

Fiscal Year

2025

LPVEC ANNUAL REPORT



***LOWER PIONEER VALLEY
EDUCATIONAL COLLABORATIVE***

***174 Brush Hill Avenue
West Springfield, Massachusetts 01089
Hampden County***

www.lpvec.org

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LETTER FROM EXECUTIVE DIRECTOR

LETTER FROM EXECUTIVE DIRECTOR

Dear LPVEC Communities:

For over 50 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 school districts' capacity and support the success of all students by providing high-quality shared programs and services cost-effectively. Our primary purpose is to accomplish this mission in the member districts, while we also provide services to non-member districts.

This Annual Report is designed to provide a review of the programs and services provided by LPVEC in the 2024-2025 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; Evaluation Services, Special Education Audits, Augmentative and Alternative Communication (AAC) Evaluation Services, Functional Behavioral Analysis (FBA) Services, Occupational Therapy (OT) Services, 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 daily.

We are grateful for the opportunity to work with students, educators, families, and member communities to improve educational outcomes. We look forward to continuing our partnership with our member districts to save money, expand capacity, and deliver high-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.

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 that allows students to maintain membership in their home school while gaining career and technical instruction in a state-of-the-art facility. 629 students in 12 shops in FY25.
- ***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. 52 students in 7 programs in FY25.
- ***School Transportation Services*** – Regular education transportation (RNT) and special needs transportation (SNT) for its member districts with 265 full-time staff in FY25.
- ***Medicaid Reimbursement*** – Proprietary software and knowledgeable support help communities receive federal reimbursement for health services delivered to Medicaid-eligible children with disabilities. Served 65 districts/municipalities in FY25.
- ***Energy Management Program*** – Cooperative purchasing of fuel oil, diesel, and unleaded gasoline in FY25 on behalf of 53 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

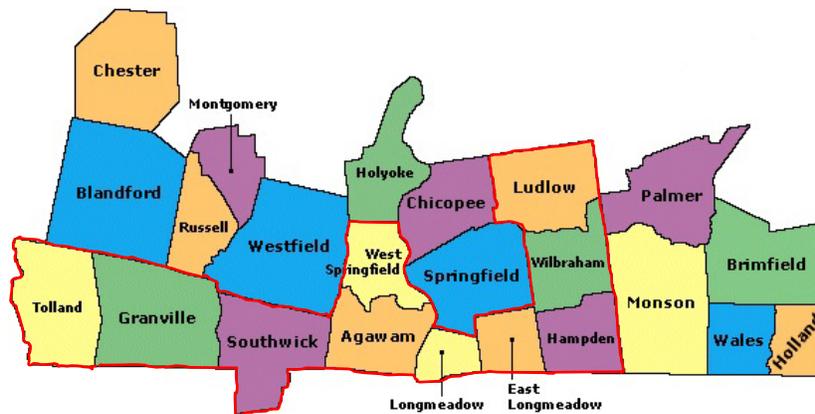
- ***Diversity, Equity, Inclusion, and Belonging*** - Assists LPVEC and member districts in the development of new programs and practices that effectively increase diversity and provide support to various groups, as well as providing strategic support for specific initiatives and programs related to DEIB, BIPOC, LGBTQIA+, and other individuals from historically marginalized communities.
- ***Special Education Audits***: The LPVEC conducts audits of special education and student services programs for districts. These audits identify areas for improvement, build on districts' strengths, and foster a culture of continuous improvement that benefits all students. Districts that prioritize regular audits demonstrate their commitment to providing high-quality education for all students, including those with disabilities. In the long run, this commitment not only enhances the success of students with disabilities but also strengthens the overall educational environment.
- ***Augmentative and Alternative Communication Evaluation Services***: The LPVEC provides Augmentative and Alternative Communication (AAC) evaluations and grid consultation services through a licensed Speech and Language Pathologist (SLP). The AAC evaluations include an initial intake with school personnel and the student's parents, guardians, or caregivers; an assessment; an evaluation write-up; and attendance at the student's Individualized Education Program (IEP) Meeting. For speech-generating devices, recommendations can be made for school-issued or insurance-issued devices based on the special education team's preferences.
- ***Functional Behavioral Analysis Services***: The LPVEC understood the difficulty many districts faced in trying to secure Functional Behavioral Analysis (FBA) services for their students, so it created a system to offer these needed FBA services. These evaluations and grid consultations are provided by the LPVEC Board Certified Behavior Analysts (BCBA). The FBA evaluations include an intake with school personnel and the student's parents, guardians, or caregivers; several observations; rating scales; an assessment and a report; and attendance at the student's Individualized Education Program (IEP) Meeting.
- ***Occupational Therapy Services***: The LPVEC offers Occupational Therapy (OT) services to districts through its licensed Occupational Therapist. The Occupational Therapy services include an intake with school personnel and the student's parents, guardians, or caregivers; an evaluation and a report; attendance at the student's Individualized Education Program (IEP) Meeting; and grid consultation services.

GENERAL INFORMATION

GEOGRAPHIC AREA SERVED

The Lower Pioneer Valley Educational Collaborative is situated in the greater Springfield area of Western Massachusetts, near the Connecticut border. It is a legal partnership of seven member school districts (see below), and it also supports students in other public school districts in Hampden and Hampshire Counties. The Collaborative offers business and professional development services to local education agencies and municipalities across Massachusetts.

