

Lower Pioneer Valley
Career and Technical Education Center



PROGRAM OF STUDIES



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Providing Vocational Technical Education to the following districts:
Agawam, East Longmeadow, Longmeadow, Easthampton,
Hampden-Wilbraham, Ludlow, Southwick-Tolland-Granville,
West Springfield & South Hadley.

TABLE OF CONTENTS

INTRODUCTION	2
PHILOSOPHY and OBJECTIVES	3
ADMISSIONS POLICY	5
STUDENT PROGRESS/EVALUATION (Grading)	13
ARTICULATION AND LPV CAREER TEC PROGRAMS	13
EXPLORATORY PROGRAMS	14
ADVANCED MANUFACTURING	15
AUTOMOTIVE TECHNOLOGY	17
BUILDING/PROPERTY MAINTENANCE	19
CARPENTRY	21
COSMETOLOGY	23
CULINARY ARTS	25
EARLY EDUCATION AND CARE	27
GRAPHICS AND VISUAL DESIGN	29
HEALTH ASSISTING	31
INFORMATION SUPPORT SERVICES AND NETWORKING	33
LANDSCAPING TECHNOLOGY/HORTICULTURE	35
COOPERATIVE EDUCATION PROGRAM	37
STUDENT AWARDS	39
STUDENT ORGANIZATIONS	41
SCANS 2000	42

LOWER PIONEER VALLEY CAREER AND TECHNICAL EDUCATION CENTER

The Lower Pioneer Valley Career and Technical Education Center (LPV Career TEC) is an extension of the seven-member high schools served by the Lower Pioneer Valley Educational Collaborative (LPVEC). Transportation to and from the LPV Career TEC is provided by the Lower Pioneer Valley Educational Collaborative. Enrolling at LPV Career TEC is a part of the process of course selection at the sending high school.

Students may meet sending high school graduation requirements in areas of math, science, and computer technology by successfully completing a three (3) year course of study at LPV Career TEC.

With everything a student has to consider when choosing courses, it is not always easy to understand how educational planning will help to shape their future. Educational planning, along with career exploration, allows students to engage in job shadowing, college shadowing, and a work-based learning internship. Together this builds the knowledge to make an informed decision about course selections. Course selections that are tied to a career pathway, strengthens a student's skill-set and better prepares them for making life-long decisions.

Making the decision to attend LPV Career TEC is not always easy. Here are a few points that you may want to consider as you look toward your future:

- ▶ Choosing a LPV Career TEC course of study means you will spend ½ day at your sending high school for your academic programs and ½ day in a career/vocational technical program.
- ▶ You may continue to participate in sports and extra-curricular activities at your sending high school.
- ▶ With completion of a career/vocational technical program, your sending high school diploma will be complemented with a Trade Certificate from LPV Career TEC.
- ▶ Course selections tied to a career pathway will strengthen your skills and better prepare you for making life-long decisions.
- ▶ Qualified students will have the opportunity to participate in work-based learning through cooperative education, internships, and job mentoring programs.
- ▶ Upon successful completion of a career/vocational technical program, you will have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.
- ▶ Post-secondary/college planning and placement assistance is available through the LPV Career TEC Guidance/Placement counselor.

To learn more about LPV Career TEC ask your guidance counselor to arrange a visit for you and/or call LPV Career TEC at (413) 735-6300.

PHILOSOPHY AND OBJECTIVES OF LPV CAREER TEC

PHILOSOPHY

The Lower Pioneer Valley Career and Technical Educational Center (LPV Career TEC) offers career/vocational technical training in conjunction with a sound academic program to the seven-member school districts of Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield.

The central purpose of the LPV Career TEC is to provide our students with learning experiences that will ensure that graduates have the skills and training to enable them to become productive and responsible members of the community. Graduates have the option of securing gainful employment upon graduation, continuing formal studies at the post-secondary level, or pursuing a combination of both.

We recognize that students differ in level of ability, rate of learning, interests, and motivation. We accept the challenge of providing diversified and state of the art programs to ensure that our students emerge from the educational process as skilled workers, competent technicians, and responsible citizens. Our curriculum and student activity reflect the determination of the administration, advisory committee members, faculty, staff, parents, and other concerned citizens to utilize available resources in pursuit of academic and career/vocational technical excellence; to provide students with the knowledge and thinking skills they will need to become active citizens and contributing employees in our democratic society; and to instill in our students a desire for lifelong learning which will help to provide direction in their lives as they seek to reach their full potential.

At LPV Career TEC, all participants in the educational process have the right to be treated with dignity and respect at all times and the responsibility to contribute, to the best of their abilities, in accomplishing mutual educational goals.

OBJECTIVES

- ◆ To ensure that all students regardless of race, color, gender, gender identity, national origin, religion, sexual orientation, disability, language, culture, or economic status are given equal opportunity in all career/vocational technical and academic programs.
- ◆ To provide an environment for all staff members and employees that promotes development of special programs.
- ◆ To maintain open communication with sending schools to enhance integration of academic and career/vocational technical curriculum.
- ◆ To cooperate in developing and implementing curriculum changes that reflect current industry standards and technologies.
- ◆ To recruit and sustain a responsible, committed, and cooperative teaching staff who are interested in providing quality education to each one of their students and who will continue to improve themselves professionally.
- ◆ To provide each student with an opportunity to develop his/her full potential by providing career training that fosters the acquisition of personal, social, and ethical qualities, and that will prepare the student to cope with decision-making, problem-solving, and communication in today's complex workplace.

- ◆ To provide students with a positive atmosphere for learning, including a physical environment that is maintained with appropriate technology, equipment, and materials.
- ◆ To provide for personal, adjustment, and career counseling, as well as other services necessary to the student's immediate needs and developmental growth.
- ◆ To provide a system of career/vocational technical and academic assessment, monitoring, and evaluation of student potential, ability, and performance.
- ◆ To implement the Individual Education Plan (IEP) process, as outlined in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Massachusetts Comprehensive Special Education Law, Chapter 766.
- ◆ To encourage incoming students to explore various career pathways and pursue a career based on the individual's aptitude, potential interests, and awareness of the requirements of that occupation.
- ◆ To adopt and import workplace competencies and foundational skills utilized by effective and competent workers in the demanding age of high-performance workplaces.
- ◆ To provide academic remediation and instruction for basic skills in reading, writing, mathematics and communication when appropriate.
- ◆ To provide instruction and supervised work-based learning to enable students to develop in their chosen career path.
- ◆ To foster a sound work ethic by requiring students to be punctual, to attend school regularly, and to assume individual responsibility for gaining skill and proficiency in their career path.
- ◆ To encourage participation in extra-curricular activities, through which students have the opportunity to develop a sense of self-worth, leadership potential, teamwork, and the exercise of personal talents and interests.
- ◆ To ensure that the opportunities for and the advantages of career/vocational technical education are presented to prospective students and their parents, so that informed decisions can be made when choosing a career pathway and when making career decisions.
- ◆ To elicit community support, by involving local citizens on program advisory committees; encouraging use of the school facility; coordinating students and programs to participate in, and complete community service projects.

ADMISSIONS POLICY

I. INTRODUCTION

The Lower Pioneer Valley Educational Collaborative (LPVEC) is a group of seven school districts bound in a collaborative structure under the provisions of Chapter 40, Section 4E, and Chapter 797 of the General Laws of the Commonwealth. The member school districts include Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. The Board of Governors, consisting of a representative from each of the seven-member districts, is the governing body of the Collaborative. LPV Career TEC offers career exploration and career/vocational technical training in conjunction with a sound academic program to the students served by LPVEC.

Enrolling at LPV Career TEC is a part of the process of course selection at the seven-member districts' high schools. An admissions process is necessary when space is a limiting factor. The programs at LPV Career TEC are designed and equipped to accommodate a specific maximum number of students in an environment conducive to learning and safety for all students.

II. EQUAL EDUCATION OPPORTUNITY

LPV Career TEC admits students and makes available to them its advantages, privileges, and courses of study without regard to race, color, gender, gender identity, national origin, religion, sexual orientation, disability, language, culture, or economic status.

Students with disabilities and students with limited English proficiency may voluntarily self-identify for the purpose of receiving assistance and accommodations during the entire application and admissions process and will not affect their admission to the school.

III. ELIGIBILITY

Any eighth or ninth grade student who resides in the member districts of the Lower Pioneer Valley Educational Collaborative: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional and West Springfield, and who expect to successfully complete their current grade is eligible to apply for admission. Successful completion of the current grade is defined as anticipated promotion to the next grade by the student's sending school district. Admission during the school year is subject to space availability. Resident students will be accepted to LPV Career TEC according to the selection criteria contained in this admissions policy.

Nonresident Applicants

Students residing in cities and towns, which are not members of LPVEC, wherein the respective district does not maintain Chapter 74 state approved vocational technical education programs desired by the student, are considered nonresident students and may apply for admission to LPV Career TEC. Nonresident students will be evaluated according to the criteria contained in this admissions policy and according to **M.G.L. c. 74 s. 8A (please see the "guidelines for Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines.html)**. Priority for admission is given to LPVEC member school district residents.

Under no circumstance will a member school student be denied admission due to the acceptance of a nonresident student. Once a nonresident student is enrolled that student will be guaranteed the continued availability of enrollment over new member students.

Please see the Guidelines for Vocational Technical Education Program Nonresident Student Tuition Pursuant to M.G.L. c.74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines.html

For the purposes of this policy, a student enrolled in a LPVEC full day special education program as a nonresident student will be regarded as a resident student.

Homeschool Applicants

Students who are formally home-schooled may apply for admission to LPV Career TEC provided all admission policy criteria are followed. The home-schooled student's parent/guardian must submit a copy of the Home School Approval Letter from their district school superintendent. Home schooled students will be accepted to LPV Career TEC according to the selection criteria contained in this admissions policy.

Homeless Applicants

Students who are homeless are eligible to apply to LPV Career TEC and will be assessed using the criteria contained in this admissions policy.

