



FY 2021 ANNUAL REPORT

Lower Pioneer Valley Educational Collaborative

174 Brush Hill Avenue
West Springfield, MA 01089

Tel. 413.735.2200 Fax 413.735.2280

www.lpvec.org



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LETTER FROM EXECUTIVE DIRECTOR

LETTER FROM EXECUTIVE DIRECTOR

Dear LPVEC Communities:

For over 45 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 2020-2021 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.

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,



Roland R. Joyal, Jr.
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 provide a number of 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:

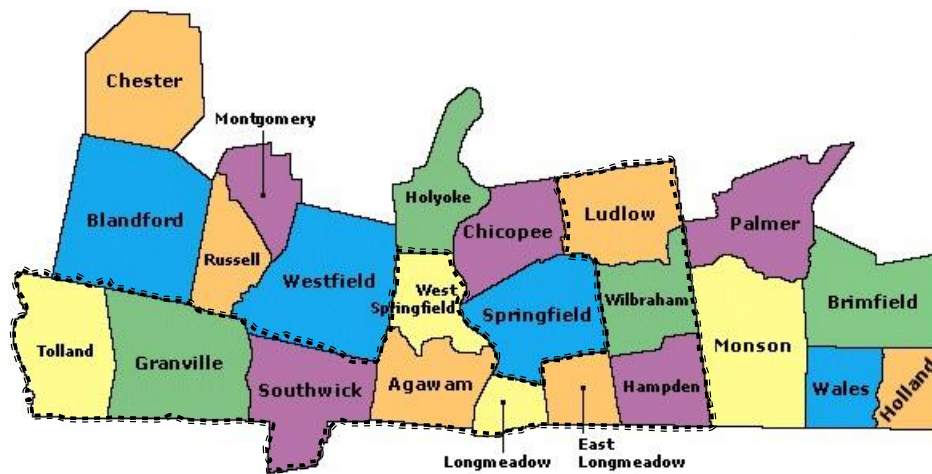
- *Career and Technical Education Center (CTEC)* – A unique, half-day program which allows students to maintain membership in their home school while gaining career and technical instruction in a state-of-the-art facility. 439 students in 11 shops in FY21.
- *Special/Alternative Education* – Serves students aged 6 to 22 years who demonstrate a wide variety of exceptional learning needs, including adjustment and behavioral problems, learning disabilities, Autism, Pervasive Developmental Disabilities, Asperger's Syndrome, and developmental disabilities. 55 students in 9 programs in FY21.
- *School Transportation Services* – Regular education transportation (RNT) and special needs transportation (SNT) for its member districts with 276 staff in FY21.
- *Municipal Medicaid Reimbursement* – Proprietary software and knowledgeable support helps communities receive federal reimbursement for health services delivered to Medicaid-eligible children with disabilities. Served 59 districts/municipalities in FY21.
- *Energy Management Program* – Cooperative purchasing of a variety of energy-related utilities. In FY21, provided natural gas, electricity, fuel oil, diesel, and unleaded gasoline to 60 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, communication/technical assistance regarding educational improvement initiatives, and grant support.

GENERAL INFORMATION

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 FY21, the Collaborative served a general population of 19,217 students in seven member school districts. Enrollments for the previous four school years are presented as well.

MEMBER DISTRICTS	FY17	FY18	FY19	FY20	FY21
Agawam	3918	3864	3747	3670	3508
East Longmeadow	2630	2652	2624	2588	2404
Hampden/Wilbraham	3107	3060	3057	3005	2865
Longmeadow	2841	2877	2874	2847	2751
Ludlow	2661	2649	2594	2538	2383
Southwick/Tolland/Granville	1549	1519	1511	1486	1393
West Springfield	4094	4114	4113	4090	3913
<i>Member District Totals</i>	20800	20735	20520	20224	19217

GENERAL INFORMATION

BUDGET

The chart below summarizes revenues and expenditures for LPVEC in fiscal year 2021. As the figures indicate, about half of the budget supports transportation operations, with CTE and Special Education programs making up the majority of the remainder.