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



MEMBER DISTRICT ENROLLMENTS

In FY25, the Collaborative served a general population of 19,051 students in its seven member school districts. Enrollments for the previous four school years are presented as well.

MEMBER DISTRICTS	FY21	FY22	FY23	FY24	FY25
Agawam	3508	3464	3457	3504	3461
East Longmeadow	2404	2492	2541	2507	2442
Hampden/Wilbraham	2865	2890	2859	2837	2881
Longmeadow	2751	2791	2778	2773	2764
Ludlow	2383	2293	2271	2258	2210
Southwick/Tolland/Granville	1393	1359	1322	1315	1295
West Springfield	3913	3851	3868	3966	3998
<i>Member District Totals</i>	20,217	19,140	19,096	19,160	19,051

GENERAL INFORMATION

BUDGET

The chart below summarizes the LPVEC revenues and expenditures for fiscal year 2025. As the figures indicate, 58% of the budget supports transportation operations, with CTE and Special Education programs accounting for the remainder.

LOWER PIONEER VALLEY EDUCATIONAL COLLABORATIVE						
Summary of Budgets - All Fund Types						
Fiscal Year 2024-25 Budget						
				Total All Funds	Governmental Fund	Proprietary Funds
					General	Transportation
Revenues:						
Tuition Fees and Assessments:						
Special Education				3,812,446	3,812,446	
Occupational Education				7,210,942	7,210,942	
Supplemental/Contracted Services				1,679,987	1,679,987	
Transportation Revenues				17,515,632		17,515,632
Total Revenues				30,219,007	12,703,375	17,515,632
Expenditures:						
Instruction				4,419,523	4,419,523	
Counseling and Child Accounting				843,844	843,844	
General School Administration				1,409,287	1,409,287	
Business Services				1,432,949	676,230	756,719
Operation and Maintenance of School Buildings				1,749,838	1,293,924	455,914
Operation and Maintenance of Vehicles				2,478,762	38,000	2,440,762
Personnel and Information Systems				16,514,244	3,997,007	12,517,237
Debt Services				1,370,560	25,560	1,345,000
Total Expenditures				30,219,007	12,703,375	17,515,632

GENERAL INFORMATION

STAFFING

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

EMPLOYEE AND STAFFING LEVELS FOR FISCAL YEARS 2021-2025

	FY21	FY22	FY23	FY24	FY25
Teachers & Instructional Staff					
Teachers	43	41	48	52	50
Nurses	2	2	2	2	2
School Counselors	4	4	5	6	6
Paraprofessionals	20	20	34	23	28
Sub Total	69	67	89	83	86
Administration					
Executive Director	1	1	1	1	1
Supervisors and Directors	19	17	11	9	9
Administrative Staff	13	12	10	13	13
Specialists	6	4	3	3	3
Sub Total	39	34	25	26	26
Classified Employees					
Clerical Staff	3	3	3	3	3
Maintenance	3	3	3	3	3
IT Staff	1	1	1	1	2
Transportation Services	288	244	252	252	248
Sub Total	295	251	259	259	256
Total Regular Staff	403	352	373	368	368

GOVERNANCE AND LEADERSHIP

GOVERNANCE AND LEADERSHIP

BOARD OF DIRECTORS

State law and regulations require educational collaboratives to 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, Clerk
East Longmeadow: Mr. Gregory Thompson
Hampden-Wilbraham: Ms. Lisa Murray, Vice Chair
Longmeadow: Mr. Zachary Verriden
Ludlow: Mr. Jeffrey Laing, Chair
Southwick-Tolland-Granville: Ms. Erika Emmelmann
West Springfield: Ms. Julie Anne Wise

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:

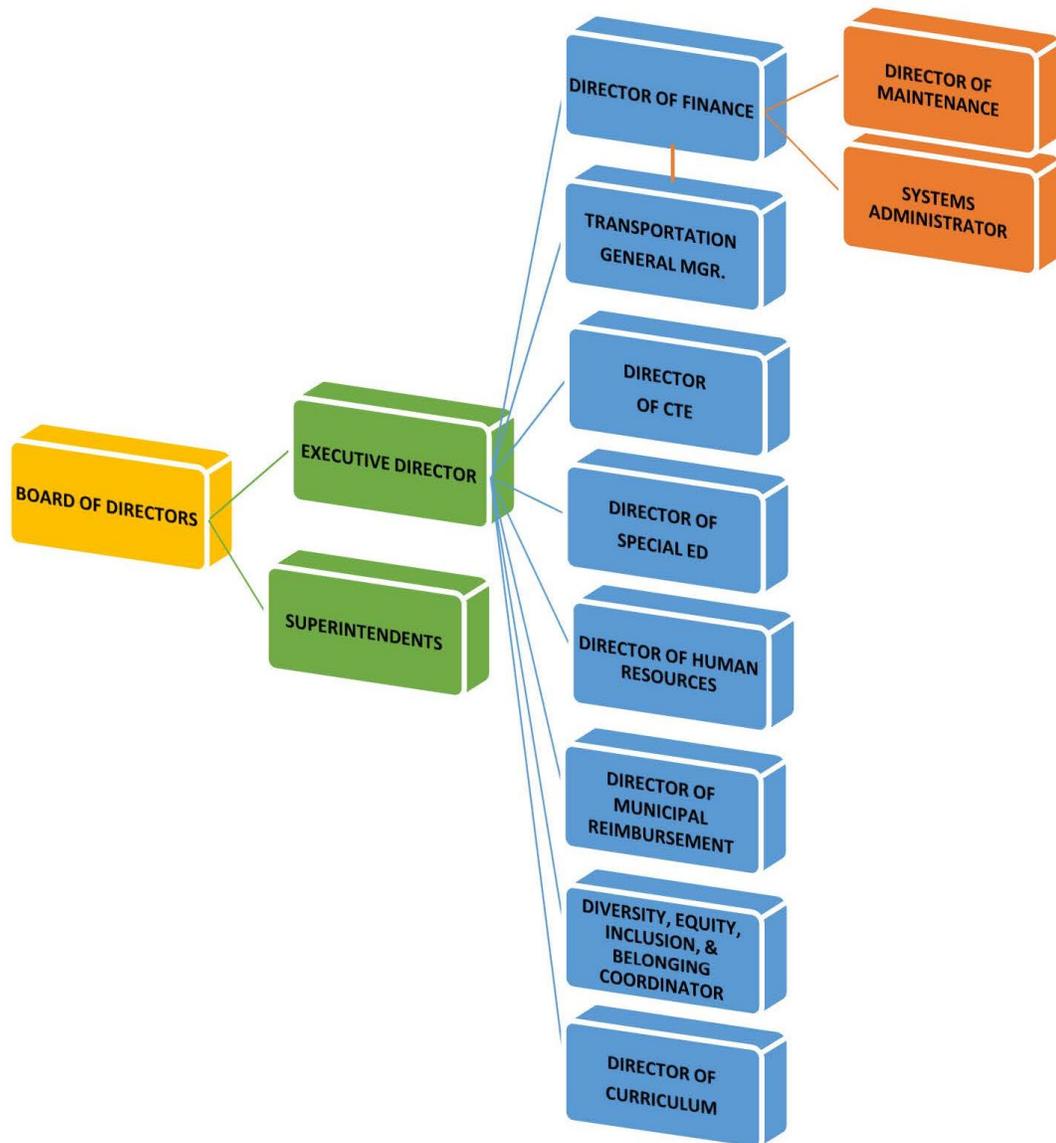
- Needs of the membership in terms of programs and services
- Opportunities for inter-district collaboration and superintendent peer support
- Evaluation of programs, analysis of performance data, and review of budget
- Action items to be brought before the Board – the Executive Director elicits input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

The members of the Superintendents' Advisory Council include:

Agawam: Ms. Sheila Martin
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

The LPVEC provides services to students aged 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 the LPVEC for services when they have needs for specially designed instruction that cannot be delivered effectively within their home districts. In FY25, 52 students with special needs were enrolled in 7 LPVEC special education programs. The Twain, Temporary Alternative, and Integrated Occupational Preparation programs are located at the LPVEC's central educational facility on Brush Hill Avenue in West Springfield. Other LPVEC special education programs are located in age-appropriate classrooms within public schools in member districts.

SPED Enrollment by District:

DISTRICT	FY25
Agawam	3
East Longmeadow	3
Hampden/Wilbraham	5
Longmeadow	7
Ludlow	4
Southwick/Tolland/Granville	7
West Springfield	5
Total	34
Out of District Placements	
Easthampton	2
Holyoke	3
Springfield	3
Other	10
Total	18
Total Number of Students	52

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

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

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

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

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 Career and 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 can continue formal studies at the postsecondary level, secure gainful employment, or pursue both.

CTEC Enrollment by District:

DISTRICT	FY25
Agawam	136
East Longmeadow	70
Hampden/Wilbraham	62
Longmeadow	25
Ludlow	106
Southwick/Tolland/Granville	55
West Springfield	116
Total	570
Out of District Placements	
Easthampton	27
South Hadley	23
Other	9
Total	59
Total Number of Students	629

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

ADVANCED MANUFACTURING

The Advanced Manufacturing program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Manufacturing, Engineering, and Technology Cluster](#). Advanced Manufacturing offers students the opportunity to develop the skills required of 21st-century machinists. Skilled machinists are in great demand everywhere, but especially here in Western Mass. Machinists design and manufacture precision parts, from simple pieces such as nuts and bolts to complex, high-tech components for the medical and aerospace industries—jobs in the industry range from operating, maintaining, and repairing to designing and programming computer numerical control machines.

AUTOMOTIVE TECHNICIAN

The Automotive Technician program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Transportation Cluster - Automotive Technology](#). This framework is designed to help students gain the insights, skills, and credentials necessary for success in the automotive field. The program is certified by the National Automotive Technicians Education Foundation (NATEF). The NATEF curriculum prepares students to meet national automotive industry standards. It requires proficiency in a multitude of automotive procedures and diagnostic techniques along with allowing students to acquire at least one of the essential National Institute for Automotive Services

Excellence (ASE (Automotive Service Excellence)) entry-level credentials.

FACILITIES MAINTENANCE & MANAGEMENT

The Facilities Maintenance Management program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Construction Cluster](#). The program introduces students to the many facets of Facilities Maintenance Management. Students are introduced to a cross-section of hands-on training: interior/exterior painting, carpentry, floor care, landscaping, seasonal grounds, lawn care, basic plumbing repairs such as faucets and toilets, and general maintenance 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 is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Construction Cluster](#). First-year students focus on developing foundational carpentry skills in the classroom and shop. Students will advance through the curriculum, learning modular layout techniques for residential concrete installation and wood framing. Hands-on practice is combined with related development of written and computational skills, such as cost estimating, blueprint reading, and materials takeoff

PROGRAMS AND SERVICES PROVIDED

calculations. Students combine this curriculum with the development of manipulative skills using shop tools through a series of on-campus projects, such as step stools, benches, and sawhorses.