Transfer Applicants

Transfer students from other Chapter 74 state approved career/vocational technical programs who expect to successfully complete their current grade are eligible to apply for fall admission, or admission during the school year to grades 9-12. Successful completion of the current grade is defined as anticipated promotion to the next grade by the student's sending school district. Transfer students will be evaluated using the criteria contained in this Admissions Policy. Please refer to Section VI Application Process for additional information regarding selection criteria.

IV. ORGANIZATIONAL STRUCTURE

LPV Career TEC is an extension of the seven-member high schools served by the Lower Pioneer Valley Educational Collaborative: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. Enrolling at LPV Career TEC is a part of the process of course selection at the sending high school.

LPV Career TEC accepts qualified students based upon the number of slots available within the career/vocational technical programs. The member districts are allocated seats based upon a three-year rolling average that is determined by actual enrollment on October 1st of each year.

It is the responsibility of the Vocational Guidance/Placement Counselor to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this admissions policy.

LPV Career TEC has an Admissions Committee, which consists of the Guidance Department and a member of the Administration. Responsibilities of the Admissions Committee include:

- ◆ determination of standards for admission
- ◆ development and implementation of admission procedures
- ◆ processing of applications
- ◆ ranking of students
- ◆ acceptance of students according to the procedure and criteria in the admissions policy
- ◆ establishment and maintenance of a waiting list of acceptable candidates

The LPV Career TEC Vocational Guidance Counselors are responsible for disseminating information about LPV Career TEC through local school assemblies and press releases, and for collecting applications from the local schools.

V. RECRUITMENT PROCESS

LPV Career TEC recruitment activities encompass the full sphere of marketing career/vocational technical education to students, parents/guardians, and sending schools. The LPV Career TEC Program of Studies and individual program brochures are distributed at all recruitment activities including, but not limited to: Open Houses, Parent Nights, recruitment visits to member district schools, and are available in the guidance departments of sending schools or by calling LPV Career TEC, 174 Brush Hill Ave., West Springfield, MA 01089, (413) 735-6300.

Members of the LPV Career TEC guidance staff conduct 8th and 9th grade assemblies in member district schools as appropriate during the winter months. In addition, LPV Career TEC staff participates in member district school activities such as open houses and parent nights. LPV Career TEC staff is available to answer questions, encourage

students to consider non-traditional career areas, and review the application process. Students and parents/guardians are surveyed in regards to their interest in learning more about the school. Sending school and parental contact is frequent to ensure timeliness in receiving applications for admission.

Informational sessions at LPV Career TEC, which includes group tours, are offered on a regular basis throughout the second semester and are facilitated through the sending school guidance department.

VI. APPLICATION PROCESS

Applications for fall admission to the ninth or tenth grade are available from the sending school guidance office, through our website www.lpvctec.org or directly from LPV Career TEC, 174 Brush Hill Ave., West Springfield, MA 01089, (413) 735-6300.

Application Process for Fall Admission

1. Students seeking fall admission to the ninth or tenth grade will return a completed application with the appropriate signatures to their sending school guidance department.
2. Sending school Guidance Counselors will forward the completed student application with necessary documents to the LPV Career TEC Guidance Counselors no later than May 1st. Information will consist of the following:
 - A signed and completed application form
 - Transcripts / grades for the current and previous year. (Up to date and hard copy)
 - Attendance Record of unexcused absences for the current and previous year. (Up to date and hard copy)
 - Discipline records for the current and previous year. (Up to date and hard copy)
 - Guidance Recommendation Form
3. Student Interview: If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the sending school to interview the applicant.

***Late applications** will be evaluated using the same selection criteria contained in this admissions policy.

Application Process for Admission during the School Year

(*Applying for admission to begin career/vocational technical education during the current school year, as opposed to applying for admission for the next year that begins in the fall.) Applications for Admission during the school year will be evaluated using the same selection criteria contained in this admissions policy.

Applications for admission to the ninth or tenth grade are available from the sending school guidance office, through our website www.lpvctec.org or directly from LPV Career TEC, 174 Brush Hill Ave., West Springfield, MA 01089, (413) 735-6300.

Application Process for Admission during the School Year

1. Students seeking admission to the ninth or tenth grade will return a completed application with the appropriate signature to their sending school guidance department.
2. Sending school Guidance Counselors will forward the completed student application with necessary documents to the LPV Career TEC Guidance Counselors. Information will consist of the following:
 - A signed and completed application form
 - Transcript / grades for the current and previous year. (Up to date and hard copy)
 - Attendance Record of unexcused absences for the current and previous year. (Up to date and hard copy)
 - Discipline records for the current and previous year. (Up to date and hard copy)
 - Guidance Recommendation Form
3. Student Interview: If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the sending school to interview the applicant.

***Late applications** will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on an established waiting list.

Transfer Students

Applications from transferring students 9th 10th 11th and 12th grade currently enrolled in a state approved Chapter 74 career/vocational technical education program, will be considered for admission if they relocate to one of the LPVEC member school districts and wish to pursue the same career/vocational technical education program. All transfer applicants must attend an informational meeting at LPV Career TEC. If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the sending school to meet with the applicant. Transfer students will be evaluated using the same criteria as other applications.

Home Schooled Applicants

Students who are formally being home schooled may apply for admission to LPV Career TEC including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent/guardian must submit a copy of the Home School approval letter from the district superintendent. In the case where grades are not available, a representative sample or portfolio of the student's body of work in English /language arts, math, science, and social studies would be required. Home schooled students will be ranked on their portfolio/grades (34%), recommendation (33%), and applicant interview (33%).

Withdrawn Student

Students who have withdrawn from LPV Career TEC and who are attending a sending school may reapply to LPV Career TEC following the procedures contained in this Admissions Policy and will be evaluated using the criteria contained in this Admissions Policy.

In the case of incomplete applications, the LPV Career TEC Guidance Counselors will notify the sending school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion. The LPV Career TEC Guidance Counselor will notify the applicant's parent/guardian in the event that the problem is not resolved by the sending school Guidance Counselor. If after notifying the sending school Guidance Counselor and parent/guardian, the application remains incomplete for ten school days the application will become void.

VII. SELECTION CRITERIA

LPV Career TEC and the LPVEC Board of Governors comply with the guidelines set for in the Chapter 74 Manual for Vocational Technical Education Programs, <http://www.doc.mass.edu/cte/programs/manual.doc> in regards to student/teacher ratios when determining the number of slots available in each vocational technical training program.

The Admissions Team, using weighted admissions criteria, processes completed applications. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

A. **Scholastic Achievement**: Maximum 20 points

Grade Averages	Points
90 - 100	20
80 – 89	15
70 - 79	10
60 – 69	5
0 – 59	0

For fall admission, the average of grades from the previous school year and the current year terms 1 & 2 grades in English, social studies, mathematics and science from the sending school report card/transcript are used. For admission during the school year the current school year to the date of the application grades in English, social studies, mathematics and science from the sending school report card/transcript are used.

B. **Attendance:** Maximum 20 points

Number of Unexcused Absences	Points
0 – 5	20
6 – 10	15
11 – 20	10
21 – 30	5
31 plus	0

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the sending school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission), the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the sending school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the previous and current school year to the date of the application, unexcused absences from the sending school report card/transcript are used.

C. **School Discipline/Conduct:** Maximum 20 points

Discipline/Conduct Rating	Points
Excellent 0 Detention 0 Suspension	20
Above Average 1 Detention and/or 0 Suspension	15
Average 2-3 Detention and/or 1 Suspension	10
Below Average 4-9 Detentions and/or 2-3 Suspensions	5
Poor 10 + Detentions and/or 4 + Suspensions	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the sending school report card or from the sending school Guidance Counselor's assessment are used. For applications to grades 10, 11 and 12 (fall admission), the average of the previous school year and terms 1 & 2 current school year assessments from the sending school report card or from the Guidance Counselor's assessment are used. For applications to grades 9, 10, 11 and 12 (admission during the school year), the previous and current school year to the date of the application assessments from the local school report card or from the sending school Guidance Counselor's assessment are used.

D. **Sending School Guidance Counselor's Recommendation:** Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

E. **Interview:** Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

Student Interviews will be scheduled with assistance of the sending school Guidance Counselor at the sending school during the school day or at LPV Career TEC. If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the local school to interview the applicant.

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

VIII. SELECTION PROCESS

The Admissions Committee at LPV Career TEC will examine, discuss, and make recommendations for action on the applicants. The Admissions Committee considers scholastic achievement, attendance, discipline record, sending school guidance counselor's recommendation, and interview results. Applications are reviewed, processed, and assigned points with a composite score. (See VII Selection Criteria for scales.)

After a point total/composite score for each member district's applicant has been determined, all member district applicants are placed in order of their composite score by district. The member district applicants, by district, with the highest point total are accepted first, and so on until all seats are filled. All member district applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting member district applicants from the waiting list. These member district applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria. The wait list is valid for the current school year.

Non-resident applicants are evaluated using the criteria in this Admissions Policy and will be placed on the wait list, if necessary, after the member district applicants. Non-resident applicants on the waiting list will only be accepted if all member district applicants on the waiting list have been accepted.

Applications received after May 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

All applicants whose applications are received by LPV Career TEC by May 1st are notified of their status by a letter to their parent/guardian and their sending school Guidance Counselor by June. Applicants whose applications are not received by LPV Career TEC by May 1st will receive a letter regarding their status in a timely manner.

The LPV Career TEC Guidance Counselors, using the Application Assessment Form, will review the admissions criteria, discuss, and make recommendations for action on all applicants.

Member district students will be grouped by district and students will be accepted until the districts' available slots are filled on a program-by-program basis. Slots are determined accordance to the formula in Section IV. (Refer to IV Organizational Structure.) If a member district's slot allocation has been filled, a waiting list of eligible students from that district will be established and students will be accepted as space becomes available in order of their place on the waiting list determined by their composite score. Member district students and parents/guardians will be informed by mail of their status no later than July 1st.

Non-resident students will be grouped and accepted as openings exist after eligible members district applicants have been accepted and confirmed by return mail. Non-member district students, parents/guardians, and sending school personnel will be informed by mail of their status no later than July 1st.

