The number you should know......

600,000

This is the number of DOLLARS saved from the annual rent budget as a result of continuous efforts to partner with school districts, repurpose owned space, and negotiate rent costs.

Other benefits include-

• Available funds for renovations to continuously provide quality instructional space

• Freed up space for new and expanding educational programs

• Increase in the availability of professional development space for use internally and by school districts to support professional development for the region

• An improved computer data center to provide greater redundancies, higher efficiencies, and a more robust hosting site for component school districts

Celebrating Success

BOCES Graduate Laura Vetrovec Used Her Education to Open Doors

If there’s one thing that Laura Vetrovec learned through her journey from ESBOCES student, to teacher, is that it’s important to be open to the opportunities that come your way. Laura admits that as a student in high school, she didn’t have a lot of focus when it came to her studies.

“"I didn’t know what I wanted to do, or where I wanted to go,” Laura said. “My mom said, ‘Why don’t you go to BOCES to be a nurse?’ So I said, ‘Sure! Why not?'”

Laura attended high school in Hauppauge and went to Bixhorn Technical Center (BTC) for the Nurse Assisting Program. She came back after graduation to complete the Licensed Practical Nursing (LPN) Program as an adult. After Laura finished the LPN Program, she went to work in New York City in a family health practice while attending school at the Fashion Institute of Technology (FIT).

Laura left FIT when she found that the fashion industry wasn’t for her. Instead, she put her focus into establishing her career as a nurse. Nursing became the foundation on which Laura was able to build her life. She worked in home care, doctors’ offices, and hospitals. Because LPNs are needed around the clock, Laura was able to be flexible with her schedule. When she started a family, she worked nights so she could stay home with the kids during the day. When she wanted to go back to school to become a registered nurse, Laura made her schedule revolve around her classes – and graduated while maintaining a full-time work schedule. “Nursing helped me take care of my family,” Laura said. “If I needed to, I could work nights or weekends. I always made nursing work for me. Because I was an LPN, I could go to school and work full time. I wouldn’t have been able to do it without it.” After 12 years as a nurse, Laura was looking for another way to use her education. She applied to work as a teacher at ESBOCES, and was hired as an adult nursing instructor at the Adult Education Center in Brentwood, where she is teaching students to find a career they love, just like she has.
Building a Future

New Adult Education Courses in Construction for Fall 2019

The construction industry on Long Island is booming. These new Adult Education courses are designed to help ESBOCES students get an edge in one of the largest industries on Long Island and nationwide. All of these courses have a curriculum approved by the National Center for Construction Education & Research (NCCER). Students who complete this course will receive a NCCER Certification that is accepted nationwide.

Construction Craft Laborer

Course Outline: While most people enter the construction field with little to no previous experience, this course offers our students an advantage by giving them experience in all materials used on a construction jobsite. From carpentry, to drywall and electricity, ESBOCES Adult Education students will get experience that allows them to walk onto a construction jobsite ready to get to work!

Post-Class Opportunities: Once completing this course, students are entered into a national registry of construction professionals. They will have the ability to start working on a jobsite without needing basic, on-the-job training, making them more desirable to companies for hire. They can also move onto the ESBOCES Site Supervisor course to continue learning about construction.

Site Supervisor

Course Outline: On a construction jobsite, the Site Supervisor schedules all facets of building construction. This person maintains the schedule from the laying of the foundation, to placing handles on cabinets, and everything in between. This course will teach students the differences in building materials, and how long each process of building a structure takes, so that they can properly set and maintain a schedule. They also will learn how to multitask during different parts of a project, and how to manage a team to ensure that a project is done on time.

Post-Class Opportunities: Students who complete this course can start supervising construction projects. They will be able to negotiate building schedules and manage a team of construction workers to oversee a project from start to finish. This unique course trains students in information that is usually learned on the job, allowing them to enter a booming industry without needing on-the-job training. Students who complete this course can continue onto the Construction Manager course to continue learning about the industry.

Construction Manager

Course Outline: The Construction Manager position is perfect for someone who has already gained experience in the construction industry, but would like to take on a role with more responsibility away from the jobsite. This management-focused class will teach students how to create estimates for construction jobs, quality assurance, and jobsite safety. This one year course is perfect for anyone who wants to get ahead in the construction industry, or could be perfect for companies to outsource their leadership pipeline.

Post-Class Opportunities: Students who complete this course will have the ability to manage construction projects and teams. The curriculum includes not only hard skills such as estimates and scheduling, but soft skills such as conflict resolution and interpersonal skills. This experience will allow graduates to manage their teams effectively, without needing on-the-job training.