	Total All Funds	Governmental Fund General	Proprietary Funds Transportation
Revenues:			
Tuition Fees and Assessments:			
Special Education	3,338,996	3,295,338	
Occupational Education	5,647,849	5,539,702	
Supplemental/Contracted Services	1,734,364	1,549,224	
Transportation Revenues	14,945,701		14,945,701
Total Revenues	25,666,910	10,384,264	14,945,701
Expenditures:			
Instruction	5,460,491	5,460,491	
Counseling and Child Accounting	276,908	276,908	
General School Administration	293,155	114,455	178,700
Business Services	1,062,475	967,475	95,000
Operation and Maintenance of School Buildings	1,443,989	1,140,489	303,500
Student Transportation	20,949	20,949	
Operation and Maintenance of Vehicles	2,141,077	44,000	2,097,077
Personnel and Information Systems	12,070,261	2,661,142	9,409,119
Debt Services	1,135,300	35,300	1,100,000
Total Expenditures	23,904,605	10,721,209	13,183,396

GENERAL INFORMATION

STAFFING

Ninety percent of all personnel are employed in direct services to students (e.g., instruction, nursing, therapists, and transportation personnel). The remaining 10 percent of personnel account for administration, clerical staff, maintenance, and information technology support.

EMPLOYEE AND STAFFING LEVELS FOR FISCAL YEARS 2017-2021

	FY17	FY18	FY19	FY20	FY21
<u>Teachers & Instructional Staff</u>					
Teachers	45	45	46	45	43
Nurses	2	2	2	2	2
Guidance	3	3	3	3	4
Paraprofessionals	54	30	28	25	20
Sub Total	104	80	79	75	73
<u>Administration</u>					
Executive Director	1	1	1	1	1
Supervisors and Directors	12	17	17	17	19
Administrative Staff	13	12	12	12	13
Specialists	4	6	6	6	6
Sub Total	30	36	36	36	40
<u>Classified Employees</u>					
Clerical Staff	3	3	3	3	3
Maintenance	2	2	2	2	3
IT Staff	3	1	1	1	1
Transportation Services	243	228	251	249	288
Sub Total	251	234	257	255	294
Total Regular Staff	385	350	372	366	407

GOVERNANCE AND LEADERSHIP

GOVERNANCE AND LEADERSHIP

BOARD OF DIRECTORS

Agawam: Mr. Carmino Mineo, Vice Chair
East Longmeadow: Mr. William Fonseca, Chair
Hampden-Wilbraham: Ms. Michelle Emirzian
Longmeadow: Ms. Bronwyn Monahan
Ludlow: Mr. Jacob Oliveira/Mr. Jeffrey Laing
Southwick-Tolland-Granville: Ms. Pamela Petschke
West Springfield: Mr. William Garvey, 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:

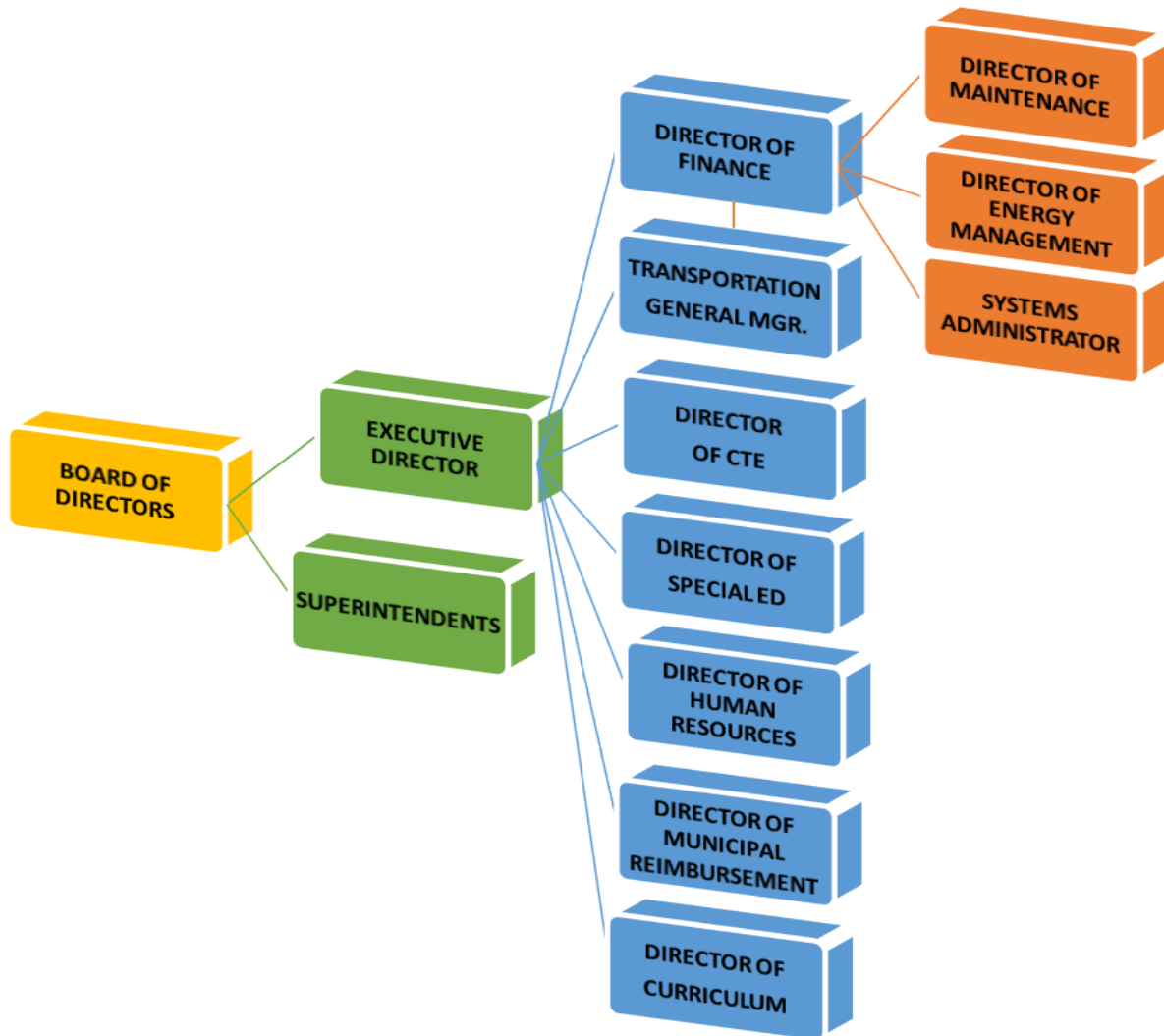
- Needs of the membership in terms of programs and services
- Opportunities for inter-district collaboration and superintendent peer support
- Evaluation of programs, analysis of performance data, and review of budget
- Action items to be brought before the Board – the Executive Director elicits input 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: Mr. Albert Ganem, Jr.
Longmeadow: Mr. Martin O'Shea
Ludlow: Dr. Todd Gazda
Southwick-Tolland-Granville: Ms. Jennifer Willard
West Springfield: Mr. Timothy Connor

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 adjustment and behavioral problems, learning disabilities, Autism Spectrum, and developmental disabilities. Students are referred to LPVEC for services when they present needs for specially-designed instruction that cannot be delivered effectively within the their home districts. As of October 1, 2020, 55 special needs students were enrolled in 9 LPVEC special education programs. The Twain, Temporary Alternative, and Integrated Occupational Preparation programs are located at LPVEC's Brush Hill Avenue headquarters in West Springfield. All other LPVEC special education programs are located in classrooms within the public schools of the member school districts.