All applicants will receive one of the following notifications:

- *Acceptance* - Student meets minimum entrance criteria and space is available.
- *Wait Listed* - Student meets minimum entrance criteria, space is unavailable in the Exploratory and/or other career/vocational technical programs, and student has been placed on the waiting list. The waiting list is valid for the current school year. Should a slot become available the sending school guidance department will be notified.
- *Declined*- The student does not meet minimum entrance criteria.

Newly accepted students and their parents/guardians will be notified by mail regarding an orientation meeting that will be held in late August.

IX. ENROLLMENT

In order to enroll at LPV Career TEC for the fall, applicants must have been promoted to the grade they seek to enter by their sending school district. Enrolling at LPV Career TEC is a part of the process of course selection in the sending high school. Students attend their sending high school for academic courses necessary for graduation and receive sending high school credit for career/vocational technical education. They attend LPV Career TEC either in the morning or in the afternoon session. Students may receive academic equivalency credit in areas of math, science, and computer technology by successfully completing a two (2) year course of study at the LPV Career TEC.

X. LPV CAREER TEC PROGRAM PLACEMENT

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 of our 11 programs for one day each. Students will continue with exploring programs and will also participate in career interest and aptitude assessments. Each LPV Career TEC program delivers an exploratory curriculum that will provide students with basic safety instruction, an overview of the industry, and career information related to the occupational area. This program will be competency based and will integrate academics in a substantive manner.

There are two exploratory programs at LPV Career TEC:

9th grade only Technical Career Exploratory Three Week/Five Shops provides 9th grade students with an introduction to LPV Career TEC, basic safety, and general introduction to the career/vocational technical programs (shops) available to them. Students select three programs and are assigned two programs for exploration. A minimum of one program explored will be a non-traditional shop by gender.

10 grade Three Week/Four Shop Exploratory is a program for newly enrolled students in grade 10 who will have the opportunity to select four shops to explore for three weeks and choose one of those four for their career/vocational technical program.

All students should have indicated on the application their shop interests i.e. 1=most interested, 11=least interested, etc. Students will select a LPV Career TEC career/vocational technical program upon completion of the exploratory program. Final placement is determined by an overall review of attendance, grade 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. Grades from each exploration are reviewed and priority for shop placement is given based upon specific shop attendance, grade and discipline as well as overall performance. Final placement is also determined by the number of existing openings that are available. 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.

*Placement in student's first choice program is not guaranteed.

Requesting a transfer

Students who wish to transfer from one program to another must request an appointment with their assigned LPV Career TEC Guidance Counselor. Transfer applicants will be interviewed individually to determine the appropriateness of the transfer request. Transfer requests will be considered subject to availability of openings in the requested shops.

XI. REVIEW AND APPEALS

The applicant's parent/guardian, upon receipt of a letter indicating the applicant was not accepted to the school, may request a review of the decision by sending a letter to the LPV Career TEC Principal/Director of Career TEC within 20 days of receipt of the letter. The Principal/Director of Career TEC will respond in writing to the letter with the findings of the review within 20 days of the receipt of the letter.

If after the review, the parent/guardian wishes to appeal the findings of the review by the Principal/Director of Career TEC they may send a letter of appeal to the Executive Director of the Lower Pioneer Valley Educational Collaborative within 20 days of the receipt of the letter. The Executive Director will respond in writing, with the approval of the LPVEC Board of Governors, within 20 days of receipt of the letter.

The applicant's parent/guardian, upon receipt of a letter indicating the applicant was not accepted, or was placed on a waiting list for a particular program (shop), may request a review of the decision by sending a letter to the LPV Career TEC Principal/Director of Career TEC within 20 days of receipt of the letter. The Principal/Director of Career TEC will respond in writing to the letter with the findings of the review within 20 days of the receipt of the letter.

STUDENT PROGRESS/EVALUATION (Grading)

The Lower Pioneer Valley Career and Technical Education Center (LPV Career TEC) has a concept of student evaluation, which reports a degree of proficiency and promotes a response to differing ability levels and rates of learning. Student demonstration of proficiency within program constraints is the only valid measure of the effectiveness of the student's competency attainment.

A student's progress towards Occupational Competency is measured and evaluated on a daily basis with a variety of assessment tools. The results of these measurements are converted to a numerical grade in an effort to allow sending schools to standardize their own student records. In all cases, the sending school issues graduation credits.

- ◆ 90-100 excellent progress and/or competency attainment.
- ◆ 80-89 above average progress towards occupational competence.
- ◆ 70-79 average progress towards occupational competence.
- ◆ 60-69 some progress towards limited occupational competence.
- ◆ Below 60 not progressing to minimal levels of occupational competence.

At graduation from the sending school, and/or completion of a two-year program, students will be awarded a Trade Certificate listing the cumulative number of shop hours accrued during their years at LPV Career TEC. Only students that have completed a minimum of 80% of their shop hours will be granted full Trade Certificates. Seniors that have attended for one (1) year, have completed more than 80% of their shop hours, and have achieved a level of occupational competence *may be* eligible to receive a "Senior Certificate". These seniors will not meet the definition of "completer" for Massachusetts Department of Elementary and Secondary Education requirements, but may be continuing their education in the field.

Articulation and LPV Career TEC programs

In accordance with the definition of an articulation agreement found in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, state level articulation agreements have been established between all Massachusetts Community Colleges and all high schools having Chapter 74 approved secondary career/vocational technical programs to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree linked through this credit transfer agreement. The principles, policies, and guidelines in this transfer agreement shall apply uniformly to all students attempting to transfer credits earned in Massachusetts secondary CVTE programs. The specific course a student receives credit for is determined by the college's curriculum. For more info, please visit: <https://www.masscc.org/articulation>.

In addition to the statewide articulation agreements, LPV CTEC programs maintain additional agreements with post-secondary institutions both within and outside Massachusetts Community Colleges.

EXPLORATORY PROGRAMS

Technical Career Exploratory Three Week – Five Shop Exploration

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

Exploratory Program Three Week – Four Shop Exploration

The Exploratory Program is an introductory program designed to introduce tenth grade students to the career/vocational technical educational options available at the Lower Pioneer Valley Career TEC.

How do the Exploratory Programs work?

The first three weeks of both Exploratory programs are an introduction to Career TEC. Students become familiar with the rules and expectations of Career TEC and are given general shop safety information. The students are introduced to each of the eleven shops as part of a one-day pre-exploratory program visit, which provide basic information for each shop, including safety, skills necessary for success, college and career opportunities.

The Technical Career Exploratory (9th grade students) will then select five career/vocational technical programs (shops) they wish to explore, one being a non-traditional program. While the Exploratory Program (10th grade students) will select four career/vocational technical programs (shops) for three weeks each in an effort to help them make a career choice that is best for them.

Shop selections is based on personal interest as well as the results of an interest inventory program utilized by our guidance department with all students. Students also draw from knowledge gained during the one-day pre-exploratory program visits.

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.

*Placement in student's first choice program is not guaranteed.

ADVANCED MANUFACTURING TECHNOLOGY

The Advanced Manufacturing Technology program is a comprehensive competency based three-year program that is Chapter 74 approved and aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – **Manufacturing, Engineering and Technology Cluster** - Advanced Manufacturing Technology provides students the opportunity to learn all the skills demanded of the 21st century machinist. Skilled machinists are in great demand. Machinists design and manufacture precision parts, from simple pieces such as nuts and bolts to complex, high-tech components. Jobs in the industry range from operating, maintaining, repairing or inspecting machines to designing and creating programs for computer-numerical-control machines. Advanced Manufacturing Technology extends into tool and die work, maintenance machining, and research and prototyping.

Students in the Advanced Manufacturing Technology program follow a course of sequence of study that starts with the basics of manual machining and progresses to advanced multi-axis CNC programming, setup, and operation. Qualified and skilled machinists are presently in high demand and students completing our program are ready to immediately enter the workforce or continue their education in college.

The Advanced Manufacturing Technology program features a state-of-the-art facility that includes the latest in technology including Computer Numeric Control (CNC) milling machines, lathes, as well as a computer lab for CAD/CAM instruction. The Advanced Manufacturing Technology 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.

Course Objectives:

- Using industry standards, students will learn the following competencies:
- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Safely operate and maintain tools and equipment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Read and understand blueprints and technical drawings
- Understand and utilize measuring gages
- Use resources for research and problem solving
- Troubleshoot, diagnose, analyze, and present data related to the field
- Develop a professional appearance and exemplary work ethic
- Demonstrate teamwork

Program Benefits:

- OSHA General Industry 10 hours
- Manual Machining
- CNC Machining and Programming
- CAD Design using SolidWorks
- Master Cam Programming
- Opportunity to earn MACWIC (Manufacturing Advancement Center Workforce Innovation Collaborative) Skills Level 1 & 2 Certifications

Looking Toward the Future:

At the core of today's mechanized world is the machinist and machine technology. This industry requires skilled technicians to carry out new ideas and plans in the production of all types of manufactured parts. Many of these skilled technicians find exciting career opportunities with substantial earning potential. Nearly every product created today, from housing to transportation to food, requires the expertise and skill of the machine technology machinist. Highly trained machinists can be found working in a variety of different fields including computer, automotive, defense and aircraft products as well as medical research and development.

The Advanced Manufacturing Technology program has an articulation agreement with Springfield Technical Community College (STCC). Students have the opportunity to earn 3 college credits each in Intro to Engineering (MET-100) and Fundamentals of CNC (MET 150/150L) provided the student has maintained a grade of 80 or better in the equivalent courses.

Students completing the Advanced Manufacturing Technology program have the option of securing gainful employment, continuing formal studies at the post-secondary level or pursuing a combination of both.