$86,450

THE AVERAGE ANNUAL SALARY OF A SITE SUPERVISOR ON LONG ISLAND*

12%

THE PROJECTED RATE OF GROWTH FOR JOBS IN THE CONSTRUCTION INDUSTRY IN THE NEXT FIVE YEARS**

2nd

HOW CONSTRUCTION RANKS AMONG THE FASTEST GROWING INDUSTRIES ON LONG ISLAND***

*NYS Department of Labor, Occupational Wages, Updated first quarter 2018
**U.S. Department of Labor, Occupational Outlook Handbook, Last Updated April 2019
***Newsday, April 18, 2019
Creating Champions for Change

ESBOCES Empowers Students in State and Local Initiatives

Now is an exciting time for students to learn how they can make their voices heard in their communities. Around the globe, students are actively taking on this role as they advocate for causes for which they are passionate. We see this today as young people take part in national efforts around the globe. Here at ESBOCES, we are involving students in local and state-level civic initiatives to give them a firsthand experience to show them that it is truly possible for them to enact change and why every vote counts. Here are the advocacy and civic initiatives that they’ve been involved in:

Community Legislative Committee

Students are invited to attend Community Legislative Committee Meetings hosted by ESBOCES in the evenings once a month. This agency initiative, spearheaded by ESBOCES Board Trustee and Vice President William K. Miller, was launched in the fall of 2016 as a way for adults and students to work together to benefit their community and schools by learning about, and becoming involved in, the legislative process. Each month a local official or prominent community member is a featured guest speaker. Students are encouraged to ask questions and participate in discussions.

Longwood Legislative Breakfast

Sponsored by the Longwood CSD, ESBOCES, and the Suffolk Region PTA, this annual event provides an important forum for ESBOCES and school districts to ask Suffolk County lawmakers questions that are specific to education. About a dozen ESBOCES students attended and watched as other students and community members from across Long Island spoke directly to their state officials about issues that impact their districts, in a concerted effort to bring about change. Afterward, the students in attendance had the opportunity to partake in informal conversations with several legislators.
BOCES "Well" Day

Students from Islip Academic Center (IAC) accompanied by staff, represented ESBOCES at this statewide BOCES event that took place in the large stairwell space in the capitol’s legislative office building. Each of the 37 BOCES in attendance featured one of their most innovative programs. Our student and staff representatives had the opportunity to speak with legislators and the public to herald the benefits and success of the embedded Barbering Program and other career-based programs that are available to secondary students at IAC.

BOCES Advocacy Day

Along with ESBOCES staff volunteers, approximately 35 students travelled to the state’s capitol in Albany to make direct contact with legislators during scheduled appointments. The goal was to advocate for adequate funding for Long Island schools so that school districts are more able to access BOCES and Academy programs. Students spent months, prior to the event, becoming informed about the issues, engaging in research, and practicing asking knowledgeable questions. When meeting with legislators, students were encouraged to speak from their own experiences to officials concerning how their BOCES or Academy program has positively influenced their educational experience and success.

Long Island News Radio 103.9 FM- Spotlight on Long Island Schools

Students from the Academy at BTC were invited to record a regular Saturday morning radio segment hosted by Robert Vecchio, school board trustee of William Floyd UFSD, that highlights specific schools, students, and teachers on Long Island. In a thought-provoking interview, our students talked about the advocacy activities they have participated in and how their involvement in these initiatives have influenced their lives. They expressed their amazement that someone their age could easily become informed about public issues and have their voices heard by local officials. They also shared that their self-confidence has grown, they are developing leadership skills, and they now move out of their comfort zones more regularly.
Double Time

*Dual Enrollment Allows Academy Students to Earn College Credits while in High School*

Newly-implemented agreements with four New York State colleges (Buffalo, Farmingdale, Morrisville and Suffolk) make it possible for Academy students enrolled in certain CTE programs to simultaneously earn credits that count toward high school graduation requirements and future college degrees.

All courses are taught at the Academy by our college-approved teachers. Classes have the same curriculum and requirements as their college counterparts, and credits can be applied at the participating college or transferred to another university.*

These courses provide the same quality and quantity of credits as the courses offered on campus, but at a third of the cost. Courses may fulfill college degree requirements, be used as electives or prerequisites, and can allow students to graduate early or earn credits toward additional majors, minors, or concentrations.

