Total	36	39	34	25	26
Classified Employees					
Clerical Staff	3	3	3	3	3
Maintenance	2	3	3	3	3
IT Staff	1	1	1	1	1
Transportation Services	249	288	244	252	252
Sub Total	255	295	251	259	259
Total Regular Staff	366	403	352	373	368

GOVERNANCE AND LEADERSHIP

GOVERNANCE AND LEADERSHIP

BOARD OF DIRECTORS

State law and regulations require educational collaboratives be governed by a board of directors consisting of one representative appointed by each member district's school committee. Listed below are the FY24 appointed members to the LPVEC Board of Directors:

Agawam: Mr. Albert J. Christopher, Vice Chair
East Longmeadow: Ms. Sarah Truolio
Hampden-Wilbraham: Ms. Lisa Murray
Longmeadow: Ms. Mary Keane
Ludlow: Mr. Jeffrey Laing, Chair
Southwick-Tolland-Granville: Ms. Erika Emmelmann
West Springfield: Ms. Diana Coyne, Clerk

SUPERINTENDENTS' ADVISORY COUNCIL

The Lower Pioneer Valley Educational Collaborative is a member-driven organization. The Executive Director meets monthly with member superintendents to discuss the following:

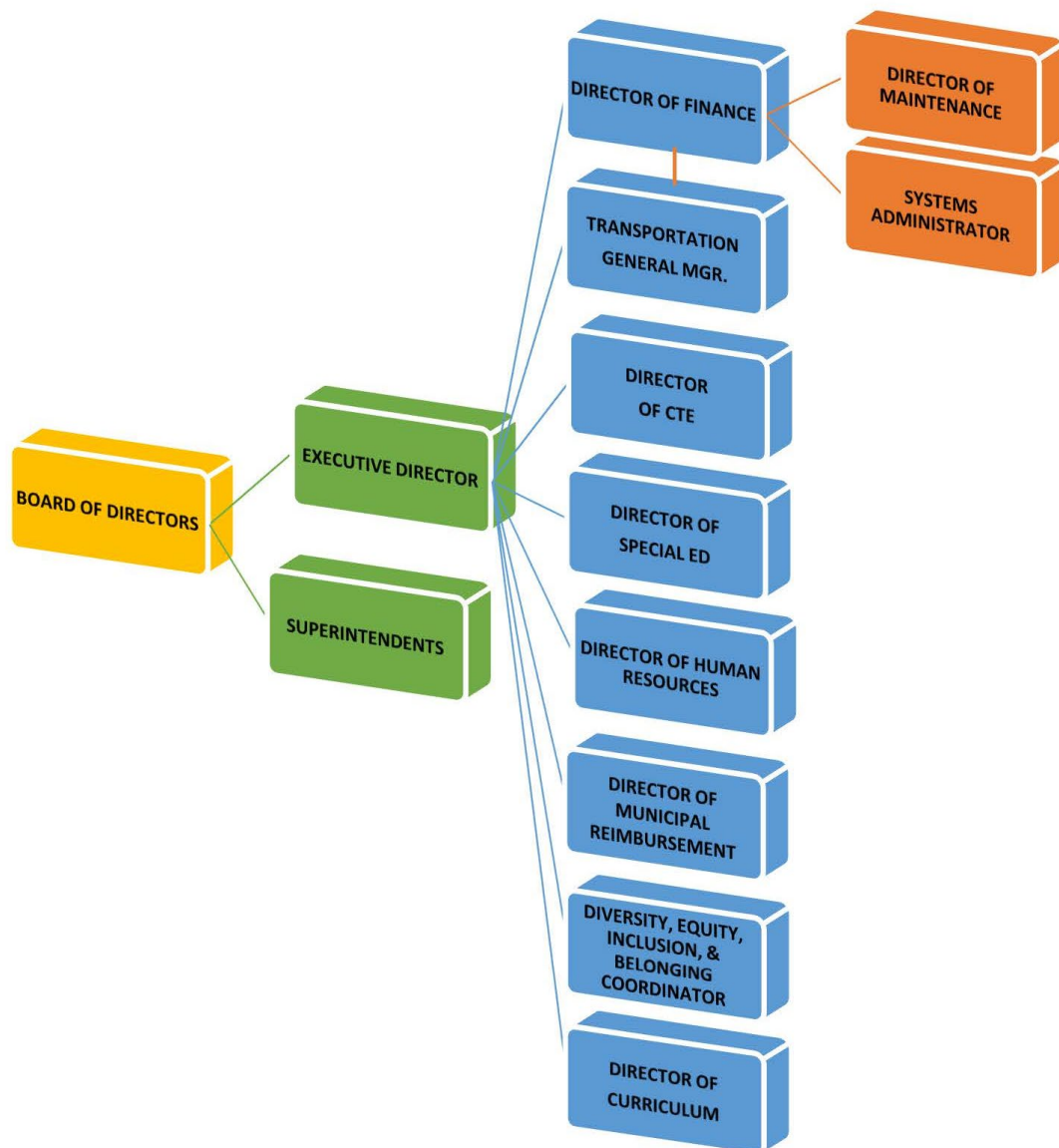
- Needs of the membership in terms of programs and services
- Opportunities for inter-district collaboration and superintendent peer support
- Evaluation of programs, analysis of performance data, and review of budget
- Action items to be brought before the Board – the Executive Director elicits input from Superintendents on issues to be voted by the Board of Directors

The members of the Superintendents' Advisory Council include:

Agawam: Ms. Sheila Hoffman
East Longmeadow: Mr. Gordon Smith
Hampden-Wilbraham: Dr. John Provost
Longmeadow: Mr. Martin O'Shea
Ludlow: Dr. Frank Tiano
Southwick-Tolland-Granville: Ms. Jennifer Willard
West Springfield: Ms. Stefania Raschilla

GOVERNANCE AND LEADERSHIP

ORGANIZATIONAL CHART



PROGRAMS AND SERVICES PROVIDED

PROGRAMS AND SERVICES PROVIDED

SPECIAL AND ALTERNATIVE EDUCATION

LPVEC provides services to students age 6 to 22 years who demonstrate a wide variety of exceptional learning needs including social-emotional and behavioral problems, learning disabilities, Autism Spectrum Disorders, and developmental disabilities. Students are referred to LPVEC for services when they present needs for specially-designed instruction that cannot be delivered effectively within their home districts. In FY24, 54 special needs students were enrolled in 10 LPVEC special education programs. The Twain, Temporary Alternative, and Integrated Occupational Preparation programs are located at LPVEC's main educational facility on Brush Hill Avenue in West Springfield. All other LPVEC special education programs are located in age-appropriate classrooms within public schools in member districts.