There are many post-secondary options available for students successfully completing the Advanced Manufacturing Technology program. Below is a brief representation of post-secondary options:

Asnuntuck Community College	North Eastern University*	UMASS @ Amherst
Ben Franklin Institute of Technology	Pennsylvania College of Technology	UMASS @ Lowell
Lincoln Technical Institute	Rensselaer Polytechnic Institute	Western New England University
New England Institute of Technology	Springfield Technical Community College*	Worcester Polytechnic Institute

**Northeastern University (NU) and Springfield Technical-Community College have collaborated to bring a new Bachelor of Science degree in Advanced Manufacturing Systems to the Western Mass/Northern CT region. The program will be offered on the campus of STCC and will be offered in the evenings. Additional courses will be offered on-line.*

Below is a sample of career opportunities for students for students successfully completing the Advanced Manufacturing Technology program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Apprenticeship training (two to six years of on the job training guided by skilled tradesmen).

Assembly Worker	CNC Operator	Machine Operators
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Skilled Jobs - Technical/Community College/Associates Degree or Certificate

All Around Machinists	Computer-Aided Designer (CAD)	Mold Maker
CAD/CAM Operator	Drafting Technician	Production Supervisor
CNC Programmer	Instrument Maker	Quality Assurance Inspectors
CNC Repair	Layout Specialists	Tool and Die Makers
	Maintenance Machinists	

Professional Careers - BS/MS Degree/Graduate Studies

Design Engineer	Industrial Management	Plant Engineer
Industrial Engineer	Manufacturing Engineer	Project Manager
	Mechanical Engineer	

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is certified by the National Automotive Technicians Education Foundation (NATEF) in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance and Suspension and Steering. Students are assessed on competencies aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Transportation Cluster – Automotive Technology and the National Institute for Automotive Service Excellence (ASE). The NATEF curriculum prepares students to meet national automotive industry standards and requires students to become proficient in a multitude of automotive procedures and diagnostic techniques. Students completing the Automotive Technology program will be able to demonstrate an understanding of careers within the automotive field, shop safety, automotive systems, related math applications for automotive technicians, automotive measurements, diagnostic and testing procedures, troubleshooting and problem solving. Students' assignments and projects will be in various forms of communication including written and oral presentations. Assignments and projects will require students to draw upon their academic skills in language arts, science, mathematics and computer applications. It is recommended that students wanting to enter this program have a strong foundation in these academic skills.

Students in the Automotive Technology program have the opportunity to prepare for technician certification by the nationally recognized ASE (Automotive Service Excellence). In order to become ASE certified the candidate must provide proof of two years of relevant work experience. Students who successfully complete the Automotive Technology program earn one-year credit toward this endeavor. Students in their senior year will be tested in the fall and the spring through the ASE Student Certification process. This is the first step in building a career as a service professional in the automotive industry. When completing career-entry studies in automotive technology these tests can provide the student with their first industry recognized certification through the National Institute for Automotive Service Excellence. This certificate in each area passed is good for two years. The student will also receive a shirt patch for each area passed.

Designed to emulate a typical automotive shop with customer contact, equipment and tools, and repair techniques and procedures, students are prepared for employment within the automotive workforce, requiring good attendance, an exemplary work ethic, professional appearance and outstanding interpersonal and communication skills for "All Aspects of the Industry". Students participate in class discussions, independent projects, the Skills USA Professional Development Program, job shadowing, exposure to various local shops, and field trips. Equal emphasis is placed on related automotive theory class and in shop hands-on time.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Develop customer relations to determine customers' needs and process work orders
- Use technology to seek diagnostic techniques and repair procedures, parts information and labor rates

Program Benefits:

- ALLDATA Automotive Information Specialist certificate
- ASE Student certifications: Automotive Service Technology (AST), Automatic Transmission/Transaxle, Brakes, Electrical/Electronic, Engine Repair, Engine Performance, Heating/Air Conditioning, Suspension & Steering and Maintenance & Light Repair
- SP2 certificate trainings: Mechanical Safety, Mechanical Pollution Prevention, Land That Job: Interview Skills for Automotive Students, and Ethics and You in the Automotive Industry. Certificates are good for one year and the student will recertify every year in the program.

- Automotive Specific e.g (Valvoline, Lift it Right)
- OSHA General Industry - 10 hours

Looking toward the future:

The automotive field is an on-going learning occupation as those in the field must continually adapt to changing technology and techniques as vehicle components and systems become increasingly sophisticated. Formal automotive technician training is the best preparation for these challenging technology-based jobs. The job market should be very good for automotive service technicians and mechanics with diagnostic and problem-solving skills, knowledge of electronics and mathematics, and mechanical aptitude. Students completing the Automotive Technology program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.

The Automotive Technology program has articulation agreements with Universal Technical Institute, Ohio Technical College and MassBay Community College. The Universal Technical Institute agreement allows students meeting the criteria the opportunity to earn advanced placement and/or a \$500 scholarship tuition reduction. The University of Northern Ohio allows students who meet the criteria outlined in the agreement the opportunity to receive advanced placement status for up to two courses. MassBay will accept up to five credits for eligible students who maintained a grade of B or better in the Automotive Technology program upon entering the applicable automotive courses at the college.

There are many post-secondary options available for students successfully completing the Automotive Technology program including post-secondary education sponsored by automotive manufacturers. Below is brief representation of post-secondary options:

Massachusetts Bay Community College:	Springfield Technical Community College	Nashville Auto-Diesel
▪ <i>Toyota T-TEN Program</i>	Mount Wachusett Community College	New England Institute of Technology
▪ <i>BMW STEP Program</i>	UNH Nashua - <i>Honda/Acura PACT Program</i>	Porter and Chester
▪ <i>Chrysler CAP Program</i>	Benjamin Franklin Institute of Tech	Universal Technical Institute
▪ <i>GM ASEP Program</i>		University of Northwestern Ohio

Below is a sampling of career opportunities for students successfully completing the Automotive Technology program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Aircraft Technician	Diesel Engine Technician	Service Writer
Automotive Technician	Fleet Technician	Towing/Road Service
Brake Specialist	Parts Counterperson	Vehicle Detailer
Car Lot Attendant	Small Engine Repair Technician	Vehicle Sales Associate

Skilled Jobs - Technical/Community College/ Associates Degree or Certificate

Aircraft Maintenance Technician	Collision Repair Estimator	Marine Technician
Alternate Fuel Technician	Diagnostic Technician	Motorcycle Technician
Auto Body Technician	Diesel Engine Technician	Parts Manager
Automotive Electronics Technician	Heavy Equipment Technician	Research & Design Technician
Automotive Master Technician	Manufacturer Representative	Service Manager

Professional Careers - BS / MS Degree/Graduate Studies

Automotive Engineer	Insurance Underwriter	Production Engineer
Business Owner	Manufacturing Engineer	Research & Design Engineer
Dealership General Manager	Mechanical Engineer	Sales/Leasing Manager

BUILDING/PROPERTY MAINTENANCE

The Building/Property Maintenance program is an approved Chapter 74 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.

Students work both independently and in team related projects using maintenance and repair manuals and other appropriate resources for research in problem solving. Students will gain knowledge through field studies and off-site work experiences that align with the curriculum.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Develop customer relations to determine customers' needs
- Safely operate and maintain tools & equipment
- Understand and utilize tools of measurements
- Understand terminology as it pertains to building codes and city ordinances

Program Benefits:

- OSHA General Industry – 10 hours

Looking toward the future:

The employment field for building/property maintenance is related to the number of buildings/properties in the general locales such as office and apartment/condominium complexes, industrial parks, retail outlets, schools, hospitals, hotels, malls, and factories. Many building/property maintenance and repair workers enhance their skills by working as apprentices to other repair or construction workers including: carpenters, masons, heating and air technicians, mechanical repairers and groundskeepers. They begin by doing simple jobs, such as fixing leaky faucets and replacing light bulbs, and progress to more difficult tasks, such as overhauling machinery or building walls. Many general maintenance and repair workers in large organizations advance to maintenance supervisor or become licensed electricians, plumbers, masons, or heating and air-conditioning technicians. A growing number of new buildings rely on computers to control several of their systems, general maintenance and repair workers may need basic computer skills, such as how to log onto a central computer system and navigate through a series of menus. Companies that install computer-controlled equipment generally provide on-site training for general maintenance and repair workers.

Students completing the Building/Property Maintenance program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.

There are many post-secondary options available to students successfully completing the Building/Property Maintenance program. Below is brief representation of post-secondary options:

Benjamin Franklin Institute of Technology	Mount Wachusett Community College	Springfield Technical Community College
Fitchburg State University	New England Institute of Technology	University of Massachusetts
Holyoke Community College	Pennsylvania College of Technology – School of Construction and Design	Vermont Technical College
Lincoln Technical Institute	Porter and Chester	Wentworth Institute of Technology

Apprenticeships

Boston Carpenters Apprenticeship	MA Carpenters Training Center	Plumbers & Pipe Fitters Local #104
Floor Coverers Local #2168	MA Millwrights Local #1121	Roofers & Slaters Local #248
International Union of Bricklayers & Allied Craftsmen Local # 1	New England Laborers Apprenticeship	Springfield Area Electricians Local #7
	Plasterers & Cement Masons Local #534	Western MA Carpenters Local #108
	Painters #35 Apprenticeship Training	

Below is a sampling of career opportunities for students successfully completing the Building/Property Maintenance program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Building Maintenance	Floor/Carpet Installer	Plasterer
Construction Laborer	Insulation Installer	Roofer
Drywall Installer & Lather	Landscaping/Grounds Maintenance	Sheetrock/Plasterer
Facilities Manager	Painter	Small Engine Repair Technician

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Building Inspector	Construction Foreman	Glazier
Building/Facilities Manager	Draftsperson	Interior/Exterior Designer
Contractor	Estimator	Maintenance Supervisor

Professional Careers - BS/MS Degree/Graduate Studies

Architectural Engineer	Design Engineer	Plant Engineer
Building /Facilities Superintendent	Environmental Engineer	Project Manager
Civil Engineer	Industrial Engineer	Structural Engineer
Construction Superintendent	Industrial Management	Real Estate Management

CARPENTRY

The Carpentry program is a Chapter 74 approved course of study offering a comprehensive competency based curriculum aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks–Construction Cluster– Carpentry. First year students focus in the classroom and shop on developing basic carpentry-related skills. Students begin by mastering basic carpentry competencies, such as ruler reading, workplace safety, and operation of both hand and power tools. Building site preparation includes transit set up, calculating grade elevations, properly situating the building and the construction of batter boards.