**For more information, contact:**
Emily Puccio epuccio@esboces.org

<table>
<thead>
<tr>
<th>Academy Course</th>
<th>Participating College</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Animal Science</td>
<td>Morrisville State College</td>
<td>3 Credits</td>
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<tr>
<td>Auto Technology</td>
<td>Farmingdale State College</td>
<td>3 Credits</td>
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<tr>
<td>Certified Personal Trainer</td>
<td>Suffolk County Community College</td>
<td>3 Credits</td>
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<tr>
<td>Engineering</td>
<td>Farmingdale State College</td>
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<tr>
<td>Fashion Merchandising and Design</td>
<td>Buffalo State College</td>
<td>6 Credits</td>
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<tr>
<td>HVAC</td>
<td>Suffolk County Community College</td>
<td>3 Credits</td>
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<tr>
<td>TV Film Production</td>
<td>Suffolk County Community College</td>
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<thead>
<tr>
<th>College</th>
<th>Academy Cost as of Fall 2018</th>
<th>NYS College Full Price</th>
<th>Potential Savings</th>
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<tbody>
<tr>
<td>Buffalo State College</td>
<td>$250/course (two courses available)</td>
<td>$858/course</td>
<td>$608/course</td>
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<tr>
<td>Farmingdale State College</td>
<td>$150/3 credits</td>
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<td>Morrisville State College</td>
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<td>$723/3 credits</td>
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<td>Suffolk County Community College</td>
<td>$171/3 credits</td>
<td>$684/3 credits</td>
<td>$513/3 credits</td>
</tr>
</tbody>
</table>

*ESBOCES cannot guarantee credit acceptance outside of the colleges listed above since each college has its own credit transfer policy.
CTE Meets Next Gen Learning Standards Head on

Ongoing Review Procedures Keeps CTE Ready for the New Benchmarks

As SED wraps up the first phase of its three-part rollout of the Next Generation Learning Standards, school districts everywhere have been actively updating staff, attending professional development, and strategizing in-house. Because BOCES are not traditional districts, educators may not realize that the new criteria also impacts career and technical education as well. Here we explain why this change in academic standards affects CTE, what we are doing to ensure that students who attend our programs receive an education that meets these new standards, and how CTE is subject to additional scrutiny and state requirements.

Mandatory Recertification
All CTE programs require initial certification from NYSED and recertification every five years, keeping CTE curriculum in a continual state of progressive evolution. None of our programs are static, which is why this realignment to new standards is part of ongoing work we engage in each year.

CTE Always Aligned with State Standards
Career and Technical Education isn’t exempt from the current transition to the new learning standards. All of our programs are embedded with content-rich curriculum to deliver not only math, ELA, science, and career and financial management credits, but, depending upon the program, health, art, and government as well. For example, many programs require in-depth research papers that meet ELA standards; the arithmetic involved in the building trades, Automotive, and Culinary Arts satisfies math standards; and the curriculum for the many health science programs, Audio Production, and Aviation fulfills science credit requirements. Complete information about opportunities for students to earn academic credits in each CTE program can be found in the Course Offerings Catalog available at academyli.org/CourseOfferings1920.

Internal and External Review Processes
ESBOCES staffs four academic integration specialists—two English teachers, one math, and another for science. They review content, curriculum maps, learning outcomes, objectives, and crosswalk our programs with state standards. We do so to not only demonstrate that each program meets the Career Development and Occupational Studies (CDOS) standards and instructional requirements to be a certified CTE program, but also to articulate the embedded content area learning that takes places within each program. This allows our programs to offer academic credits and help students to meet graduation requirements. Our academic teachers also work with all CTE teachers to develop curricula and create academic integration charts for the appropriate content areas. All CTE courses of study, no matter the program, are reviewed by industry professionals and by independent academic teachers. Additionally, we have a curriculum teacher whose role is split between offering instructional technology solutions and delivering professional development to our CTE teachers.

Why Earn Mandatory Credits through CTE?
Ultimately, it is up to each school district to decide if it will accept credits students earn toward graduation through CTE. Since all students travel to get to us, some may not have the physical time to schedule required courses in their home districts. CTE might be the solution that allows them to attend our programs and graduate on time. For those students who struggle in a traditional academic environment, CTE may present them with an alternate path to graduation. No matter a student’s unique situation, CTE will provide preparation for the workplace while offering meaningful, relevant, standards-based instruction in both the desired professional path and academics.
On July 1, 2019, Eastern Suffolk BOCES will celebrate a milestone. Twenty-five years ago, Suffolk BOCES 1 and Suffolk BOCES 2 merged to become Eastern Suffolk BOCES. The merger brought together the two entities to form what is arguably the most complex Board of Cooperative Educational Services that now exists. With action-oriented people, forward thinking, and a commitment to excellence, the agency has provided quality, innovative programs and services to a generation of children and adults.

Please join us in commemorating our 25th Anniversary!