SPED Enrollment by District:

DISTRICT	FY24
Agawam	6
East Longmeadow	2
Hampden/Wilbraham	5
Longmeadow	8
Ludlow	5
Southwick/Tolland/Granville	5
West Springfield	5
Total	36
Out of District Placements	
Easthampton	2
Holyoke	3
Monson	1
Springfield	2
Other	10
Total	18
Total Number of Students	54

PROGRAMS AND SERVICES PROVIDED

SPECIAL AND ALTERNATIVE EDUCATION PROGRAM DESCRIPTIONS

COMPASS ELEMENTARY

Level: Grades 1-5

Ludlow High School, 500 Chapin Street, Ludlow, MA 01056

Program Description: The Compass Elementary Program is designed for students with moderate to severe autism and related disabilities. The program focuses on encouraging as much independence as appropriate in both the school and community settings. The classroom is well structured with a high staff to student ratio.

Opportunities for inclusion in non-academic and academic areas are available when appropriate. The program is designed to encourage the development of academic readiness skills as well as social skills and cooperative play. Program activities also support the development of positive relationships with peers and adults.

COMPASS MIDDLE PROGRAM

Level: Grades 6-10

Ludlow High School, 500 Chapin Street, Ludlow, MA 01056

Program Description: The Compass Middle Program is designed for students with moderate to severe autism and related disabilities. The program focuses on encouraging as much independence as appropriate in both the school and community settings. The classroom is well structured with a high staff to student ratio.

Opportunities for inclusion in non-academic and academic areas are available when appropriate. The program is designed to encourage the development of academic skills as well as social skills and self-care practices. Students in this program participate in hands-on pre-vocational activities. Program activities also support the development of positive relationships with peers and adults.

COMPASS HIGH PROGRAM

Level: Grades 11 -SP+, to Age 22

Ludlow High School, 500 Chapin Street, Ludlow, MA 01056

Program Description: The Compass High Program is designed for students with moderate to severe autism and related disabilities. The program focuses on encouraging as much independence as appropriate in both the school and community settings. The classroom is well structured with a high staff to student ratio.

Opportunities for inclusion in non-academic and academic areas are available when appropriate. The program is designed to encourage the growth of academic and daily living skills. Students in this program participate in hands-on pre-vocational activities. Program activities also support the development of positive relationships with peers and adults.

STUDENTS TRANSITIONING, EXPLORING, AND PROGRESSING (STEPS I)

Level: Grades 9-12

Minnechaug Regional High School, 621 Main Street, Wilbraham, MA 01095

Program Description: The STEPS Program is designed for adolescents with moderate delays in academics, language and social skills. The program provides instruction in all academic areas at levels modified to students' learning abilities. Focus is also placed on developing pragmatic and life skills.

Older students have the opportunity to participate in pre-vocational experiences both within the building and in the community.

The STEPS Program provides a small, structured setting that allows for individualized and small group instruction. The program is located in a traditional high school setting, providing students

PROGRAMS AND SERVICES PROVIDED

with inclusion opportunities such as extracurricular activities, inclusion classes and school assemblies. Students may transition from this program to the STEPS II program if determined appropriate by the Special Education Team.

STUDENTS TRANSITIONING, EXPLORING, AND PROGRESSING (STEPS II)

Level: SP+ Age 18 - 22

Minnechaug Regional High School, 621 Main Street, Wilbraham, MA 01095

Program Description: The STEPS II Program is designed for students who have completed their traditional educational requirements and require additional services prior to the transition to adult living.

This program provides instruction in daily living skills and vocational training, consisting of a half day of functional academics and a half day of vocational skills training in a community job placement.

The program is located in a traditional high school setting, providing students with inclusion opportunities such as extracurricular activities, inclusion classes and school assemblies.

Staff work closely with community providers and resources to ensure a smooth transition for the student upon graduation.

INTEGRATED OCCUPATIONAL PREPARATION (IOP)

Level: Grades 9-12

LPVEC, 174 Brush Hill Avenue, West Springfield, MA 01089

Program Description: The IOP Program provides opportunities for students that demonstrate a wide variety of learning differences requiring individualized support to access the curriculum. This program combines academic instruction with career and technical education. Students are also exposed to employability coursework and social skills development. Students have the opportunity to access the Career and Technical Education Center within the building as part of their academic day.

For students which the CTEC component is not appropriate, there is a full day IOP curriculum focusing on life and career readiness. Students in both options have access to counselors and a variety of therapeutic interventions while in attendance including individual and group counseling.

TEMPORARY ALTERNATIVE PLACEMENT (TAP)

Level: Grades 6-12

LPVEC, 174 Brush Hill Avenue, West Springfield, MA 01089

Program Description: The TAP program is designed to provide temporary educational instruction while students are transitioning between placements or suspended from current programming.

TAP is a highly supervised and structured placement that provides clear and consistent behavioral and academic expectations.

Students may be placed in TAP for the duration of an external suspension with academic work, including any materials needed, to be provided by the sending district.

Students have access to computers if needed at any time for academic purposes. Students in the TAP program also have the opportunity to participate in physical education classes.

TWAIN ELEMENTARY PROGRAM

Level: Grades 1-5

LPVEC, 174 Brush Hill Avenue, West Springfield, MA 01089

Program Description: The Twain Elementary Program is an approved public day program designed for students with moderate social, emotional, and behavioral needs. The self-contained program is highly supervised and focuses on the stabilization of each student with

PROGRAMS AND SERVICES PROVIDED

the goal of a less restricted environment when specific goals are met.

The academic day is structured with limited transitions and an emphasis on emotional and behavioral regulation. This environment allows for methodology and delivery of instruction to be individualized to meet each student at his/her current level, through the use of a multisensory approach to learning.

Students have access to counselors and a variety of therapeutic interventions while in attendance including individual and group counseling. Consultation and direct services are provided by a BCBA and LMHC programmatically. Staff work closely with families and outside providers to facilitate the stabilization process.