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.

Upon successful completion of the first-year curriculum students have the opportunity to study one of the following:

Off-campus projects: These projects range from partial or entire buildings to small renovations such as porches. This exposes students to all aspects of the building industry including compliance with building codes, city ordinances, OSHA regulations, scheduling with other sub-contractors and meeting deadlines, and contact with building inspectors.

Architectural Woodworking: Students will follow a course of study that incorporates the standards of the Architectural Woodworkers Institute (A.W.I.) as it relates to the commercial side of interior finish work. Related theory and hands-on training will expose students in areas of wood types, laminating, veneers, casework (cabinets), stair parts, moldings, and many other areas of millwork.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Safely operate and maintain tools and equipment
- Understand and utilize tools of measurements
- Understand terminology as it pertains to building codes and city ordinances

Program Benefits:

- OSHA General Industry 10 hours
- OSHA Construction, Safety and Health
- Exposure to all aspects of the construction industry
- Develop skills using hand and power tools in projects from small woodworking to fine cabinetry.

Looking toward the future:

The need for carpenters is expected to grow as construction activity increases in response to the demand for new housing, office buildings, retail space, and for the modernizing and expanding of schools and industrial plants. To become a skilled carpenter usually takes between 3 and 4 years of both on-the-job training and classroom instruction. Carpenters can experience periods of unemployment because of the short-term nature of many construction projects and winter slowdowns in construction activity in the Northeast. Carpenters with all-around

skills have better opportunities for steady work than those carpenters who can perform only a few, relatively simple, routine tasks. Carpenters may also be employed outside of the construction industry in a variety of fields including manufacturing, installation, and maintenance.

Students completing the Carpentry program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.

There are many post-secondary options available to students successfully completing the Carpentry program. Below is brief representation of post-secondary options:

American International College	Holyoke Community College	Pennsylvania College of Technology –
Berkshire Community College	Mount Wachusett Community College	School of Construction and Design
Fitchburg State University	Massachusetts Institute of Technology	University of Massachusetts
Franklin Institute	Northeastern University	Vermont Technical College
Greenfield Community College		Wentworth Institute of Technology
		Worcester Polytechnic Institute

Apprenticeships

Boston Carpenters Apprenticeship	MA Carpenters Training Center	Plasterers & Cement Masons Local #534
Floor Coverers Local #2168	MA Millwrights Local #1121	Roofers & Slaters Local #248
International Union of Bricklayers & Allied Craftsmen Local # 1	New England Laborers Apprenticeship	Western MA Carpenters Local #108

Below is a sampling of career opportunities for students successfully completing the Carpentry program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Apprentice	Framing Carpenter	Rough Carpenter
Cement Mason/Bricklayer	Finish Carpenter	Solar Energy System Installer
Cabinet Maker	General Carpenter	Siding Installer
Construction Laborer	Insulation Installer	Technical Sales
Drywall Installer & Lather	Lumber Sales	Tile Setter
Floor/Carpet Installer	Plasterer	Union Apprentice
	Roofer	

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Architectural Technology	Building Inspector	Glazier
Contractor	Draftsperson	Surveyor
Construction Foreman	Estimator	Interior/Exterior Designer

Professional Careers - BS/MS Degree/Graduate Studies

Architect	Design Engineer	Industrial Management
Architectural Engineer	Environmental Engineer	Real Estate Developer
Civil Engineer	Industrial Engineer	Structural Engineer

COSMETOLOGY

The Cosmetology program is a comprehensive competency-based Chapter 74 approved three-year program designed to develop skills used by cosmetologists. Students who wish to enter the program must do so by the start of their sophomore year. The Cosmetology program is certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Upon successful completion of the course, which includes the requirement of 1000 instructional hours, students are prepared to take the Board of Registration of Cosmetologists license exam using the curriculum standards set by the Board. All of the professionals in the field of Cosmetology work closely with the public and are regulated by the Commonwealth of Massachusetts Division of Professional Licensure Board of Registration of Cosmetologists. This Board also sets the curriculum requirements, which are aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Business and Consumer Services Cluster – Cosmetology, and regulates the schools which train candidates in these occupations. The Board protects the health and safety of the public by maintaining high standards for the industry.

Students in the Cosmetology program are introduced to career opportunities in the field of cosmetology which includes hair stylist, manicurist, skin care specialist, cosmetic chemist, and make-up artist. The curriculum, follows the guidelines set by the Board of Registration of Cosmetologists. Under the supervision of licensed instructors in a state-of-the-art equipped classroom/shop, students will learn techniques and skills necessary for success in the beauty industry along with the sciences of the profession including anatomy, physiology, and chemistry. The Level One student is exposed to the basic fundamentals of hairdressing. After 250 hours, Level Two students are able to perform hands-on, non-chemical services on clients. Chemicals are introduced to Level Three students after completing 400 hours. Qualified Level Four 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 as part of the Co-operated Education Program.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in shop and personal services environments
- Develop a knowledge of toxic reduction alternatives
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Determine client needs

Program Benefits:

- OSHA General Industry – 10 hours
- Commonwealth of Massachusetts Division of Professional Licensure Board of Registration of Cosmetologists license preparation

Looking toward the future:

Students completing the Cosmetology program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both. The Board of Registration offers additional licenses in the personal services industry.

Cosmetology/Personal Services is the art and science of improving beauty through care and treatment of the skin, hair, and nails. Once a student has completed the required 1000 instructional hours and has passed the Board of Registration of Cosmetologists license exam there are numerous career opportunities awaiting them. Employment can be found in independent salons, day spas, retail sales, health care centers, cruise lines, and the

entertainment industry. There are many options for post-secondary technical training leading toward additional licenses as well as pursuing majors in business management, marketing, and entrepreneurship.

There are many post-secondary options available for students successfully completing the Cosmetology program. Below is brief representation of post-secondary options:

Aesthetic Institute of Boston	Kay-Harvey Hairdressing Academy	Holyoke Community College
Elizabeth Grady	New England Centre for Cosmetology	Springfield College
Jolie Hair and Beauty Academy	New England Center for Esthetics	Westfield State University

Below is a sampling of career opportunities for successfully completing the Cosmetology program:

Entry level Jobs- High School Diploma – On-the-Job Training

Cosmetic/Product Retail Sales	Shampooer	Receptionist
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Skilled Jobs – License/ Technical/Community College/ Associates Degree or Certificate

Barber	Esthetician	Make-up Artist
Beauty Consultant	Electrologists	Manicurist/Pedicurists
Beauty Technologist/Somatologist	Hair Colorist	Manufacturer Representative
Competition Stylist	Hair Stylist	Platform Artist
Cosmetology Instructor	Laser Cosmetic Technician	State Board Examiner
Desairologist	Massage Therapist	State Board Inspector

Professional Careers - BS / MS Degree/Graduate Studies/ Additional Licenses

Artistic Director	Market Research/Consumer Research	Plastic Surgeon
Dermatologist	Journalism/Beauty Writer	Product Research and Development

CULINARY ARTS

The Culinary Arts program is a competency-based Chapter 74 approved program aligned with the Massachusetts Department of Education 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.

Students in the program receive instruction in the form of demonstration, lecture/interactive discussions, and hands-on experience. Students are assessed on industry standard competencies developed by the American Culinary Federation, the Federation of Dining Room Professionals, and the American Hotel & Lodging Association. While meeting these standards and accepting responsibility for time management, food quality, and customer service, students develop skills in baking, culinary techniques, menu planning, and food costs and hospitality management. Training in proper use and maintenance of equipment, culinary tools, sanitation, and proper storage and handling of food are all part of the curriculum. Students are prepared for the ServSafe® Certification with a National Restaurant Association's Educational Foundation training program certified instructor/proctor.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Understand, utilize and practice safety and sanitation procedures
- Develop teamwork, organizational, time management, and customer service skills
- Understand and utilize standardized measuring tools and conversions of measurements
- Develop industry standard culinary skills competencies
- Incorporate the use of industry standard technology and software

Program Benefits:

- National Restaurant Association ServSafe® Food Handler Certification
- National Restaurant Association Allergen Awareness Training
- Federation of Dining Room Professionals Apprentice Program Certification
- American Culinary Federation /ACF Educational Program Certificates of Achievement
- First Aid, AED, and CPR certification
- OSHA General Industry – 10 hours

Looking toward the future:

Students completing the Culinary Arts program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both. The Culinary Arts program has articulation agreements with Culinary Institute of America, Johnson & Wales University and Holyoke Community College.

Through the articulation agreement with Holyoke Community College (HCC) students have the opportunity to earn college credits in both the Hospitality Management and Food Service Management Programs. HCC recognizes that the Culinary program is an American Culinary Federation (ACF) accredited program therefore

graduates of the Culinary program holding ACF certified Culinarian status are not required to meet with the HCC culinary advisor before being awarded articulation credits for Culinary Foundations (CUL 100) and Baking Theory and Practice (CUL 110) and Sanitation and Safety (CUL111) provided the student has received the ServSafe® Certification. Students who have completed 225 hours of practical experience in a supervised setting concurrent with a weekly academic component and an average of 80 or higher have the opportunity to earn 3 credits for Cooperative Education in Hospitality Management (HCA 280).

Through the articulation agreement with The Culinary Institute of America, students who submit a National Restaurant Association Sanitation Certificate will be eligible for 1.5 credits in Food Safety (ServSafe). In addition, students who enroll at The Culinary Institute of America's Hyde Park campus within one year of high school graduation will be eligible for CIA's Articulation Grant of \$2,500.

Through the articulation agreement with Johnson & Wales, eligible students may benefit from an annual tuition scholarship, valued at \$2,500 and renewable for four years of study. The scholarship is available to high school graduates who achieved a GPA of 3.0 or better from an approved FAST program.

There are many post-secondary options available for students successfully completing the Culinary Arts program.