COSMETOLOGY

The Cosmetology program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Business and Consumer Services Cluster](#). The program is designed to equip students with the skills required for a successful career in cosmetology. Students may enter the program at the conclusion of the exploratory phase during their freshman year. The Commonwealth of Massachusetts Board of Registration of Cosmetology and Barbering sets the program requirements. Upon successful completion of 1000 instructional hours, students are prepared to take the State Board licensure exam, in accordance with the Board's curriculum standards.

CRIMINAL JUSTICE / PUBLIC SAFETY

The Criminal Justice/Public Safety program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Legal and Protective Services Cluster](#). Public Safety programs provide career exposure to the range of agencies that work within the criminal justice system. Students also earn technical certifications relevant to careers in law enforcement, public safety, emergency response, animal welfare, child welfare, and the legal system. Topics covered include Community Policing, Crime Scene Investigation, Criminal and Constitutional Law, Environmental Safety, Court Stenography, Emergency Preparedness, Surveillance and Interviewing Techniques, and Cybersecurity, among others. Visiting instructors will be used frequently throughout the course, and numerous

field trips will connect classroom lessons to real-world educational experiences. These guest lectures and interactive sessions will give students a unique opportunity to learn directly from those working in the field. Students will gain a practical understanding of the challenges, responsibilities, and ethical considerations that professionals in the criminal justice or public safety fields face daily.

CULINARY ARTS

The Culinary Arts program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Hospitality and Tourism Cluster](#). Culinary Arts 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, including restaurant, banquet, and buffet services, through two student-run restaurants: the morning Java Café, serving breakfast, and the Brush Hill Bistro, serving lunch. Both are open to the general public one day a week. Students in the program receive instruction through demonstrations, lectures, interactive discussions, and hands-on experience. Students are assessed on industry-standard competencies developed by the American Culinary Federation and the Federation of Dining Room Professionals. While meeting these standards and accepting responsibility for time management, food quality, and customer service, students develop skills in baking, culinary techniques, menu planning, food costs, and hospitality management. Training in the proper use and maintenance of equipment, culinary tools, sanitation, and the storage and handling of food is part of the curriculum. Students prepare for the ServSafe® Certification and Allergen Training through the National Restaurant Association Educational Foundation's training program, led by a certified instructor/proctor.

PROGRAMS AND SERVICES PROVIDED

EARLY EDUCATION AND CARE

The Early Childhood and Care program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Education Cluster](#). Early Childhood and Care is a growing, ever-changing field that encompasses the care and teaching of children from birth through age 7. Students in the program will receive a combination of classroom instruction and hands-on experience with children ages 6 weeks to 7 years. Students 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, and creativity, and will understand how children learn. Students will gain classroom experience by interacting with children and facilitating learning under the guidance of experienced teachers and classroom instructors.

GRAPHIC DESIGN AND VISUAL COMMUNICATION

The Graphic Design and Visual Communication program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Arts and Communications Services Cluster](#). Graphic Design and Visual Communication 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. Print ED is a national accreditation program grounded in industry standards for graphic communications curricula at the secondary and postsecondary levels. It is a component of the Graphic Arts Education and Research Foundation (GAERF®). Students are assessed against industry-standard competencies developed by Print ED.

HEALTH ASSISTING

The Health Assisting program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Health Services Cluster](#). The program introduces students to career opportunities in healthcare and provides an opportunity to develop the clinical skills needed to work in healthcare settings. Emphasis is placed on specific Nursing Assistant duties and on concepts related to the psychosocial aspects of caregiving. Students receive a strong academic foundation and gain experience through externships, where they can practice their skills in a real-world setting under the supervision of experienced medical professionals.

Students become certified in First Aid, CPR, and AEDs before participating in on-site clinical rotations at nursing and rehabilitation centers and a local hospital. Students are exposed to a wide range of healthcare careers through clinical rotations across departments and numerous field trips to 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 comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – [Information Technology Services Cluster](#). The program is designed to provide students with entry-level skills in personal computer maintenance and repair, data communications, and networking. Students are

PROGRAMS AND SERVICES PROVIDED

taught the basic skills needed to install, troubleshoot, and repair computer system hardware and operating systems as it prepares students for the Comp-TIA A+ technician certification.

LANDSCAPING TECHNOLOGY/HORTICULTURE

The Horticulture program is a comprehensive, competency-based, Chapter 74-approved program aligned with the Massachusetts Department of Elementary and Secondary Education Career and Technical Education Frameworks – *Agriculture and Natural Resources Cluster*. The program explores career areas in landscape maintenance, construction and design, greenhouse production, nursery production, floriculture, and retail garden center operation. In addition, it emphasizes knowledge of plant science as a foundation for 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 opportunities for students to reinforce and practice skills and knowledge learned in the classroom.

The classroom environment is geared towards preparing students for the world of work, with a focus on a sound work ethic, attitude, professionalism, and teamwork. Leadership and personal development skills are promoted through involvement in the FFA (Future Farmers of America) Student Organization.