SPED Enrollment by District October 1, 2020:

DISTRICT	FY21
Agawam	10
East Longmeadow	8
Hampden/Wilbraham	2
Longmeadow	9
Ludlow	5
Southwick/Tolland/Granville	0
West Springfield	11
Total	45
Out of District Placements	
Amherst	1
Belchertown	1
Holyoke	1
Monson	2
Springfield	2
Suffield	1
Ware	1
Westfield	1
Total	10
Total Number of Students	55

PROGRAMS AND SERVICES PROVIDED

SPECIAL 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.

Staff work diligently under the direction of a BCBA using principles of ABA to identify and reduce maladaptive behaviors with replacement behaviors. A variety of functional behavior assessments are utilized in order to inform positive behavior intervention plans. Staff work closely with families and outside providers to aide in the generalization of skills and facilitate student growth.

COMPASS MIDDLE PROGRAM

Level: Grades 6-8

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.

Staff work diligently under the direction of a BCBA using principles of ABA to identify and reduce maladaptive behaviors with replacement behaviors. A variety of functional behavior assessments are utilized in order to inform positive behavior intervention plans. Staff work closely with families and outside providers to aide in the generalization of skills and facilitate student growth.

COMPASS HIGH PROGRAM

Level: Grades 9-12, 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.

Staff work diligently under the direction of a BCBA using principles of ABA to identify and reduce maladaptive behaviors with replacement behaviors. A variety of functional behavior assessments are utilized in order to inform positive behavior intervention plans. Staff work closely with families and outside providers to aide in the generalization of skills and facilitate student growth. LPVEC staff work with students and their community to facilitate a smooth transition to adult living.

STUDENTS TRANSITIONING, EXPLORING, AND PROGRESSING (STEP I)

Level: Grades 9-12

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

Program Description: The STEP 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 STEP 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 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.

PROGRAMS AND SERVICES PROVIDED

STUDENTS TRANSITIONING, EXPLORING, AND PROGRESSING (STEP II)

Level: Grades 9–12, to Age 22

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

Program Description: The STEP 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.

COLLEGE READINESS, EMPLOYABILITY, AND SOCIAL SKILLS TRAINING (CREST)

Level: Grades 9–12

East Longmeadow High School, 180 Maple Street, East Longmeadow, MA 01028

Program Description: The CREST Program is designed for adolescents with moderate disabilities who are struggling in the general education setting.

There is a strong emphasis on academic, social, and emotional skills as students prepare to be college and career ready when they complete high school.

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

Students also have the opportunity to access the Career and Technical Education Center located in West Springfield.

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

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 Applied Technology Act of 1990 and 1998 and reauthorized in 2006.

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 October 1, 2020:

DISTRICT	FY21
Agawam	93
East Longmeadow	27
Hampden/Wilbraham	26
Longmeadow	18
Ludlow	60
Southwick/Tolland/Granville	61
West Springfield	77
Total	362
Out of District Placements	
Easthampton	38
South Hadley	33
Other	6
Total	77
Total Number of Students	439

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 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

Automotive Technology 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 is 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 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.

COSMETOLOGY

Cosmetology is a comprehensive competency-based, three-year program certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Upon successful competition 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

Culinary Arts 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.

PROGRAMS AND SERVICES PROVIDED

EARLY EDUCATION AND CARE

Early Education and Care 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 is 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 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 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 rehabilitative 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 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

The Landscaping Technology/Horticulture program is 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.

PROGRAMS AND SERVICES PROVIDED

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 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.

All second-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.

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 second year 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.



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 FY21, the LPVEC employed approximately 275 transportation staff and operated 225 school transportation vehicles.

Because of the relationship of the LPVEC with its member school districts, LPVEC is highly responsive to the needs of its constituents. LPVEC membership currently operates four transportation facilities located in Agawam, East Longmeadow, Southwick, 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 and 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 participating communities.