Below is brief representation of post-secondary options:

Berkshire Community College	Holyoke Community College	New England Culinary Institute
Branford Hall	Johnson & Wales University	University of Massachusetts - Isenberg
Culinary Institute of America	Atlantic Culinary Academy	School of Management

Below is a sampling of career opportunities for students successfully completing the Culinary Arts program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Assistant/ Line/Prep Cook	Food Expediter	Reservation Clerk
Bar Tender	Guest Service Agent	Sauté Cook
Dining Room Supervisor	Host/Hostess	Sous Chef
Dishwasher	Maitre'd	Waiter/Waitress

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Baker	Cruise Line Representative	Restaurant Manager
Banquet Manager	Dining Room Manager	Recreation Manager
Butcher	Event Planner	Reservation Manager
Caterer	Food Service Manager	Sales & Marketing Director
Chef	Purchaser	Sales Representative

Professional Careers - BS/MS Degree/Graduate Studies

Cruise Director	Food Photographer	Nutritionist
Dietitian	Food Stylist	Recipe Developer
Executive Chef	Food Writer	Recreation Director
Food & Beverage Director	Hotel/Restaurant Manager	Research Scientist
Food Chemist	Menu Developer	Trainer

EARLY EDUCATION AND CARE

Early Education and Care is a growing and ever-changing field that includes the care and teaching of children from birth through age 7. The Early Education and Care program is a Chapter 74 approved comprehensive competency based 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.

Students will be prepared to apply for the Department of Early Education and Care Teacher License upon successfully completing this program. This will include a minimum of 450 supervised hours working directly with young children. The Lower Pioneer Valley Early Learning Center is an onsite childcare facility that is the first multi-age early childhood classroom in Western Massachusetts. The Early Learning Center provides education and care for children ages 6 weeks through 6 years old, offering students the opportunity to obtain both a Preschool Teacher License as well as an Infant/Toddler Teacher License. Under the supervision of the High School Instructor, Early Learning Center Director and Lead Teacher, students will become familiar with the Commonwealth of Massachusetts Department of Early Education and Care Regulations for licensed programs. They will learn the importance of providing quality care and education to young children of various ages. In addition to learning about child development within their high school classroom, the students will gain hands-on experience in the state-of-the-art Early Learning Center, with professional role models to help them develop the skills necessary to be successful in the Early Education and Care field. Students will be guided through the process of planning and developing curriculum for young children, creating activities and implementing lesson plans with the children in the Early Learning Center. Students will become familiar with a variety of childcare programs. Some of these programs may include licensed family childcare homes, center-based childcare programs, and public-school programs. Students will be introduced to a variety of careers in childcare through field trips to various childcare facilities.

Course Objectives:

Using industry standards students will learn the following competencies:

- Knowledge of health and safety standards within the field
- Describe, at a fundamental level, how young children learn, what is taught, and how teachers work with children and their families
- Apply the guidance and discipline concepts applicable to young children's behavior
- Develop and implement age-appropriate curriculum for young children, fostering creativity, social-emotional development, language and literacy skills, self-help skills, and physical development
- Demonstrate an understanding of the partnerships with families and others that teachers must create in order to achieve the best results for the children in their classroom
- Use data to understand and guide development
- Ability to examine and assess the effects the physical environment and materials have on children in an early childhood education program
- Select goals, objectives, and types of observation needed in early childhood education
- Determine the scope and need for quality early childhood education
- Knowledge of the Massachusetts Quality Rating and Improvement System (QRIS), and its objectives

Program Benefits:

- Pediatric First Aid Certification
- Infant and Child CPR/AED Certification
- Hands-on training in onsite multi-age early childhood classroom
- Opportunity for offsite placement
- Massachusetts Department of Early Education and Care Infant/Toddler and Preschool Teacher Licensure preparation
- OSHA General Industry – 10 hours

Looking toward the future:

The need for childcare workers is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. Growth is expected because of increases in the number of children who require childcare and continued demand for preschool programs. Students completing the Early Education and Care program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both. The Massachusetts Department of Early Education and Care offers additional licenses in the field of early childhood.

The Early Education and Care program has an articulation agreement with Holyoke Community College. Students have the opportunity to earn college credit in the Early Childhood Introduction to Programs for Young Children (3 credits) if they meet the criteria as outlined in the agreement. The student must complete the program with a grade of B or better, demonstrate that they are eligible for HCC's English 101 by taking the Accuplacer® College placement Test, and achieve the required score on the section – Sentence Skills and Reading Comprehension.

Early educators learn to develop and implement curriculum that addresses children's developmental levels and needs. Through inclusive practices students will that respect the rights and abilities of each child, and create positive relationships with children and families. Employment can be found in a variety of types of licensed programs, as well as in private homes.

There are many post-secondary options available to students successfully completing the Early Education and Care program. Below is a brief representation of post-secondary options:

American International College	Elms College	Springfield Technical Community College
Bay Path College	Holyoke Community College	University of Massachusetts
Boston College	Lesley University	Westfield State University
Boston University	Springfield College	Wheelock College

Below is a sampling of career opportunities to students successfully completing the Early Education and Care program:

Entry Level Jobs – High School Diploma – On-the-Job Training

Assistant Teacher	Camp Counselor	Nanny/Au' pair
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Skilled Jobs – License/Technical/Community College/Associates Degree or Certificate

Family Childcare Provider	Paraprofessional	Program Director*
Infant Teacher/Lead Teacher*	Parent Educator	Program Administrator
Out of School Time Educator	Preschool Teacher/ Lead Teacher*	Toddler Teacher/Lead Teacher*

Professional Careers – BS/MS Degree/Graduate Studies/Additional Licenses

Child Life Specialist	Family/Child Advocate	Speech and Language Pathologist
Early Intervention Specialist	Public School Educator	Social Worker
	Special Education Teacher	

*Must be at least 21 years of age to obtain Lead Teacher and Director Certifications.

GRAPHICS AND VISUAL DESIGN

The Graphic and Visual Design program is a Chapter 74 approved, competency-based program certified by PrintED 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.

This program introduces students to theory and practical aspects of the design and commercial printing industry and allows students to explore and develop their artistic and technical skills through the creation and presentation of graphic and multi-media projects. Students are introduced to the Graphic and Visual Design field with an emphasis of design through production in a hands-on approach. Students gain competencies in traditional and computer-based layout, design, typesetting; copy preparation, composition and printing press operations. Students enhance their skills using software programs such as Adobe InDesign, Photoshop, and Illustrator. Students learn electronic plate making, 2-color press operations, finishing and binding, and paper cutting. Students maintain an electronic and presentation portfolio and will work on projects such as ads, logos, multi-page documents, four-color publications, posters, packaging, and photographing products to market. Students strengthen their skills in visual design by concept development, creating corporate identities, branding and packaging, as well as designing self-promos. Students will also learn to create animated GIF advertisements. In addition, students are exposed to digital photography, silk screening and sign-making technology.

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Create a portfolio
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Demonstrate customer service & sales skills and process method of sales transaction
- Use resources for research & problem solving
- Troubleshoot, diagnose, analyze, and present data related to the field

Program Benefits:

- OSHA General Industry -10 hours

Looking toward the future:

Everyone is exposed to the communications industry through newspapers, books, calendars, catalogs, and web pages. The industry continues to undergo technological changes as computers and technologies alter the manner in which work is performed. There is a demand for talented employees in the visual design field because of the rapidly expanding market for Web-based information and expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets. Visual designers with web site design and animation experience will especially be needed as demand for design projects increase for interactive media—Web sites, video games, cellular telephones, personal digital assistants (PDAs), along with new and emerging technology. Demand for visual designers also will increase as advertising firms create print and web marketing and promotional materials for a growing number of products and services. Students completing the Graphic and Visual Design program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.

The Graphic and Visual Design program has articulation agreements with Boston University's Center for Digital Imaging Arts, Holyoke Community College and Springfield Technical Community College.

Through the articulation agreement with Boston University's Center for Digital Imaging Arts students who graduate from the Graphic and Visual Design program with a B+ or better have the opportunity to receive a tuition credit of \$2,000.

Through the Holyoke Community College articulation agreement students have the opportunity to earn college credit in Introduction to Digital Fine Art Photography (ART 148) – 3 credits.

Through the Springfield Technical Community College articulation agreement students have the opportunity to earn college credit in: Digital Prepress (GRPH 122) - 3 credits, Typography (GRPH 125) - 3 credits, Graphic Communications (GRPH 131) - 3 credits, Introduction to Graphic Arts Computer (GRPH 145) - 3 credits, and Macintosh Operating Systems (GRPH 455) - 3 credits.

There are many post-secondary options available to students successfully completing the Graphic and Visual Design program. Below is a brief representation of post-secondary options:

Art Institute of Boston	Fitchburg State College	Rivier College
Bay Path College	Franklin Pierce College	Rhode Island College
Boston University's Center for	Gibbs College	Springfield College
Digital Imaging Arts	Holyoke Community College	Springfield Technical Community
College of Imagining Arts &	Lyndon State College	College
Sciences @ Rochester Institute of	Massachusetts College of Art	University of Massachusetts
Technology		Westfield State University

This is a sampling of career opportunities for students successfully completing the Graphic and Visual Design program:

Entry level Jobs - High School Diploma - On-the-Job Training

Bindery & Finishing Technician	Computer to Plate Operator	Sign Painter & Letterer
Compositor & Typesetter	Multimedia Artist	Signage Systems Technician
Graphic Designer	Photographer and Publishing	Silk Screen Printer
Jr. Web Designer	Pre-Media /Pre-Press Technician	Typographer
		Video Technician

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Commercial Artist	Electronic/Mechanical Technician	Marketer
Computer Graphics	Electronic Publisher	Offset Press Operator
Computer Illustrator	Estimator/Scheduler	Photo Repair/Color Corrector
Customer Service Representative	Graphic Designer	Plate Maker
Design and Layout Specialist	Graphic Illustrator	Print Production Artist
Desktop Publisher	Imaging Specialist	Print Production Manager
Display Artist/Manager	Layout Production Artist	Video Compositor
		Web Designer

Professional Careers - BA/MA Degree/Graduate Studies

2D and/or 3D Animator/Modeler	Art Director	Multi-Media Authoring
Account Executive	Commercial Artist	Production Artist
Advertising Agent	Digital Film Producer	Technical Illustrator
Agency Account Representative	Interactive Media Designer	Textile Designer
		Web Designer

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.