TECHNICAL CAREER EXPLORATORY

All newly enrolled students will participate in a half-year exploratory program. During this time, students will participate in a pre-exploratory (one-day shop visits) where they will see all 12 of our programs, each for one day, exposing them to career-technical options available at the Lower Pioneer Valley Educational Collaborative Career Technical Education Center. Students will continue exploring programs and will also participate in career interest and aptitude assessments facilitated by our counseling department. Each Career TEC program delivers an exploratory curriculum that

provides students with basic safety instruction, an overview of the industry, and career information related to their occupational area. This program will be competency-based and will substantively integrate academics.

Technical Career Exploratory One Day One Shop- Students will visit one shop every day for the first few weeks of school. One of these days is student orientation and classes that provide students with an introduction to Career TEC, its rules and expectations, basic safety, and an overview of the career and technical education programs (shops) available to them.

Three-Week/Five-Shop Rotations: Students select five programs for exploration. At least one program explored will be a non-traditional shop by gender. Shop selections are based on personal interest and knowledge gained during one-day shop visits.

Upon completion of the exploratory program, students will select a career and technical education program to complete the school year. Final placement is determined through an overall review of attendance, grades, and discipline across all shop explorations. Grades for all exploratory students are determined by classwork/graded assignments (20%), shop projects (30%), and a daily grade rubric (50%). The daily grade rubric includes preparedness, participation, following directions, task completion, and conduct. Grades from each exploration are reviewed, and shop placement priority is based on specific shop attendance, grade, discipline, and overall performance. The number of available openings also determines final placement. Students must give their best effort in **all** shops they explore to maximize their chances of being placed in their preferred final shop.

COOPERATIVE EDUCATION PROGRAM

The Lower Pioneer Valley Educational Collaborative Career TEC is a proud member of an extensive statewide network of high schools that offer students opportunities for career preparation. The Cooperative Education program is a network led by the Commonwealth's Connecting Activities

PROGRAMS AND SERVICES PROVIDED

initiative, managed by the Massachusetts Department of Elementary and Secondary Education. The program enables our collaborative/school to connect with our regional workforce system and partner with 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 Career TEC is designed to give third- and fourth-year students the opportunity to extend their learning experience into the workplace by placing them in a paid position with a reputable company. The Co-op program helps instill professionalism and reliability in participating students, ensuring they are college- or career-ready. Integrating practical skills in a career setting, while expanding content knowledge and reinforcing both Career and Technical Education standards and academic achievement, provides our students with a solid foundation for a successful future. This body of learning is a crucial part of our Program of Study. Students are mentored and assessed by industry professionals. Many of these industry partners advise on and promote programs, ensuring we remain current and continue to deliver rigor and relevance in our programming. Most students who have completed 1.5 years in a single career area and are entering term 3 of their junior year are invited to participate in cooperative education, except for programs that may prevent participation due to hours, licensure, or certifications.



PROGRAMS AND SERVICES PROVIDED

TRANSPORTATION

The LPVEC provides school transportation services to all seven of its member districts. These services include both regular and special needs transportation. In FY25, the LPVEC employed 265 transportation staff and operated 252 school transportation vehicles.

Because of the relationship the LPVEC maintains with its member school districts, it is very responsive to the needs of its constituents. The LPVEC currently oversees three transportation facilities located in Agawam, East Longmeadow, and Wilbraham.

MUNICIPAL MEDICAID REIMBURSEMENT

Under federal law, school districts are eligible to receive Medicaid payments for health services provided to Medicaid-eligible children with disabilities. In addition, school districts may be eligible to receive reimbursement for transportation and administrative costs, including outreach for enrollment, coordination, and monitoring of medical care.

The LPVEC's Municipal Medicaid Reimbursement Program helps districts identify children who might qualify for Medicaid services and completes all reporting and billing needed to secure reimbursement. The LPVEC has played a key role in maximizing federal dollars returned to these communities.

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

PROGRAMS AND SERVICES PROVIDED

ENERGY MANAGEMENT

The LPVEC Energy Management Program supports cooperative purchasing of various energy-related utilities, including fuel oil, diesel fuel, and gasoline. Listed below are the communities that participated in LPVEC's cooperative energy purchasing program in FY25.

AGAWAM, TOWN OF
AMHERST, TOWN OF
AMHERST-PELHAM RSD
ATHOL, TOWN OF
ATHOL-ROYALSTON RSD
BELCHERTOWN PUBLIC SCHOOLS
BELCHERTOWN, 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 PUBLIC SCHOOLS
PALMER, TOWN OF
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

CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Services include:

- Job-Alike Group Facilitation — facilitating professional learning communities for member district curriculum directors and instructional coaches.
- Curriculum Review, Development, and Alignment - assessment of curriculum to ensure it is high-quality, culturally responsive, meets DESE requirements, and addresses LPVEC program and member district needs; recommendations provided when necessary.
- Managing Virtual Learning Platforms - overseeing all virtual platforms for curriculum at the LPVEC and those used by partnering districts.
- Professional Development Facilitation, Implementation, and Assessment - planning and organizing professional development opportunities for the LPVEC programs and member districts.
- Grants Preparation - identify and facilitate grant funding opportunities; collaborate during application preparation for successful submissions for the LPVEC and member districts.