TWAIN MIDDLE PROGRAM

Level: Grades 6-8

LPVEC, 174 Brush Hill Avenue, West Springfield, MA 01089

Program Description: *The Twain Program is an approved public day program designed for students with moderate social, emotional, and behavioral needs. The self-contained program is highly supervised and focuses on the stabilization of each student with the goal of a less restricted environment when specific goals are met.*

The academic day is structured with few transitions and an emphasis on emotional and behavioral regulation. This environment allows for methodology and delivery of instruction to be individualized to meet each student at his/her current level.

Therapeutically, students have access to a multisensory approach to learning. Students have access to counselors and a variety of therapeutic interventions while in attendance including individual and group counseling. Consultation and direct services are provided by a BCBA, social worker, and LMHC programmatically. Staff work closely with families and outside providers to facilitate the stabilization process.

TWAIN HIGH PROGRAM

Level: Grades 9-12

LPVEC, 174 Brush Hill Avenue, West Springfield, MA 01089

Program Description: *The Twain Program is an approved public day program designed for students with moderate social, emotional, and behavioral needs. The self-contained program is highly supervised and focuses on the stabilization of each student with the goal of a less restricted environment when specific goals are met.*

The academic day is structured with few transitions and an emphasis on emotional and behavioral regulation. This environment allows for methodology and delivery of instruction to be individualized to meet each student at his/her current level.

Therapeutically, students have access to a multisensory approach to learning. Students have access to counselors and a variety of therapeutic interventions while in attendance including individual and group counseling. Consultation and direct services are provided by a BCBA, social worker, and LMHC programmatically. Staff work closely with families and outside providers to facilitate the stabilization process.



PROGRAMS AND SERVICES PROVIDED

CAREER AND TECHNICAL EDUCATION

The Lower Pioneer Valley Educational Collaborative Career and Technical Education Center (CTEC), located at 174 Brush Hill Avenue in West Springfield, MA, provides career and technical education programs for high school students in our member districts and surrounding communities. CTEC programs are recognized career pathways as defined by the Carl D. Perkins Vocational and Technical Education Act of 1984 and was reauthorized in 1990, 1998, 2006, and most recently in 2018.

Founded in 1974, CTEC has a long tradition of partnering with local businesses and industry to ensure that students receive rigorous and relevant training aligned with the Massachusetts Department of Elementary and Secondary Education's Vocational Technical Education Frameworks, industry standards, and regional employment needs. CTEC offers state-of-the-art equipment and technology that meets or exceeds industry and OSHA standards.

Students completing a career and technical education program have the opportunity to continue formal studies at the post-secondary level, secure gainful employment, or pursue a combination of both.

CTEC Enrollment by District:

DISTRICT	FY24
Agawam	155
East Longmeadow	58
Hampden/Wilbraham	56
Longmeadow	22
Ludlow	93
Southwick/Tolland/Granville	54
West Springfield	118
Total	556
Out of District Placements	
Easthampton	42
South Hadley	25
Other	7
Total	74
Total Number of Students	630

PROGRAMS AND SERVICES PROVIDED

CAREER AND TECHNICAL EDUCATION PROGRAM DESCRIPTIONS

All programs are Chapter 74-Approved and located at the
Career and Technical Education Center
174 Brush Hill Avenue
West Springfield, MA 01089

ADVANCE MANUFACTURING

The Advance Manufacturing Program, an approved Chapter 74 program, features a state-of-the-art facility that includes the latest in technology including Computer Numeric Control (CNC) milling machines and lathes as well as a computer lab for CAD/CAM instruction. The program offers students the opportunity to experience the latest technology in the machine tool industry. Advanced Manufacturing Technology students receive training through hands-on experience that replicates operations used in industry. Metal parts are produced using lathes, millers, surface grinders, and Computerized Numerical Control (C.N.C.) machines. Students are introduced to the principle of machining using a ProtoTrak Knee Mill. Students will create programs using Cartesian coordinate systems of measurement and are introduced to basic CAD programs using Solid Works, as well as speed and feed, and basic math formulas.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology Program, an approved Chapter 74 Program, is certified by the National Automotive Technicians Education Foundation (NATEF) in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering. Students are prepared for "All Aspects of the Industry" through various experiences in class, shop, and the community. Students are assessed on competencies aligned with the Massachusetts Vocational Technical Education Frameworks and the National Institute for Automotive Service Excellence (ASE). Students in the Automotive Technology program have the opportunity to prepare for technician certification by the nationally recognized ASE.

BUILDING/PROPERTY MAINTENANCE

The Building/Property Maintenance program, an approved Chapter 74 program, is a competency-based program designed to introduce students to the many facets of building and property maintenance: interior, exterior, seasonal grounds and lawn care. The curriculum aligns with the Massachusetts Department of Education Vocational Technical Education Frameworks-Construction Cluster-Building/Property Maintenance. Students are introduced to a cross-section of hands-on training in basic skills related to building/property maintenance including: carpentry, floor care, landscaping, painting, also basic plumbing repairs such as faucets and toilets, with an emphasis on safe work practices, employability skills and safety. Safety within the curriculum includes the use of appropriate hand and power tools in conjunction with industry standards. Students learn preventative maintenance and repair techniques of small engines and power tools.

CARPENTRY

The Carpentry Program, an approved Chapter 74 Program, offers a comprehensive, competency-based curriculum aligned with the Massachusetts Vocational Technical Education Frameworks (Construction Cluster/Carpentry). Students will advance through the curriculum learning modular layout techniques for residential concrete installation and wood framing. Hands-on practice is combined with related written and computational skills such as, but not limited to, cost estimating, blueprint reading and materials take-off calculation. Students combine this curriculum with manipulative skills development associated with shop tools through a series of on-campus projects such as personal toolboxes, sawhorses, etc.

PROGRAMS AND SERVICES PROVIDED

COSMETOLOGY

The Cosmetology Program, a Chapter 74 approved program, is a comprehensive competency-based, three-year program certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Upon successful completion of the course, which includes the requirement of 1000 instructional hours, students are prepared to take the Board of Registration of Cosmetologists license exam using the curriculum standards set by the Board. Students who have mastered skills in all phases of cosmetology will have the opportunity to extend their learning experience into the world of work in an area salon.