Communities Served:

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

PROGRAMS AND SERVICES PROVIDED

ENERGY MANAGEMENT

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

TOWN OF AGAWAM	TOWN OF AMHERST	AMHERST-PELHAM REGIONAL
ATHOL ROYALSTON RSD	TOWN OF ATHOL	TOWN OF BELCHERTOWN
BELCHERTOWN PUBLIC SCHOOLS	TOWN OF BERNARDSTON	TOWN OF BUCKLAND
CENTRAL BERKSHIRE RSD	CHESTERFIELD GOSHEN REGIONAL	COLLABORATIVE FOR ED. SERVICES
CITY OF CHICOPEE	CHICOPEE SCHOOLS	TOWN OF CONWAY
CONWAY SCHOOL COMMITTEE	DEERFIELD SCHOOL COMMITTEE	TOWN OF EAST LONGMEADOW
CITY OF EASTHAMPTON	TOWN OF ERVING	FRANKLIN COUNTY SHERIFF'S DEPT
FRONTIER REGIONAL	GATEWAY REGIONAL	TOWN OF GILL
TOWN OF GRANBY	TOWN OF GRANVILLE	HADLEY PUBLIC SCHOOLS
HAMPDEN-WILBRAHAM RSD	TOWN OF HAMPDEN	HAMPSHIRE REGIONAL
CITY OF HOLYOKE	LEE-TYRINGHAM SCH UNION #29	TOWN OF LEVERETT
TOWN OF LONGMEADOW	LPVEC	TOWN OF LUDLOW
LUDLOW PUBLIC SCHOOLS	MOHAWK TRAIL REGIONAL	MONSON PUBLIC SCHOOLS
TOWN OF MONTGOMERY	NEW SALEM-WENDELL	CITY OF NORTH ADAMS
TOWN OF PALMER	PALMER PUBLIC SCHOOLS	PELHAM SCHOOL
PIONEER VALLEY REGIONAL	TOWN OF SHELBURNE	SOUTHERN BERKSHIRE RSD
SOUTHWICK-TOLLAND-GRANVILLE	TOWN OF SOUTHWICK	TOWN OF SUNDERLAND
SUNDERLAND SCHOOL COMMITTEE	WARE PUBLIC SCHOOLS	TOWN OF WEST SPRINGFIELD
CITY OF WESTFIELD	WESTHAMPTON PUBLIC SCHOOLS	WHATELY ELEMENTARY SCHOOL
TOWN OF WILBRAHAM	TOWN OF WILLIAMSBURG	WILLIAMSBURG PUBLIC SCHOOLS

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LPVEC employs a director of curriculum, instruction, and assessment who works with district curriculum directors and LPVEC program administrators and faculty to ensure high-quality, culturally-responsive curriculum and teaching.

Services include:

- Job-alike Groups- Professional Learning Communities for Member District's Curriculum Directors and Instructional Coaches;
- Engage in curriculum review, development, alignment, and recommendations that fulfill LPVEC programs and member districts' needs, as well as DESE requirements;
- Professional development, creation, implementation, and assessment for LPVEC programs and member districts;
- Identify and facilitate grant funding opportunities and collaborate to submit successful applications for LPVEC and member districts;
- First-year induction and second and third year Mentoring Program development and oversight;
- Teacher Evaluation System oversight and Vector Solutions Management, and
- Statewide assessment oversight e.g., MCAS and ACCESS testing.

COST-EFFECTIVENESS

COST-EFFECTIVENESS

SPECIAL EDUCATION - AGGREGATE COST AVOIDANCE

LPVEC calculates the cost savings of special education programs for its member districts by first subtracting the LPVEC FY21 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 \$1,029,501 in FY21. Stated differently, had districts placed students in private programs rather than an LPVEC program, they would have spent at least \$1,029,501 more in FY21.

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 31 percent of total program costs in FY21.