PROGRAMS AND SERVICES PROVIDED

- Induction and Mentoring Programs Oversight - review and update first-year teacher induction, as well as second- and third-year mentoring programs, and ensure that both are aligned with DESE standards and requirements.
- Licensure Assistance - assist educators with the DESE teacher licensure and licensure renewal process and requirements;
- Teacher Evaluation System Oversight - assessing and updating the LPVEC's evaluation systems for staff, including managing the Vector Solutions platform and providing evaluation system training for staff.
- Statewide Assessment Oversight - review of protocols for administering statewide assessments including MCAS and ACCESS testing to ensure 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) values diversity of identity, cultural heritage, experience, and thought. We promote inclusive behaviors throughout our organization and work, and we believe that our workforce should mirror the many diverse communities we serve. We intentionally prioritize equity as a core value and aim to create safe, inclusive, and supportive academic and social spaces that encourage, uplift, and empower the diverse voices of our students and employees.

The Coordinator collaborates closely with superintendents, leaders, teachers, staff, and students from our member districts to realize LPVEC's vision of an inclusive and supportive organization. The Coordinator helps develop new programs and practices that effectively increase diversity and support various groups within the organization. The DEIB Coordinator offers strategic support for DEIB initiatives and programs, especially those that promote 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 and 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

SPECIAL EDUCATION AUDITS

The LPVEC conducts audits of special education and student services programs for districts. These audits identify areas for improvement, build on districts' strengths, and foster a culture of continuous improvement that benefits all students. Districts that prioritize regular audits demonstrate their commitment to providing high-quality education for all students, including those with disabilities. In the long run, this commitment not only enhances the success of students with disabilities but also strengthens the overall educational environment.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION EVALUATION SERVICES

The LPVEC provides Augmentative and Alternative Communication (AAC) evaluations and grid consultation services through a licensed Speech and Language Pathologist (SLP). The AAC evaluations include an initial intake with school personnel and the student's parents, guardians, or caregivers; an assessment; an evaluation write-up; and attendance at the student's Individualized Education Program (IEP) Meeting. For speech-generating devices, recommendations can be made for school-issued or insurance-issued devices based on the special education team's preferences.

FUNCTIONAL BEHAVIORAL ANALYSIS SERVICES

The LPVEC understood the difficulty many districts faced in trying to secure Functional Behavioral Analysis (FBA) services for their students, so it created a system to offer these needed FBA services. These evaluations and grid consultations are provided by the LPVEC Board Certified Behavior Analysts (BCBA). The FBA evaluations include an intake with school personnel and the student's parents, guardians, or caregivers; several observations; rating scales; an assessment and a report; and attendance at the student's Individualized Education Program (IEP) Meeting.

PROGRAMS AND SERVICES PROVIDED

OCCUPATIONAL THERAPY SERVICES

The LPVEC offers Occupational Therapy (OT) services to districts through its licensed Occupational Therapist. The Occupational Therapy services include an intake with school personnel and the student's parents, guardians, or caregivers; an evaluation and a report; attendance at the student's Individualized Education Program (IEP) Meeting; and grid consultation services.



COST-EFFECTIVENESS

COST-EFFECTIVENESS

SPECIAL AND ALTERNATIVE EDUCATION - AGGREGATE COST AVOIDANCE

The LPVEC determines the cost savings of special education programs for its member districts by first subtracting the LPVEC FY25 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 calculate the total savings for each program for the member districts. The program savings are then summed to find the overall cost savings for member districts. Using this approach, we estimate that member districts saved at least \$392,601 in FY25. In other words, if districts had placed students in private programs instead of an LPVEC program, they would have spent at least \$392,601 more in FY25.

An additional benefit for member districts is that a portion of the cost of running LPVEC's special education programs is covered by non-member districts, allowing them to access higher-capacity programs than they pay for. Since all costs of special education programs are covered through tuition, we determine the proportion of expenses paid by non-member districts by calculating the percentage of tuition revenue they provide. Using this method, we find that non-member districts covered 11 percent of total program costs in FY25.

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 approach used in special education. The LPVEC first calculates member-district costs for CTEC education by multiplying student enrollment by the FY25 member-district tuition base rate (\$14,111). The LPVEC then compares this to the total price if CTEC students attended other regional vocational schools in the area (\$21,075 in FY25). Regional vocational school tuitions are listed on the MA Department of Elementary and Secondary Education (DESE) website. Using this method, we determine member-district cost avoidance at \$3,955,552 in FY25. Put simply, if districts did not offer Ch. 74-approved programs through their collaborative, they would have spent \$3.9 million more in FY25 to send their students to other regional vocational schools.

TRANSPORTATION - AGGREGATE COST AVOIDANCE

The LPVEC compares the costs of its Regular Needs Transportation (RNT) and Special Needs Transportation (SNT) services to those of competitor contracts. The LPVEC requests data on the cost per bus per day from other contracts in Hampden County. For FY25, school districts in Hampden County reported paying between \$414 and \$464 per day, per bus for regular needs transportation. Districts in Hampden County reported a cost per bus per day for SNT ranging from \$495 to \$635. Based on these rates, districts using LPVEC for RNT would have paid between \$296,565 and \$1,486,803 more if they had used a private-sector provider. For SNT, the additional cost would be from \$290,674 up to as much as \$1,941,274. The combined savings for RNT and SNT for all districts using LPVEC transportation services compared to private contractors ranged from \$587,239 to \$3,428,077 in FY25.