CULINARY ARTS

The Culinary Arts Program, a Chapter 74 approved program, is a competency-based program certified by the American Culinary Federation (ACF) and aligned with the Massachusetts Vocational Technical Education Frameworks (Hospitality and Tourism Cluster/Culinary Arts) that prepares students for careers in hotels, restaurants, resorts, institutions, and corporations. The program builds on a foundation of basic knowledge, skills, attitudes, behaviors, and work habits needed to be successful in this demanding industry. Students operate a fully equipped commercial kitchen and dining room encompassing restaurant, banquet, and buffet services through the two student run restaurants: the morning Java Café, serving breakfast, and the Brush Hill Bistro, serving lunch, which are open to the general public two days a week.

EARLY EDUCATION AND CARE

Early Education and Care, an approved Chapter 74 program, is a growing and ever-changing field which includes the care and teaching of children from birth through age 7. The Early Education and Care program at CTEC is a comprehensive 3-year program in which students will experience a combination of classroom instruction and hands on experience with children from ages 6 weeks through 6 years of age. Students in our program will understand and be familiar with many aspects

of child development from infancy through elementary school years. They will be well versed in health and safety topics pertaining to children and become knowledgeable about current events and developments in the early childhood field. Upon completion of the program, they will have a thorough understanding of early childhood math and science concepts, music, movement, art, creativity and understand the ways in which children learn. Students will have classroom experience where they will interact with children and facilitate learning under the guidance of experienced teachers and their classroom instructors.

GRAPHIC AND VISUAL DESIGN

Graphic and Visual Design, a Chapter 74 approved program, is a competency based and certified by Print Ed and is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks–Arts & Communications Service Cluster. Graphic and Visual Design prepares students for the visual design field using state of the art digital imaging, illustration, and page layout software and equipment, students learn to apply their creativity to real-life or simulated projects. PrintED is a national accreditation program based on industry standards for graphic communications courses of study at the secondary and post-secondary levels and is a component of the Graphic Arts Education and Research Foundation (GAERF®). Students are assessed on industry standard competencies developed by Print ED.

HEALTH ASSISTING

The Health Assisting Program, an approved Chapter 74 program, is a comprehensive competency-based course that is designed to help students develop the skills needed to meet with success in the workplace. The program introduces the students to the career opportunities in the field of healthcare as well as providing an opportunity to become proficient in performing the clinical skills necessary to work in a healthcare environment. Emphasis is placed on specific Nursing Assistant

PROGRAMS AND SERVICES PROVIDED

duties and on the concepts pertaining to the psychosocial aspect of caregiving. Students receive a strong academic foundation as well as experiencing externships where they can practice their skills in a real world setting under the supervision of experienced medical professionals. Students become First Aid, CPR, and AED certified prior to participating in on-site clinical rotations through the nursing and rehabilitation centers and a local hospital. Students are exposed to a vast array of careers in healthcare through both their clinical rotations in different healthcare departments and their numerous field trips to various healthcare facilities and settings.

The Health Assisting program is certified by the Commonwealth of Massachusetts as a Certified Nursing Assistant (CNA) and Home Health Aide (HHA) testing site and by the Department of Public Health as a Feeding Assistant testing site. The program focuses on safe and effective performance of the student providing clinical care in a healthcare setting.

INFORMATION SUPPORT SERVICES AND NETWORKING

The Information Support Services and Networking program is a Chapter 74 competency-based program designed to provide students with entry-level skills in personal computer maintenance and repair, data communications, and networking. The curriculum aligns with the Massachusetts Department of Education Vocational Technical Education Frameworks. Students are taught the basic skills needed to install, troubleshoot, and repair computer system as it prepares students for the Comp-TIA A+ technician certification as well as the Cisco CCENT certification. Included in the program are some fabrication skills along with troubleshooting and repair. Students will have practical knowledge of analog and digital electronics, as well as competencies with tools and test equipment.

The Information Support Services and Networking program utilizes the Cisco Networking Academy curriculum to provide students with a solid

background in the field of data communications. Which includes network design, routing and switching, and network maintenance and operation. Some Topics include the OSI model, internetworking devices, IP addressing, LAN media and topologies, structured cabling, PC hardware and software, cable management techniques, and the use of test equipment. In addition, students develop the critical skills needed to succeed in a changing economy: math, science, problem-solving, reading, and writing.

LANDSCAPING TECHNOLOGY/HORTICULTURE

Landscaping Technology/Horticulture is a Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Agriculture and Natural Resources Cluster – Horticulture that offers a comprehensive competency-based course that explores career areas in landscape maintenance, construction and design, greenhouse production, nursery production, floriculture, and retail garden center operation. The program emphasizes knowledge of plant science as a foundation to all career areas. Students learn while using equipment and materials that represent industry standards. Project based learning activities, residential landscaping projects, greenhouse sales, and floral projects provide experiences for students to reinforce, practice skills, and knowledge learned in the classroom setting.

The classroom environment is geared towards preparing students for the world of work with a respect to a sound work ethic, attitude, professionalism, and teamwork. Leadership and personal development skills are promoted through involvement in the Future Farmers of American (FFA) student organization.

TECHNICAL CAREER EXPLORATORY

The Technical Career Exploratory is an introductory program designed to introduce 9th grade students to the career/vocational technical educational options available at the Lower Pioneer Valley

PROGRAMS AND SERVICES PROVIDED

Career and Technical Education Center (Career TEC). The first three weeks of the course are an introduction to Career TEC. Upon completion of shop explorations, during which students become part of the existing program for approximately three weeks, a final shop selection is made to complete the school year. Final placement is determined by an overall review of attendance, grades, and discipline in all shop explorations. Grades for all exploratory students is determined by classwork/graded assignments (20%), shop projects (30%), and daily grade rubric (50%). The daily grade rubric includes preparedness, participation, following directions, task completion, and conduct.

Students must give their best effort in all shops explored in order to have the best chance to be placed in the final shop of their choosing. The number of existing openings that are available also determines final placement.