In addition to holding Chapter 74 approval, 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.

The following prerequisites, with documentation, must be in place by September 15 of each school year in order for the student to partake in the clinical component of this program:

- Provide documentation of a complete physical examination within the last 24 months
- Copy of all immunizations per DPH school-based standards
- Copy of current insurance card
- Hepatitis B inoculations, and an annual influenza vaccine
- Mantoux Test (tuberculosis) - to be administered by the school nurse
- CORI check (Criminal Offender Record Information) to be processed through the school's Human Resource Manager

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Prepare a resume, application letter, and demonstrate interview skills
- Knowledge of medical terminology
- Develop proper interpersonal communication (patient relations) and telephone techniques
- Determine patient needs
- Introduction of Anatomy & Physiology

Program Benefits:

- American Heart Association - BLS CPR/AED Certification
- American Heart Association – Heart Saver First Aid Certification
- Feeding Assistant Certification from the Department of Public Health
- Alzheimer's Care Provider Certification - Alzheimer's Association
- Transitional Care Certification - Massachusetts Council for Home Care Aid Services
- HHA (Home Health Aide) Certification – Massachusetts Council for Home Care Aid Services

- American Red Cross - CNA (Certified Nursing Assistant)
- OSHA – General Industry – 10 hours

Looking toward the future:

Healthcare is the largest industry in America. Opportunities are unlimited for those who wish to pursue a career in the Healthcare field. Students completing the Health Assisting program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both. The Health Assisting program has a state-wide articulation agreement with all Massachusetts community colleges for 3 credits in Medical Terminology. Depending on their transcript evaluation, students may be eligible for additional college credits:

Holyoke Community College eligible students who have a current MA Nurse Aide Certification (CNA), have completed a minimum of 147 clinical hours, and have a GPA of 80% or above have the opportunity to earn college credit in HTH 210 Field Experience (6 credits), HTH 114 Medical Terminology (3 credits)

NE Institute of Technology awards credit to our graduates in AHS 102 Introduction to Allied Health and may be eligible for additional credits in a number of their Allied Health Programs

There are many post-secondary options available for students successfully completing the Health Assisting program. Below is a brief representation of post-secondary options:

American International College	Fitchburg State University	Springfield College
Asnuntuck Community College	Greenfield Community College	Springfield Technical Community College
Bay Path College	Holyoke Community College	University of Massachusetts
Elms College	New England Institute of Technology	Westfield State University

Below is a sampling of career opportunities for students successfully completing the Health Assisting program:

Entry level Jobs - High School Diploma - On-the-Job Training

Dietary Aide	Nurse's Aide	Personal Care Attendant
Medical Receptionist	Orderly	Recreational/Activity Aide

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Clinical Lab Technician	Medical Assistant	Physical Therapy Assistant
Dental Assistant	Nuclear Medicine Technician	Respiratory Therapist
Dental Hygienist	Occupational Therapy Assistant	Surgical Technician
Electrocardiograph Technician	Paramedic	Ultrasound Technician
Emergency Medical Technician	Pharmacy Assistant	Veterinarian Assistant
Licensed Practical Nurse	Phlebotomist	

Professional Careers - BS/MS Degree/Graduate Studies

Anesthesiologist	Health Care Administrator	Physician's Assistant
Biomedical Engineer	Occupational Therapist	Physician/Surgeon
Chiropractor	Optometrist	Registered Nurse
Dentist	Pharmacist	Speech Pathologist/Audiologist
Dietician/Nutritionist	Physical Therapist	Veterinarian

INFORMATION SUPPORT SERVICES AND NETWORKING

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

The Information Support Services and Networking program utilizes the Cisco Networking Academy curriculum to provide students with a solid background in the field of data communications. Which includes network design, routing and switching, and network maintenance and operation. Some Topics include the OSI model, internetworking devices, IP addressing, LAN media and topologies, structured cabling, PC hardware and software, cable management techniques, and the use of test equipment. In addition, students develop the critical skills needed to succeed in a changing economy: math, science, problem-solving, reading, and writing. Additional, instruction and training are provided in the proper care, maintenance, and use of networking software, tools and equipment, as well as all local, state, and federal safety, building, and environmental codes and regulations.

The Cisco Networking curriculum delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training, and support all while preparing students for industry standard, as well as vendor-neutral certification exams. The program's curriculum gives students in-demand Internet technology skills for designing, building, and maintaining networks. Combining instructor-led, online education with hands-on laboratory exercises, the curriculum enables students to apply what they learn in class while working on actual networks.

Assignments and projects will require students to draw upon and develop their academic skills: language arts, science, and mathematics. The curriculum emphasizes hands-on work, both individually and as a member of a team. Theory and practice are combined in order to prepare individuals to be valued assets in the technically-oriented workplace.

Course Objectives

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Research and organize information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Demonstrate customer relationship skills
- Determine customers' needs and process technical work orders
- Use technology to seek diagnostic techniques and repair procedures, parts information and labor rate

Program Benefits:

Employers expect new computer professionals to be familiar with various computer software, hardware, and networking standards. Computer professionals must continually keep up to date with the development of new software and introduction of new hardware, usually through self-paced study guides or professional training programs. Students have the opportunity to earn certificates in the following areas:

CompTIA – IT Fundamentals
CompTIA - A+
Comp TIA Network+
OSHA General Industry 10 hours

TestOut Pro A+
TestOut ProNet+
TestOut Pro Security+

Looking toward the future:

The demand for talented employees in the Computer Support and Networking fields is continually growing at a rapid pace. With the convergence of communications, such as Voice-Over IP, along with continued advances in technology and electronic hand-held devices, support and wireless networking opportunities have been steadily increasing. Students completing the Information Support Services and Networking program will have the opportunity of securing gainful employment, and continuing formal studies at the post-secondary level, or pursuing a combination of both.

The Information Support Services and Networking program has articulation agreements with Holyoke Community College and Springfield Technical Community College.

Through the articulation agreement with Holyoke Community College students have the opportunity to earn college credit in the Computer Information Systems program if they meet the criteria as outlined in the agreement. The student must complete the program with a grade of B or higher and/or attain certain certifications such as the Comp TIA A+. Computer Concepts w/Applications (CSI111) – 4 credits, or in Computer Concepts (CSI- 101) - 3 credits.

Through the articulation agreement with Springfield Technical Community College Computer Systems Engineering Technology (CSET) program students successfully completing the Cisco Networking Academy have the opportunity to earn credits in the following: Intro to Computer Systems – CSE-110/CSE/110L - 3 credits, Cisco Intro to Networks - CSO 105/105L - 4 credits and Cisco Routing & Switching – CSO 155/155L - 4 credits. (*Course credits may be extended to any degree or certificate program offered by the Electronics Systems group.*)

Any student holding an active industry recognized certification, provided such certification is less than three years old, shall be granted the following course credits:

- Comp TIA A+ - Intro to Computer Systems CSE110/CSE/110L - 3 credits
- Comp TIA Linux+ - Linux Command Line & Shell Program CSE 150 – 3 credits
- CompTIA Security+ - Computer & Network Security CSE-150
- Cisco Certified Entry Level Networking Technician (CCENT) - Computer Networking & Security CSO 105/105L - 4 credits and Routing & Switching CSO 155/155L - 4 credits (8 credits total)
- Cisco Certified Networking Associate in Routing & Switching (CNNA R&S) - Computer Networking & Security - CSO 105/105L - 4 credits, Routing & Switching CSO 155/155L - 4 credits, Cisco Scaling Networks CSO-205/205L and Cisco Connecting Networks CSO-255/255L (16 total credits)

There are many post-secondary options available for students successfully completing the Information Support Services and Networking program. Below is brief representation of post-secondary options:

Bay Path College
Boston University
Brandeis University
Elms College

Holyoke Community College
Massachusetts Institute of Technology
Northeastern University
Springfield College

Tufts University
University of Connecticut
University of Massachusetts
Westfield State University

Below is a sampling of career opportunities for students successfully completing the Information Support Services and Networking program:

Entry Level Jobs – High School Diploma /On-the-Job-Training

Help Desk Technician
PC Technician

Network Support Technician
Network Cabling

Systems Support Technician
Applications Support Tech

Skilled Jobs – Technical/Community College/Associates Degree or Certifications

Help Desk Manager
Systems Security Specialist

Windows Server Administrator
Novell Netware Administrator

Linux Server Administrator
Website Development/Admin

Professional Careers – BA/MA Degree/Graduate Studies

Chief Information Officer
Computer Engineer

Developer/Programmer
Communications Engineer

Business Systems Analyst
Database Administrator

LANDSCAPING TECHNOLOGY/HORTICULTURE

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

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

Course Objectives:

Using industry standards students will learn the following competencies:

- Integrate academics through project-based learning
- Recognize career pathway opportunities
- Interact safely in a shop environment
- Incorporate the use of industry standard technology and software
- Read, understand, and communicate in the language of the field
- Organize and research information
- Develop a professional appearance, exemplary work ethic and superior communication skills
- Demonstrate customer service and sales skills and process method of sales transaction
- Use resources for research and problem solving
- Demonstrate teamwork, customer service and sales skills
- Safely operate and maintain tools and equipment
- Identify types of plants used in the industry
- Design, construct, and maintain landscapes
- Grow and care for greenhouse crops
- Prepare basic floriculture products

Program Benefits:

- OSHA General Industry 10 hours
- Future Farmers of America (FFA)
- TCIA Ground Crew Certification
- TCIA Chipper Safety Certification
- Massachusetts Pesticide Applicators Core License
- Massachusetts Hoisting License 2a/1c

Looking toward the future:

Take a look around you. Your environment is enhanced by maintained lawns and grounds, gardens, majestic trees, and natural settings. However, nature needs quite a bit of help to maintain and/or create beautiful settings and serene landscapes. The field of landscaping technology and horticulture goes far beyond the lawn mower. Landscapers perform a variety of tasks necessary to achieve a pleasant and functional environment. There is an increase in career opportunities for those in occupations that support the expanding interest in the quality of our global environment. Specialist in areas such as landscape architecture, forestry, agriculture, plant sciences, conservation, and natural resources are in high demand. They often work for or with Federal, state and local governments, extension programs, research facilities and colleges and universities.