COST-EFFECTIVENESS

MUNICIPAL MEDICAID REIMBURSEMENT PROGRAM – FY25 RECEIPTS

The Municipal Reimbursement Program successfully secured over \$2.2 million in reimbursements for its member districts and a total of \$10 million for all participants in FY25. Listed below are receipts by participant:

<u>TOWN</u>	<u>FY25</u>
AGAWAM	540,795.19
AMHERST (TOWN)	148,324.18
AMHERST RSD	139,275.96
BAYSTATE ACADEMY	20,757.63
BELCHERTOWN	319.63
CHESTERFIELD-GOSHEN RSD	14,381.69
CHICOPEE	1,163,432.77
CLARKSBURG	22,884.97
CONWAY	3,833.11
DEERFIELD	65,065.51
EAST LONGMEADOW	213,197.92
EASTHAMPTON	141,395.83
ERVING	63,901.54
FLORIDA	12,758.61
FRANKLIN COUNTY TECH	13,715.83
FRONTIER RSD	36,172.94
GATEWAY RSD	155,332.05
GILL-MONTAGUE RSD	81,763.76
GRANBY	121,865.23
GREENFIELD	236,775.34
HADLEY	21,099.99
HAMPDEN/WILBRAHAM	329,548.66
HAMPSHIRE RSD	63,859.42
HAWLEMONT RSD	6,898.53
HOLYOKE	1,660,799.64
LEE	105,068.95
LENOX	21,249.47
LEVERETT	6,065.63
LONGMEADOW	177,524.84
LUDLOW	301,311.64
MLK, JR. CHARTER SCHOOL	30,186.73
MOHAWK TRAIL RSD	94,025.10
MONSON	34,680.79
MOUNT GREYLOCK RSD	156,230.48
NEW-SALEM WENDELL	31,870.84

COST-EFFECTIVENESS

NORTHAMPTON	234,710.62
OLD STURBRIDGE ACADEMY	13,503.43
PALMER	191,326.47
PELHAM	7,719.60
PIONEER VALLEY RSD	40,445.51
PITTSFIELD	603,752.36
PV CHINESE IMMERSION	28,047.05
PV PERFORMING ARTS	1,986.63
QUABOAG RSD	190,022.39
ROWE	18,748.64
S. BERKSHIRE RSD	122,896.88
SAVOY	9,892.63
SHUTESBURY	16,720.74
SOUTH HADLEY	161,369.00
SOUTHAMPTON	33,281.23
SOUTHWICK-TOLLAND RSD	146,351.17
SPRINGFIELD INT. CHARTER	20,606.46
SUNDERLAND	42,802.37
TAUNTON	1,101,895.92
VERITAS PREP CHARTER	23,715.99
WARE	261,607.07
WEST SPRINGFIELD	532,896.60
WESTHAMPTON	12,368.06
WHATELY	6,706.47
WILLIAMSBURG	12,094.35

TOTAL ANNUAL REVENUE \$10,071,838.04

ENERGY MANAGEMENT - BIDS AND COLLECTIVE SAVINGS

In FY25, the LPVEC facilitated 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 FY25 totaled approximately \$12.5 million, with an estimated collective cost savings of \$850,000.

COST-EFFECTIVENESS

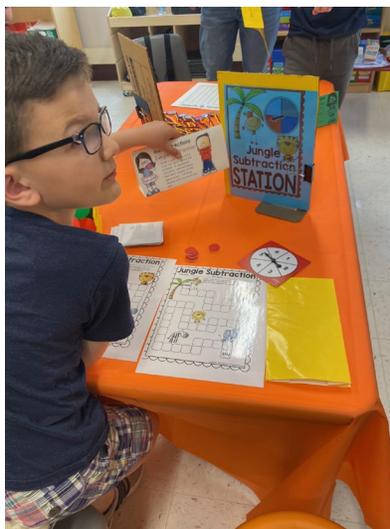
CURRICULUM AND PROFESSIONAL DEVELOPMENT - RESOURCES

The LPVEC Office of Curriculum, Instruction, and Assessment adds value to member districts in multiple ways, as detailed in the programs section of this report. This office enhances the quality of our program offerings by making sure instruction includes high-quality instructional materials and culturally and linguistically sustaining practices. Programs benefit directly from grants and professional development secured and/or provided by the Curriculum, Instruction, and Assessment Office.

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

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

The cost savings for this department are evident because the Coordinator serves as a liaison for all seven districts, eliminating the need to hire someone for each district.



PROGRESS TOWARD PURPOSES & OBJECTIVES

PROGRESS TOWARD PURPOSES & OBJECTIVES

PURPOSE AND OBJECTIVES

The mission of LPVEC is to enhance the capacity of school districts and support the success of all students by providing high-quality shared programs and services in a cost-effective way. Our main goal is to achieve this mission within the member districts (Agawam, East Longmeadow, Hampden-Wilbraham, Longmeadow, Ludlow, Southwick-Tolland-Granville, and West Springfield), although we also offer various services to non-member districts.

The Collaborative focuses on education broadly, supporting programs and services that, in the Board of Directors' judgment, deserve attention. The main emphasis will remain on 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, high-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 racial **diversity** in their schools, focusing on hiring and retaining staff, student body composition, equity within current student service offerings, inclusion of diverse voices and perspectives in policymaking, and the creation of more inclusive spaces for students and staff.
- Explore, develop, and deliver cost-effective business services to enhance the capacity of school districts, member communities, state agencies, and others as allowed by relevant laws and regulations concerning educational collaboratives.