COOPERATIVE EDUCATION PROGRAM

LPV Career TEC is a proud member of a large statewide network of high schools that offer students opportunities for career preparation. The Cooperative Education program is network that is led by the Commonwealth's Connecting Activities initiative, which is managed by the MA Department of Elementary and Secondary Education. It enables our school to connect with our regional workforce system, and through it, to many local businesses that support our education enterprise. Our partnership with the Connecting Activities initiative is one of the primary avenues offering career development opportunities for our students.

The Cooperative Education (CO-OP) Program at LPV Career TEC is designed to give students the opportunity to extend their learning experience into the world of work, whereby the student is placed into a paid position during shop hours. The CO-OP program prepares students for both college and career in a seamless and integrated way equipping them with the knowledge, skills and experiences they need to take ownership over their plans after high school. CO-OP helps our students see the connections between the academic

learning that they do in the classroom and the application of that knowledge out in the workforce. This body of learning is therefore a part of our Program of Study. Student's co-op gains and achievements are assessed using the Work-Based Learning Plan endorsed by the Massachusetts Department of Education in collaboration with the Massachusetts School to Career System.

All third-year students at LPV Career TEC, upon the recommendation of their instructor, and who are in good standing in their career/vocational technical program are invited to participate in the CO-OP Seminars. The CO-OP Seminar is aligned with the Vocational Technical Education Frameworks Strand 4: Employability Knowledge and Skills giving students the opportunity to develop employability skills to secure and maintain employment in a chosen field.



PROGRAMS AND SERVICES PROVIDED

TRANSPORTATION

LPVEC provides school transportation services to all seven of its member districts. These services include both regular and special needs transportation. In FY24, the LPVEC employed 252 transportation staff and operated 240 school transportation vehicles.

Because of the relationship the LPVEC shares with its member school districts, the LPVEC is highly responsive to the needs of its constituents. LPVEC currently manages three transportation facilities located in Agawam, East Longmeadow, and Wilbraham.

MUNICIPAL MEDICAID REIMBURSEMENT

Under federal law, school districts are eligible to receive payment from Medicaid for health services delivered to Medicaid-eligible children with disabilities. In addition, school districts may be eligible to receive reimbursement for the transportation costs of such services and administrative costs including outreach for enrollment purposes and coordination, as well as monitoring of medical care.

LPVEC's Municipal Medicaid Reimbursement Program assists districts in identifying children who may be eligible to receive Medicaid services as well as completing all reporting and billing requirements necessary to secure reimbursement for those services. LPVEC has been instrumental in maximizing the amount of federal dollars returned to these participating communities:

AGAWAM	FRONTIER RSD	PELHAM
EAST LONGMEADOW	GATEWAY RSD	PV CHINESE IMMERSION
HAMPDEN/WILBRAHAM	GILL-MONTAGUE RSD	PIONEER VALLEY RSD
LONGMEADOW	GRANBY	PITTSFIELD
LUDLOW	GREENFIELD	QUABOAG RSD
SOUTHWICK-TOLLAND-GRANVILLE	HADLEY	ROWE
WEST SPRINGFIELD	HAMPSHIRE RSD	SAVOY
	HAWLEMONT RSD	S. BERKSHIRE RSD
AMHERST (TOWN)	HOLYOKE	SHUTESBURY
AMHERST RSD	LEE	SOUTH HADLEY
BAYSTATE ACADEMY	LENOX	SOUTHAMPTON
CHESTERFIELD-GOSHEN RSD	LEVERETT	SPRINGFIELD INT. CHARTER
CHICOPEE	MLK, JR. CHARTER SCHOOL	SUNDERLAND
CLARKSBURG	MOHAWK TRAIL RSD	TAUNTON
CONWAY	MONSON	VERITAS PREP CHARTER
DEERFIELD	MOUNT GREYLOCK RSD	WARE
EASTHAMPTON	NEW-SALEM WENDELL	WESTHAMPTON
ERVING	NORTHAMPTON	WHATELY
FLORIDA	OLD STURBRIDGE ACADEMY CHARTER	WILLIAMSBURG
FRANKLIN COUNTY TECH	PALMER	

PROGRAMS AND SERVICES PROVIDED

ENERGY MANAGEMENT

LPVEC Energy Management Program facilitates cooperative purchasing of a variety of energy-related utilities, including fuel oil, diesel fuel, and gasoline. Listed below are the communities who participated in LPVEC's cooperative energy purchasing program in FY24:

AGAWAM, TOWN OF	AMHERST, TOWN OF	AMHERST-PELHAM RSD
ATHOL, TOWN OF	ATHOL-ROYALSTON RSD	BELCHERTOWN PUBLIC SCHOOLS
BELCHERTOWN, TOWN OF	BERNARDSTON, TOWN OF	BUCKLAND, TOWN OF
CENTRAL BERKSHIRE RSD	CHESTER, TOWN OF	CHESTERFIELD-GOSHEN RSD
CHICOPEE PUBLIC SCHOOLS	CHICOPEE, CITY OF	CONWAY SCHOOL COMMITTEE
CONWAY, TOWN OF	EAST LONGMEADOW DPW	EASTHAMPTON, CITY OF
ERVING SCHOOL UNION #28	ERVING, TOWN OF	FRONTIER RSD
GATEWAY REGIONAL	GILL, TOWN OF	GILL-MONTAGUE REGIONAL
GRANVILLE, TOWN OF	GREENFIELD, TOWN OF	HADLEY PUBLIC SCHOOLS
HAMPDEN, TOWN OF	HAMPSHIRE REGIONAL	HOLY CROSS PARISH
HOLYOKE, CITY OF	LEVERETTE, TOWN OF	LONGMEADOW, TOWN OF
LPVEC	LUDLOW PUBIC SCHOOLS	LUDLOW, TOWN OF
MOHAWK TRAIL REGIONAL	MONSON, TOWN OF	MONTGOMERY SELECT BOARD
NEW SALEM/WENDELL UNION	PALMER, TOWN OF	PALMER PUBLIC SCHOOLS
PIONEER VALLEY REGIONAL	SHELBURNE, TOWN OF	SHUTESBURY ELEMENTARY SCHOOL
SOUTHERN BERKSHIRE REGIONAL	SOUTHWICK, TOWN OF	SUNDERLAND SCHOOL COMMITTEE
SUNDERLAND, TOWN OF	WARE PUBLIC SCHOOLS	WEST SPRINGFIELD DPW
WESTFIELD, CITY OF	WESTHAMPTON PUBLIC SCHOOLS	WILBRAHAM, TOWN OF
WILLIAMSBURG, TOWN OF		

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LPVEC employs a Director of Curriculum, Instruction, and Assessment who works with member district curriculum directors and LPVEC program administrators and faculty to ensure high-quality, culturally responsive curriculum and teaching.