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 FY21 member-district tuition base rate (\$15,122 in FY21). LPVEC then compares this to the total cost if students attended CTEC attended other regional vocational schools in the area (\$18,400 in FY21). Regional vocational school tuitions originate from the MA Department of Elementary and Secondary Education (DESE) website. Using this method, we calculate member-district cost avoidance at \$1,170,246 in FY21. Put another way, if districts did not offer Ch. 74-approved programs through their collaborative, they would have spent \$1.17 million more in FY21 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 FY21, school districts in Hampden County reported paying between \$337 and \$510 per day, per bus for regular needs transportation. Hampden County districts reported a cost per bus - per day for SNT between \$425 to \$575. Based on these rates, districts using LPVEC for RNT would have paid between \$149,245 and \$4,368,715 more had they had used a private-sector provider and with regard to SNT, from \$277,414 up to as much as \$2,032,414 more. Combined savings for RNT and SNT for all districts using LPVEC transportation services compared to using private contractors ranged from \$426,659 to \$6,401,129 in FY21.

COST-EFFECTIVENESS

MUNICIPAL REIMBURSEMENT PROGRAM – FY21 RECEIPTS

In FY21, the Municipal Reimbursement Program successfully secured \$987,880 in reimbursements for its member districts and a total of \$5 million for all participants. The table below delineates receipts by participant:

<u>TOWN</u>	<u>FY21</u>
AGAWAM	249,189.07
EAST LONGMEADOW	118,394.78
HAMPDEN-WILBRAHAM RSD	150,184.47
LONGMEADOW	67,902.82
LUDLOW	77,918.74
SOUTHWICK-TOLLAND-GRANVILLE RSD	45,070.72
WEST SPRINGFIELD	279,218.82
ACTON-BOXBOROUGH RSD	135,213.36
AMHERST (TOWN)	89,912.32
AMHERST RSD	58,637.82
BAYSTATE ACADEMY	11,591.22
CHESTERFIELD-GOSHEN RSD	12,343.14
CHICOPEE	643,931.39
CLARKSBURG	26,961.38
CONWAY	14,673.58
DEERFIELD	20,809.33
EAST WINDSOR	24,779.26
EASTHAMPTON	60,490.86
ERVING	7,972.38
FLORIDA	2,525.75
FRANKLIN COUNTY TECH	11,958.04
FRONTIER RSD	19,652.36
GATEWAY RSD	61,054.12
GILL-MONTAGUE RSD	60,560.08
GRANBY	63,569.98
GREENFIELD	177,218.41
HADLEY	7,330.31
HAMPSHIRE RSD	11,456.25
HAWLEMONT RSD	14,176.54
HOLYOKE	650,815.25
LEE	30,164.04
LENOX	10,879.67
LEVERETT	8,488.30
MLK, JR. CHARTER SCHOOL	17,791.08
MOHAWK TRAIL RSD	58,202.85
MONSON	26,975.49
MOUNT GREYLOCK RSD	100,604.61
NEW-SALEM WENDELL	25,041.93
NORTHAMPTON	148,125.55

COST-EFFECTIVENESS

PALMER	58,271.80
PAULO FREIRE CHARTER	3,747.67
PELHAM	6,123.78
PV CHINESE IMMERSION	9,796.94
PIONEER VALLEY RSD	23,775.21
PITTSFIELD	294,686.94
QUABOAG RSD	97,827.27
ROWE	12,191.72
SAVOY	1,873.52
S. BERKSHIRE RSD	56,698.64
SHUTESBURY	15,318.22
SOUTH HADLEY	86,963.07
SOUTHAMPTON	8,522.57
SUNDERLAND	30,696.05
TAUNTON	646,060.09
VERITAS PREP CHARTER	18,640.16
WARE	84,869.75
WESTHAMPTON	2,196.54
WHATELY	7,951.31
WILLIAMSBURG	9,691.37
TOTAL FY21 REVENUE	<u><u>\$5,077,688.69</u></u>

ENERGY MANAGEMENT - BIDS AND COLLECTIVE SAVINGS

In FY21, the LPVEC coordinated five cooperative bids for energy. Nine districts and municipalities participated in cooperative purchases for natural gas, 20 districts and municipalities participated in cooperative purchases for electricity, 50 for fuel oil, 22 for diesel and 21 for unleaded gasoline. Energy bids in FY21 totaled approximately \$15 million, with collective savings of over \$1.2 million.