The Landscaping Technology/Horticulture program has an articulation agreement with Springfield Technical Community College. Students who have completed the program with an 80 or better and have met the

admissions criteria at STCC have the opportunity to earn 3 credits each in Principles of Horticulture LAN100/100L and Plant Propagation LAN230/230L.

Students completing the Landscaping Technology/Horticulture program have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.

There are many post-secondary options available for students successfully completing the Landscaping Technology/Horticulture program. Below is brief representation of post-secondary options:

Anna Maria College	Mount Wachusett Community College	University of Mass. Stockbridge School
Green Mountain College	Springfield Technical	University of Maine
Hampshire College	Community College	University of Vermont
Johnson State College, VT	SUNY Cobelskill	University of New Hampshire
Lyndon State College, VT	SUNY Delhi College of Agriculture	University of Rhode Island
Massachusetts College of Liberal Arts	University of Connecticut	Vermont Technical College
Merrimack College	University of Massachusetts	Wentworth Institute of Technology
Mitchell College	College of Natural Resources	Westfield State University

Below is a sampling of career opportunities to students successfully completing the Landscaping Technology/Horticulture program:

Entry level Jobs - High School Diploma - On-the-Job Training/Apprenticeship

Christmas Tree Grader	Garden Center/ Nursery Laborer	Pest Control
Environmental Conservationist	Greenhouse Laborer	Quality Assurance Specialist
Florist	Landscaper/Groundskeeper	Weed Specialist

Skilled Jobs - Technical/Community College/Associates Degree or Certificate

Floral Designer	Greenskeeper	Nursery Operator
Garden Center Supervisor	Hydroponics Grower	Orchard Supervisor
Greenhouse Manager	Landscape Contractor	Quality Control Supervisor

Professional Careers - BS/MS Degree/Graduate Studies

Agriculturalist	Forester	Plant Pathologist
Agricultural/Food Scientist	Golf Course Superintendent	Plant Physiologist
Agronomist	Horticulturist	Plant Scientist
Arborist/Tree Surgeon	Landscape Architect	Plant Taxonomist
Botanist	Naturalist	Purchasing Manager
Dendrologist	Plant Cytologist	Sales Representative
Environmental Scientist/Hydrologist	Plant Ecologist	Turf Manager

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.

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.

CO-OP Seminar activities offered to the students include:

- Career awareness activities that help introduce students to the world of work, including research about Labor Market Information and to learn techniques to evaluate industries, organizations, and careers based on multiple sources of research and information
- Acquaint students to resources where job information can be accessed, including, but not limited to, classified ads, internet job sites, and One-Stop Career Centers
- Work readiness training and supports for job search
- Skill sets to enable students to complete job applications in a variety of formats and related employment documents (e.g. W-4)
- Skill sets to enable students to create professional cover letters, resumes, and portfolios in a variety of formats
- Apply job search skills to seek, evaluate, apply for, and accept employment
- Develop steps toward a successful interview with the understanding of the purpose of an interview and the meaning of "First Impressions"
- Interview preparation including review questions that are frequently asked at interviews, questions to be prepared for, and questions to ask
- Participate in a videotaped mock interview with an employer representative
- Job Shadowing experiences
- Guest speaker series in which employers describe their industry sector and occupations, and personal career paths
- Career and Job Fairs
- Structured work experiences through our CO-OP program which are offered for academic credit and reflected in students' transcripts

In order to be eligible for CO-OP students must meet the following requirements:

- Students must be presently enrolled in a program at LPV Career TEC and be considered "job ready" by the Instructor, Guidance Counselor and/or Placement Counselor
- Students are eligible for CO-OP in the first week of the third term of their second year
- Approval by the Principal/Director of Career TEC is also received for CO-OP placement
- Students must have demonstrated 90% minimum attendance
- Students must be passing all their subjects, including all academic courses, with a minimum grade of 80%. The position must be related to the student's area of study
- A minimum of 15 hours a week on-the-job is necessary for a CO-OP position

STUDENT AWARDS

Walter E. Quigley, Jr. Student of the Month Award

Each month LPV Career TEC recognizes individual students from each program and each session who have demonstrated some or all of the following:

- The ability to apply effectively the skills taught
- Exemplary behavior towards other students and staff
- An above average willingness to work and accept new work
- An outstanding attitude of cooperation
- Continued good attendance in the program
- A strong desire to contribute to the program and LPV Career TEC

Most Improved Student (from each shop)

An annual award, given by each shop, to the student who has progressed significantly during the year and has attained competence in his/her technical training area. A plaque will be given to the student at the end of the year.

Outstanding Vocational Student (from each shop)

An annual award, given by each shop, to the student (usually a senior) who has demonstrated exemplary competency in his/her area of study. In addition, this student would be pursuing post-secondary training, have secured a job, or otherwise, be actively seeking employment in his/her career path. A plaque and other appropriate recognition is given at the end of the year.

Walter E. Quigley Jr. Scholarship Award

An annual award given to a graduating senior who has had to overcome obstacles in order to achieve success in memory of a dedicated student from the Commercial and Advertising Art program (Design and Visual Communications program). Walter E. Quigley, Jr. was diagnosed with Duchane's Muscular Dystrophy early in life. Whatever skills he may have lacked due to his disability he made up for in other areas. He was always prompt with assignments; handing in projects before due dates, and detail-oriented regarding the who, what, where, and how of each assignment. Walter demonstrated leadership skills through his motivation, effort, and attitude. Walter never complained either about school or life in general. Walter shared his motto with those around him, ***"No time for negativity – life is too short"***. *Walter E. Quigley, Jr. Dec. 8, 1985 – May 19, 2005.*

MAVA/MVA

"Outstanding Vocational Technical Student Award"

This award recognizes those students whose scholastic and career/vocational-technical achievements have significantly contributed to their local school district and thus to the total career/vocational-technical education delivery system in the Commonwealth. Outstanding student nominees from each school will be honored at a statewide dinner in March/April. The following criteria will be considered:

- Student should be a senior who has been at LPV Career TEC for two or more years
- Maintained a B or better average (3.50)
- Attendance
- Recipient of other awards (e.g., student of the month, most improved, and/or student organization placements)
- Leadership qualities (school and other organizations, positions held, accomplishments)
- Career and technical competence
- Career and technical work-related experience
- Community involvement (e.g. civic, church organizations, etc.)

Walter J. Markham Award

The Massachusetts Association of Vocational Administrators and the Massachusetts Vocational Association have established a joint committee for the purpose of selecting the recipient of the annual award for an outstanding graduating senior student from a Chapter 74 approved program. The award is named in honor of Walter J. Markham, who served as Director of the Bureau for Vocational Education from 1954 until 1969 and as the first Associate Commissioner for Occupational Education from 1968 to 1970. A plaque and \$500 will be issued for the enhancement of employment opportunities through the purchase of tools, equipment, materials, or for the payment of education tuition/other educational costs. Unlike the MVA/MAVA Award this student will be competing with other students throughout the state. Consideration will include all of the above.

Bruce Skipton Scholarship

This annual award is given to a graduating student(s) to assist him/her in reaching their goals while pursuing post-secondary education or entering the workforce. Students demonstrating financial need, students in non-traditional career paths, and students who have overcome significant obstacles are encouraged to apply. This scholarship is made possible by donations from the Lower Pioneer Valley Career and Technical Education Center's staff in honor of Bruce Skipton, a retired Guidance Counselor from West Springfield High School who strongly believes in and continues to support career-vocational technical education.

STUDENT ORGANIZATIONS

Students who attend LPV Career and Technical Education Center have the opportunity to participate in student organizations that will augment their career/vocational technical educational experience. Through participation in student organizations aligned with career/vocational technical programs, students enhance their skill sets in teamwork, leadership, and citizenship. All of these organizations have college and alumni associations in which students can continue their affiliations. LPV Career TEC is proud to sponsor the following student organizations:

Business Professionals of America (BPA)

Business Professionals of America is a national student organization dedicated to providing opportunities for students to develop leadership, communication, and business skills. Students participate in leadership training programs and compete in events dealing with business communications, computer applications, information technology, business management, and financial management.

Future Farmers of America (FFA) – Landscaping Technology/Horticulture

FFA is a national career/vocational technical student organization for students studying in the agriculture cluster. Students in Landscaping Technology/Horticulture program sustain a school chapter and participate in a variety of competitions at the state level. Upon their return from the annual conference in March there is much anticipation regarding outcomes and medalists. FFA activities include officer training for local and state offices, leadership, and competitive career development events for all members at the local, state, regional, and national level, as well as community service.

Skills USA - Total Participation Plan School

Skills USA is a national student organization for students enrolled in technical, skilled, and service career/vocational technical programs including health occupations. LPV Career TEC Skills USA Chapter is proud to be a total participating school in which all students are eligible to participate in Skills USA programs and competitions. Activities include officer training for chapter and state officers, leadership and employability skills development conferences, local, district and state competitive events.

The major emphasis of Skills USA focuses on the development of essential employability, participative and attitude development skills as called for in the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Report. All LPV Career TEC programs utilize the Skills USA Professional Development Program (PDP). The PDP is aligned with the Massachusetts Vocational Technical Education Frameworks and the School to Work Opportunities Act.

SCANS 2000

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified five workplace competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance:

Resources – how to allocate time, money, materials, space, and staff

Interpersonal Skills – work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds

Information – acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information

Systems – understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems

Technology – select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment

Foundation Skills – competent workers in the high-performance workplace

Basic Skills – reading, writing, arithmetic, and mathematics, speaking and listening

Thinking Skills – the ability to learn, to reason, to think creatively, to make decisions, and to solve problems

Personal Qualities – individual responsibility, self-esteem and self-management, sociability, and integrity