Services include:

- Job-Alike Group Facilitation - facilitation of professional learning communities for member district curriculum directors and instructional coaches;
- Curriculum Review, Development, and Alignment - examination of curriculum to ensure it is high-quality, culturally responsive, fulfills DESE requirements and LPVEC program and member district needs, recommendations provided when necessary;
- Virtual Learning Platform Management - management of all virtual platforms for curriculum at LPVEC, as well as those utilized by partnering districts;
- Professional Development Facilitation, Implementation, and Assessment - planning and organization of professional development opportunities for LPVEC programs and member districts;
- Grants Preparation - identification and facilitation of grant funding opportunities; collaboration during preparation for successful submission of applications for LPVEC and member districts;
-

PROGRAMS AND SERVICES PROVIDED

- Induction and Mentoring Program Oversight - review and revision of first-year teacher induction, and second and third-year mentoring programs;
- Licensure Assistance - assist educators with the DESE teacher licensure and licensure renewal process and requirements;
- Teacher Evaluation System Oversight - evaluation and revision of LPVEC's evaluation systems for staff, including Vector Solutions platform management and evaluation system training for staff;
- Statewide Assessment Oversight - review of statewide assessment administration protocols, including MCAS and ACCESS testing, assure compliance;
- Special Projects Development and Oversight - as requested.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

The Department of Diversity, Equity, Inclusion, & Belonging (DEIB) at the Lower Pioneer Valley Educational Collaborative (LPVEC) embraces diversity of identity, cultural heritage, experience, and thought. We promote inclusive behaviors across our organization and our work, and we believe that our organization's workforce should reflect the many diverse communities we serve. We are intentional about centering equity as a core value and creating safe, academic, and social spaces that support, encourage, and empower the diverse voices of our students and employees.

The Coordinator works closely with superintendents, leaders, teachers, staff, and students from our member districts to realize LPVEC'S vision of a truly inclusive and supportive organization. The Coordinator is responsible for assisting in the development of new programs and practices that effectively increase diversity and provide support to various groups within the organization. The DEIB Coordinator provides strategic support for DEIB specific initiatives and programs, in particular those that support inclusion and equitable access for BIPOC, LGBTQIA+ individuals and others from historically marginalized communities.

The Coordinator is also responsible for providing educational resources and support to assist with cross team initiatives, professional development, and hiring & retention efforts when applicable. The DEIB office also acts as the liaison for our seven (7) member districts and other external stakeholders relevant to this work.

Current Initiatives:

- BIPOC Network (*Affinity Group, in Collaboration with CES*)
- District Equity Groups (*students & staff*)
- Culture Section Monthly Newsletter
- Culture Corner Resource Website
- DEIB Starter Kit (*A folder providing documentation to start DEIB work*)
- Collaboration with the Collaborative for Educational Services
- DEIB centered workshops/trainings

PROGRAMS AND SERVICES PROVIDED

Upcoming Initiatives:

- District-wide Student Advisory Groups
- District focus groups (*Longmeadow & Wilbraham students, staff, parents etc.*)
- "Addressing Hate in School Sports" Train the Trainer Workshop
- Draft LPVEC Diversity Plan
- DEIB Learning Library and Book Club



COST-EFFECTIVENESS

COST-EFFECTIVENESS

SPECIAL AND ALTERNATIVE EDUCATION - AGGREGATE COST AVOIDANCE

LPVEC calculates the cost savings of special education programs for its member districts by first subtracting the LPVEC FY24 tuition for each program from the lowest-cost comparable program's tuition, as set by the MA Operational Services Division (OSD). This difference is then multiplied by the student enrollment to yield the total member-district savings for each program. Program savings are then added together to yield the total cost savings for member districts. Using this method, we calculate that member districts saved a minimum of \$586,855 in FY24. Stated differently, had districts placed students in private programs rather than an LPVEC program, they would have spent at least \$586,855 more in FY24.

An additional benefit for member districts is that a portion of the cost of running LPVEC's special education programs is paid by non-member districts, thus enabling member districts to receive higher capacity programs than they pay for. Since all costs of special education programs are paid through tuitions, we calculate the proportion of costs paid by non-member districts by calculating the percentage of tuition revenue paid by non-member districts. Using this method, we calculate that non-member districts defrayed 42 percent of total program costs in FY24.

CAREER AND TECHNICAL EDUCATION - AGGREGATE COST AVOIDANCE

The method used to calculate cost-avoidance via LPVEC's Ch. 74-approved Career and Technical Education Center (CTEC) programs is similar to the method used in special education. LPVEC first calculates member-district costs of CTEC education by multiplying student enrollment by the FY24 member-district tuition base rate (\$15,161 in FY24). LPVEC then compares this to the total cost if CTEC students attended other regional vocational schools in the area (\$19,622 in FY24). Regional vocational school tuitions are found on the MA Department of Elementary and Secondary Education (DESE) website. Using this method, we calculate member-district cost avoidance at \$2,614,146 in FY24. Put another way, if districts did not offer Ch. 74-approved programs through their collaborative, they would have spent \$2.6 million more in FY24 to send their students to other regional vocational schools.

TRANSPORTATION - AGGREGATE COST AVOIDANCE

LPVEC compares the cost of its Regular Needs Transportation (RNT) and Special Needs Transportation (SNT) services to the cost of competitor contracts. LPVEC requests data on cost per bus per day from other contracts in Hampden County. For FY24, school districts in Hampden County reported paying between \$390 and \$532 per day, per bus for regular needs transportation. Hampden County districts reported a cost per bus - per day for SNT between \$495 to \$635. Based on these rates, districts using LPVEC for RNT would have paid between \$178,028 and \$3,488,048 more had they had used a private-sector provider and with regard to SNT, from \$717,327 up to as much as \$2,355,327 more. Combined savings for RNT and SNT for all districts using LPVEC transportation services compared to using private contractors ranged from \$717,505 to \$5,843,375 in FY24.