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 a high-quality, culturally-responsive curriculum and instruction, obtaining grant awards, providing quality professional development, and maintaining statewide assessment oversight.

Examples of cost-effective collaborations are the management and oversight of collaboratively-purchased Virtual High School seats and collaboratively-developed or shared resources such as assessment tracking systems.

COST-EFFECTIVENESS

The Curriculum Director and Instructional Coaches Job-Alike Groups foster leadership and provide direct professional development. Professional development in the past year included Culturally Responsive Teaching, Special Education, and Coaching: Partnerships for Problem Solving.

Through the Safe and Supportive Schools grant, this office was able to provide extensive professional development to LPVEC program directors and a mixed group of stakeholders, including teachers, classroom assistants, and parents.

LPVEC received the Culturally Responsive Pedagogy Leadership Academy scholarship to enhance the program's multi-tiered system of support.

The Curriculum, Instruction, and Assessment office can provide professional development for district staff on a contract basis and foster grant collaborations among member districts.

During this unprecedented year, one additional benefit of the Curriculum, Instruction, and Assessment office is the bringing together of curriculum directors and coaches to support each other to problem solve and manage the impacts of the pandemic.

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, merit 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 services, 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; 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.

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.

PROGRESS TOWARD PURPOSES & OBJECTIVES

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.

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 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 well 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, Medicaid Reimbursement, Energy Management, and Curriculum/Instruction/Assessment departments and 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 and in the work of our Curriculum/Instruction/Assessment staff to facilitate our Job-Alike Groups and provide 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 No Child Left Behind, 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	SY2017	SY2018	SY2019	SY2020	SY2021
Certified Nursing Assistant/CNA	100%	100%	100%	n/a	40%
State Board Certification/Cosmetology	100%	100%	100%	100%	100%

Completion Rate

COHORT	SEPT. 2017	SEPT. 2018	SEPT. 2019	SEPT. 2020	SEPT. 2021
GRADE 11 ENROLLMENTS	142	140	131	131	128
COMPLETED TWO YEARS	118	130	113	80	116
COMPLETION RATE	83%	93%	86%	61%	91%

Positive Placement Percentage Rate

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

	2016	2017	2018	2019	2020
Category 1 <i>All Students in CTEC</i>	69	77	80	78	77
Category 2 <i>Students with Disabilities</i>	70	74	72	73	72
Category 3 <i>EL Students</i>	80	78	77	76	75
Category 4 <i>Economically Disadvantaged</i>	85	79	69	68	67

PROGRESS TOWARD PURPOSES & OBJECTIVES

Participation – Non-Traditional by Gender

Year	Non-Traditional Students	Total Students	Non-Traditional Participation
SY2017	23	474	5%
SY2018	43	456	9%
SY2019	49	455	11%
SY2020	67	436	15%
SY2021	37	439	8%

Special 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	SY17	SY18	SY19	SY20	SY21
Graduated	17	20	19	17	8
Turned 22/Transitioned Out	1	2	1	2	3
Returned to Home School	4	9	6	2	1
Moved to Another Program/School	10	8	13	0	0
Withdrawn from Program	5	6	4	1	0
Moved Out of District	3	4	2	0	4
TOTAL	40	49	46	22	15

Transportation, Municipal Reimbursement, and Energy Management Indicators

The success of these programs is measured primarily by amount of money saved 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 59 in FY21. Energy Management services continue to be in demand with 60 school districts and municipalities participating in FY21.

Curriculum, Instruction, and Assessment Indicators

The success of these programs is measured primarily by continued participation. Our job-alike groups for superintendents and curriculum directors are active and meet monthly; those for special education directors and business managers meet bi-monthly.

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 a Comprehensive Annual Financial Report (CAFR) 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 in 2013. The auditors will once again prepare a CAFR for submission to the GFOA for peer review for fiscal year 2021.

The Collaborative is mandated by law to submit its independent auditor financial statements to the State Auditor's Office annually. This document, 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.