PROGRESS ON ACHIEVING PURPOSE

The LPVEC continues to provide high-quality, shared programs and services in a cost-effective way. Our Special and Alternative Education programs, along with our Career and Technical Education programs, support districts in serving students who benefit from education outside the traditional academic classroom model. This helps meet both quality and equity goals while saving money for member districts.

PROGRESS TOWARD PURPOSES & OBJECTIVES

Our Transportation Services achieve equity and efficiency goals by transporting all students to and from school while saving money by not using private contractors.

Our Municipal Reimbursement and Energy Management programs deliver substantial cost savings for communities both inside and outside our membership.

Our Curriculum, Instruction, and Assessment program enhanced district capacity to support educators effectively.

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

The LPVEC will keep finding practical ways to help the educators we collaborate with serve their students more effectively, efficiently, and fairly.

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, are provided through our job-alike groups and our Curriculum, Instruction, and Assessment Director.

Objective C, cost-effective business services are provided through our ongoing efforts in Transportation, Municipal Reimbursement, Energy Management, Diversity, Equity, Inclusion, and Belonging, Curriculum, Instruction, and Assessment, as well as conducting Special Education Audits, Augmentative and Alternative Communication Evaluations, Functional Behavioral Analysis Assessments, and Occupational Therapy Services. We continually seek new opportunities to help school districts achieve cost savings through group purchasing.

PROGRESS INDICATORS

The LPVEC serves as an extension of its member districts, helping them to save money, increase capacity, and deliver quality programs and services. Our cost savings are detailed above in the Cost-Effectiveness section. Our capacity to grow district offerings is most evident in our Career and Technical Education and Special Education programs, along with the efforts of our Curriculum, Instruction, and Assessment Director, who coordinates our Job-Alike Groups and provides professional development services.

The financial savings from our collaborative programs allow scarce resources to be allocated to other expenditures, further enhancing 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 for schools to evaluate the quality of their career and technical education programs. The following data examines trends in the quality of CTE programs.

Percentage of Students Passing National Certification Tests

PROGRAM	SY2021	SY2022	SY2023	SY2024	SY2025
Certified Nursing Assistant/CNA	40%	73%	100%	100%	78%
State Board Certification/Cosmetology	100%	100%	98%	99%	100%

Completion Rate

COHORT	SEPT. 2021	SEPT. 2022	SEPT. 2023	SEPT. 2024	SEPT. 2025
GRADE 11 ENROLLMENTS	128	120	153	123	130
COMPLETED TWO YEARS	116	103	100	119	130
COMPLETION RATE	91%	86%	65%	96%	88%

Positive Placement Percentage Rate

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

	2020	2021	2022	2023	2024
Category 1 <i>All Students in CTEC</i>	77	79	80	78	82
Category 2 <i>Students with Disabilities</i>	72	71	72	71	70
Category 3 <i>EL Students</i>	75	74	75	75	78
Category 4 <i>Economically Disadvantaged</i>	67	65	64	66	64

PROGRESS TOWARD PURPOSES & OBJECTIVES

Participation – Non-Traditional by Gender

Year	Non-Traditional Students	Total Students	Non-Traditional Participation
SY2021	37	439	8%
SY2022	40	426	9%
SY2023	59	478	13%
SY2024	83	556	14%
SY2025	94	629	15%

Special and Alternative Education Exit Indicators

The LPVEC provides services to students aged 6 to 22 who have a wide range of exceptional learning needs. Monitoring the outcomes of students exiting our programs is one way to assess quality.

OUTCOME	SY21	SY22	SY23	SY24	SY25
Graduated	8	10	8	4	10
Turned 22/Transitioned Out	3	2	1	0	1
Returned to Home School	1	3	0	5	1
Moved to Another Program/School	0	4	8	7	3
Withdrawn from Program	0	3	4	0	3
Moved Out of District	4	1	0	3	2
TOTAL	16	23	21	19	20

Transportation, Municipal Reimbursement, and Energy Management Indicators

The success of these programs is mainly measured by the amount of cost savings achieved by participants. This is discussed in each area within the Cost Avoidance section. Continued participation is another indicator. Transportation involves seven member districts in regular and special needs transportation. Municipal Reimbursement has increased the number of municipalities served from 38 in 2009 to 65 in FY25. Demand for Energy Management services persists, with 53 school districts and municipalities participating in FY25.

Curriculum, Instruction, and Assessment Indicators

The success of the Curriculum, Instruction, and Assessment Office is evaluated based on ongoing program alignment and compliance with DESE regulations related to MCAS, ACCESS, HQIM, and teacher evaluation. Securing relevant, collaboratively developed grants and sustained participation from member districts in job-alikes also serve as indicators of this office's effectiveness.

INDEPENDENT AUDITOR'S REPORT

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For over 30 years, the LPVEC has conducted an independent audit annually. Besides the standard financial statements, our auditor began preparing the Annual Comprehensive Financial Report (ACFR) in 2013, which is submitted each year to the Government Finance Officers Association (GFOA) for review. The LPVEC has received a Certificate of Excellence in Financial Reporting each year since starting participation in the program. The auditors will once again prepare an annual comprehensive financial report for submission to the GFOA for peer review for the fiscal year 2025.

The Collaborative is required by law to submit its independent auditor's financial statements to the State Auditor's Office each year. The financial statements and this Annual Report are available on our website.

Following this report are the complete financial statements prepared by this year's independent auditors.