COST-EFFECTIVENESS

MUNICIPAL MEDICAID REIMBURSEMENT PROGRAM – FY24 RECEIPTS

The Municipal Reimbursement Program successfully secured more than \$1.9 million in reimbursements for its member districts and a total of \$8.2 million for all participants in FY24. Listed below are receipts by participant:

TOWN/DISTRICT	AMOUNT
AGAWAM	412,562.19
AMHERST (TOWN)	161,703.69
AMHERST RSD	114,584.45
BAYSTATE ACADEMY	5,706.78
CHESTERFIELD-GOSHEN RSD	13,597.77
CHICOPEE	857,380.18
CLARKSBURG	18,931.03
CONWAY	4,157.78
DEERFIELD	35,330.11
EAST LONGMEADOW	185,656.63
EASTHAMPTON	89,134.32
ERVING	33,636.80
FLORIDA	4,416.21
FRANKLIN COUNTY TECH	15,255.14
FRONTIER RSD	43,479.36
GATEWAY RSD	90,138.88
GILL-MONTAGUE RSD	93,109.66
GRANBY	113,705.41
GREENFIELD	207,747.68
HADLEY	18,331.14
HAMPDEN/WILBRAHAM	314,843.64
HAMPSHIRE RSD	46,382.37
HAWLEMONT RSD	4,943.05
HOLYOKE	1,295,605.95
LEE	49,620.20
LENOX	19,481.93
LEVERETT	12,087.92
LONGMEADOW	171,672.21
LUDLOW	334,004.62
MLK, JR. CHARTER SCHOOL	19,034.75
MOHAWK TRAIL RSD	58,840.79

COST-EFFECTIVENESS

MONSON	48,543.01
MOUNT GREYLOCK RSD	121,472.88
NEW-SALEM WENDELL	47,399.34
NORTHAMPTON	207,562.00
OLD STURBRIDGE ACADEMY	14,175.59
PALMER	155,254.05
PELHAM	4,807.60
PIONEER VALLEY RSD	33,186.30
PITTSFIELD	530,299.28
PV CHINESE IMMERSION	25,570.21
QUABOAG RSD	152,508.05
ROWE	18,582.88
S. BERKSHIRE RSD	98,022.93
SAVOY	12,486.52
SHUTESBURY	11,920.27
SOUTH HADLEY	166,364.86
SOUTHAMPTON	28,897.72
SOUTHWICK-TOLLAND RSD	89,679.43
SPRINGFIELD INT. CHARTER	9,325.67
SUNDERLAND	36,552.20
TAUNTON	989,633.00
VERITAS PREP CHARTER	22,002.04
WARE	112,705.03
WEST SPRINGFIELD	449,351.38
WESTHAMPTON	14,862.07
WHATELY	3,443.14
WILLIAMSBURG	28,638.21
TOTAL	<u>\$8,278,328.30</u>

ENERGY MANAGEMENT - BIDS AND COLLECTIVE SAVINGS

In FY24, the LPVEC coordinated three cooperative bids for energy-related products. Forty-four districts and municipalities participated in cooperative purchases for fuel oil, 23 for diesel, and 20 for unleaded gasoline. Energy bids in FY24 totaled approximately \$12 million, with an estimated collective cost-savings of \$825,000.

COST-EFFECTIVENESS

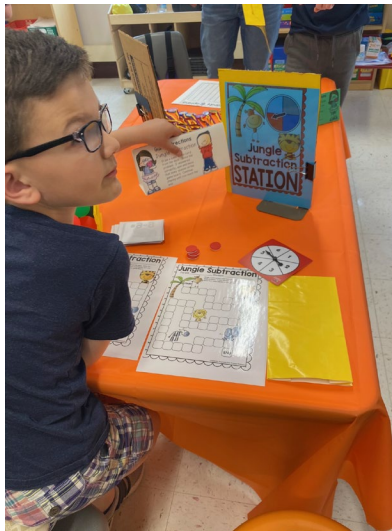
CURRICULUM AND PROFESSIONAL DEVELOPMENT - RESOURCES

The LPVEC Office of Curriculum, Instruction, and Assessment provides value to member districts in various ways, as specified in the programs section of this report. This office improves the quality of our program offerings by ensuring instruction embeds high-quality instructional materials and culturally and linguistically sustaining practices. Programs benefit directly from grants and professional development obtained and/or provided by the Curriculum, Instruction, and Assessment Office. Grants obtained through this office include Summer Expansion, MTSS, SaSS, and Cell Phone grants.

Examples of additional cost-effective collaborations include the management and oversight of group-purchased Virtual High School seats, multi-district professional development, and facilitation of job-alike groups where member districts share resources and best practices.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

The cost savings for this department are reflected in the fact that the Coordinator acts as a liaison for all seven districts and there is no need to hire a person for each respective district.



PROGRESS TOWARD PURPOSES & OBJECTIVES

PROGRESS TOWARD PURPOSES & OBJECTIVES

PURPOSE AND OBJECTIVES

The mission of LPVEC is to increase the capacity of school districts and support the success of all students by providing high-quality shared programs and services in a cost-effective manner. Our primary purpose is to accomplish this mission in the member districts (Agawam, East Longmeadow, Hampden-Wilbraham, Longmeadow, Ludlow, Southwick-Tolland-Granville, and West Springfield), although we provide a number of services to non-member districts as well.

The Collaborative addresses itself to education broadly, supporting those programs and services which, in the discretion of the Board of Directors, merits attention. The primary focus of the Collaborative will continue to be in the areas of career and technical education, special and alternative education, transportation, professional development, and other educator support and business services that benefit the member districts and the region.

In carrying out this mission, purpose, and focus, the LPVEC embraces the following objectives:

- Examine, develop, and provide cost-effective, quality **educational programs** to ensure equitable opportunities for all students, including those most at risk of school failure, as permitted by applicable laws and regulations related to educational collaboratives;
- Examine, develop, and provide staff development and other **educator support** opportunities for teaching staff, administrators, support personnel, and other members of the community;
- Examine, develop, and provide districts with resources to address the racial **diversity** at their schools as it relates to hiring/retaining staff and the student body makeup; the equity that exists within their current student service offerings; the inclusion of different voices and perspectives as it relates to policy making; and the creation of more spaces of belonging for students and staff; and
- Explore, develop, and provide cost-saving **business services** to expand the capacity of school districts, member communities, state agencies, and others as permitted by applicable laws and regulations related to educational collaboratives.

PROGRESS ON ACHIEVING PURPOSE

LPVEC continues to provide high-quality, shared programs and services in a cost-effective manner. Our Special and Alternative Education programs and our Career and Technical Education programs help districts serve students who benefit from education that is different from the traditional academic classroom model, meeting both quality and equity goals while saving member districts money in the process.

PROGRESS TOWARD PURPOSES & OBJECTIVES

Our Transportation Services meet equity and efficiency goals by ensuring that all students are transported to and from school with savings realized by not using private contractors.

Our Municipal Reimbursement and Energy Management programs generate significant cost-savings for communities both within and beyond our membership ranks.

Our Curriculum, Instruction, and Assessment program increased district capacity for effective educator support.

Our DEIB Coordinator will assist the seven (7) member districts with creating spaces, opportunities, and experiences where all students can learn, thrive, and grow.

LPVEC will continue to seek out concrete ways of helping the educators we work with serve their students more effectively, efficiently, and equitably.

PROGRESS ON ACHIEVING OBJECTIVES

Objective A, cost-effective, quality educational programs to ensure equitable opportunities for all students, is met through both our Special and Alternative Education and our Career and Technical Education programs, which provide more personalized instruction tailored to the needs and interests of students who would be less served in typical academic classrooms.

Objective B, staff development and other educator support opportunities for educators, is met through our job-alike groups and our Curriculum, Instruction, and Assessment Director.

Objective C, cost-effective business services, is met through our ongoing Transportation, Municipal Reimbursement, Energy Management, Diversity, Equity, Inclusion, and Belonging, as well as the Curriculum, Instruction, and Assessment departments whereby we continue to seek new opportunities to help school districts collectively realize cost savings through group purchasing.

PROGRESS INDICATORS

The LPVEC works as an extension of its member districts, enabling them to *save money, expand capacity, and provide quality programs and services*. Our success in saving money is detailed above in the Cost-Effectiveness section. Our ability to expand district capacity is seen most clearly in our Career and Technical Education and Special Education programs along with the work of our Curriculum, Instruction, and Assessment Director who facilitates our Job-Alike Groups and provides professional development services.

The financial savings that our collaborative programs generate enable scarce resources to be used for other expenditures, further increasing district capacity in instructional areas.

PROGRESS TOWARD PURPOSES & OBJECTIVES

The following presents indicators of program quality:

Career and Technical Education Perkins Indicators

Similar to the “Every Student Succeeds Act” (ESSA), the Perkins Act requires multiple indicators by which schools assess the quality of their career and technical education programs. The following data assesses trends in quality of CTE programs:

Percentage of Students Passing National Certification Tests

PROGRAM	SY2020	SY2021	SY2022	SY2023	SY2024
Certified Nursing Assistant/CNA	n/a	40%	73%	100%	100%
State Board Certification/Cosmetology	100%	100%	100%	98%	99%

Completion Rate

COHORT	SEPT. 2020	SEPT. 2021	SEPT. 2022	SEPT. 2023	SEPT. 2024
GRADE 11 ENROLLMENTS	131	128	120	153	123
COMPLETED TWO YEARS	80	116	103	100	119
COMPLETION RATE	61%	91%	86%	65%	96%

Positive Placement Percentage Rate

(post-secondary, apprenticeship, working in field, armed forces)

	2019	2020	2021	2022	2023
Category 1 <i>All Students in CTEC</i>	78	77	79	80	78
Category 2 <i>Students with Disabilities</i>	73	72	71	72	71
Category 3 <i>EL Students</i>	76	75	74	75	75
Category 4 <i>Economically Disadvantaged</i>	68	67	65	64	66

PROGRESS TOWARD PURPOSES & OBJECTIVES

Participation – Non-Traditional by Gender

Year	Non-Traditional Students	Total Students	Non-Traditional Participation
SY2020	67	436	15%
SY2021	37	439	8%
SY2022	40	426	9%
SY2023	59	478	13%
SY2024	83	556	14%

Special and Alternative Education Exit Indicators

The LPVEC provides services to students aged 6 to 22 years who demonstrate a wide variety of exceptional learning needs. Tracking the outcomes for students exiting our programs is one way of assessing quality.

OUTCOME	SY20	SY21	SY22	SY23	SY24
Graduated	17	8	10	8	4
Turned 22/Transitioned Out	2	3	2	1	0
Returned to Home School	2	1	3	0	5
Moved to Another Program/School	0	0	4	8	7
Withdrawn from Program	1	0	3	4	0
Moved Out of District	0	4	1	0	3
TOTAL	22	16	23	21	19

Transportation, Municipal Reimbursement, and Energy Management Indicators

The success of these programs is measured primarily by the amount of cost savings realized by participants. This is discussed for each area in the Cost Avoidance section. Continued participation is another measure. Transportation has seven member districts participating in regular and special needs transportation. Municipal Reimbursement has increased the number of municipalities served from 38 in 2009 to 58 in FY24. Demand for Energy Management services continue with 55 school districts and municipalities participating in FY24.

Curriculum, Instruction, and Assessment Indicators

The success of the Curriculum, Instruction, and Assessment Office is measured through continued program alignment and compliance with DESE regulations as it pertains to MCAS, ACCESS, HQIM, and Teacher Evaluation. Obtaining relevant and collaboratively written grants, as well as continued member district participation in job-alikes, are also measures of this office's success.

INDEPENDENT AUDITOR'S REPORT

INDEPENDENT AUDITOR'S REPORT

For over 30 years, the LPVEC has annually engaged an independent audit. In addition to the standard financial statements, our auditor began preparing the Annual Comprehensive Financial Report (ACFR) in 2013 that is submitted annually to the Government Finance Officers Association (GFOA) for review. The LPVEC has been awarded a Certificate of Excellence in Financial Reporting for each year of submission since beginning participation in the program. The auditors will once again prepare an annual comprehensive financial report for submission to the GFOA for peer review for fiscal year 2024.

The Collaborative is mandated by law to submit its independent auditor financial statements to the State Auditor's Office annually. The financial statements, as well as this Annual Report, are available on our website.

Following this report are this year's independent auditors' comprehensive financial statements in their entirety.

