



Eastern Suffolk
BOCES

A Briefing Book on Grants and
Specially-Funded Programs at
Eastern Suffolk BOCES

2017
2018

Compiled as of June 2018 by the Eastern Suffolk
BOCES Office of Planning and Program Improvement
and the Department of Business Services.



Educational Services That Transform Lives

OVERVIEW

Grants and specially-funded programs are most often developed, supervised, and programmatically managed at the department or divisional level within Eastern Suffolk BOCES. Primary responsibility for the daily implementation of project activities rests with the project supervisor who acts under the direction of the Administrative Council and/or Cabinet member of the department and/or division in which the grant is seated.

The Department of Business Services provides fiscal oversight and support to supervisors of grants and specially-funded projects. Ongoing fiscal monitoring of grant projects, as well as preparation of interim and final financial reports, is the responsibility of the Specially-Aided Department through the supervision of the agency's Director of Business Services and with general direction of the Associate Superintendent for Management Services. Over 33 million dollars of specially funded projects were facilitated in the 2017-18 school year.

The Grants Management office, within Business Services, facilitated approximately sixteen million dollars for program administrators as they developed applications for grants and specially-funded projects. The Grants Management Office assures timely flow of paperwork (RFP's, applications, amendments and approvals) through Business Services, to appropriate administrative staff for processing. As such, it acts as a liaison between the various offices involved in grant funded programs within the agency and with county, state, and federal agencies, as necessary. In addition, the Grants Management Office serves as a central repository for programmatic grant records (RFP's, applications, approvals, and programmatic reports, excluding financial records, which are maintained in the Department of Business Services).

The department reviews all grant activity in the agency and prepares reports on funded programs for inclusion in the Board agenda. In order to optimize funding from non-district sources, the office seeks out and provides information to Administrative Council members and professional staff about upcoming funding opportunities consistent with agency programs and initiatives. When requested by the Central Administration, the office may prepare, or provide support to other staff who prepare applications responding to Requests for Proposals which further agency goals. The Grants Management Office also updated the Grant Management webpage with new funding opportunities as they are released.

The following pages summarize the major grants and specially-funded projects which operated during the 2017-18 school year. This Briefing Book is released following the close of the fiscal reporting period. Organized by project leader, information about each project's goals, activities, outcomes and budget is described. A projection is provided concerning program continuation in the 2018-2019 school year.

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CareerMap Long Island**Supervised by: Leah Arnold, Director of Career Tech & Adult Programs****Project # N/A****7/1/17 – 6/30/18****CoSer: F827****\$18,000**

Name of Funder: Long Island Community Foundation (LICF)

Project Description:

To align regional facilities, resources, and programs to effectively prepare a skilled workforce for jobs.

Highlights of 2017-18:**Activities/Outcomes:**

This grant supported the development of a website and career pathways in sixteen career clusters that integrates educational opportunities, employment options, training programs, and recommendations for access, implementation at the K-12 level and advancement, and promotional points.

Total Budget Funds Awarded for the 2017-2018 Fiscal Year: \$18,000

Projections of Major Actions for 2018-2019:

The grant ended in June of 2018. Other providers may be identified to continue the work.

Creative Classroom Collaboratives Creativity**Competance and Confidence Creative C³ Squared**

Supervised by: Loretta Corbisiero, Administrative Coordinator

Project # USDOE U351D140037

10/1/17 - 9/30/18

CoSer: F924

\$759,482

Name of Funder: *United States Department of Education***Project Description:**

Working in partnership with teaching artists, cultural organizations, and Metis Associates evaluators, ESBOCES is bringing performances, museum experiences and residencies to Grades 4 and 5 students, classroom teachers, and specialty teachers in the Patchogue-Medford and South Huntington school districts. In addition to cultural experiences, participating teachers and teaching artists are collaborating to create and execute student-focused projects that integrate 21st century learning through the arts. Students are learning to dance, sing, act, write and develop artwork. They are expanding on their own critical thinking and interpretive abilities, utilizing skills that are transferable to all subject areas. These projects are linked to the New York State Common Core Learning Standards as well as National Learning Standards.

During the 4-year project, participating educators are given collaborative planning time to practice and model collaborative instructional strategies (i.e., lesson planning and co-teaching) as well as reflect on and adjust instructional approaches over time. Multiple Peer-to-Peer professional development sessions as well as annual Summer Institutes offer these teachers an opportunity to acquire the knowledge, tools, materials, and experience to teach arts-integrated lessons as well as learn how to assess educational programs delivered by cultural institutions. The project is also giving local cultural organizations and teaching artists the tools—i.e., an understanding of the Common Core State Standards, 21st century skills, and potential educational programming—to connect and develop partnerships with the participating schools.

As the (C3) SQUARED project develops, a web-based "toolkit" comprised of model lessons, assessment tools and protocols, images, and video clips will be publicly accessible via the (C3) SQUARED website. ESBOCES will share the tools for teaching and learning throughout the New York State and national education communities.

The project team will disseminate project information and findings through conferences, articles, community of practice and the Creative C3 website.

Highlights of 2017-18:**Activities/Outcomes:**

- Attendance of Project Director at the International Performing Arts for Youth Conference in January 2018
- Development and approval of evaluation measurements for teacher surveys, student and teacher rubrics, student and teacher performance assessments
- Facilitated two sets (one for 4th grade and one for 5th grade) of Peer-to-Peer Professional

Development days (October 5 & 6, 2017 & January 29 & 30, 2018) with treatment schools' classroom and specialty teachers and teaching artists to:

- Create units of instruction that align with classroom curriculum and scheduled arts performances
- Complete teacher and student measurement rubrics
- Review Arts Integration, National Arts standards, and 21st century skills, philosophies, and strategies
- Reflect on each of the units and student experiences and present through through technology resources
- Plan with classroom and specialty teachers and teaching artists for collaborative curriculum units for each of the two teaching artist residences and performances
- Final Peer 2 Peer meeting were conducted May 21 & 22, 2018 at the Patchogue Arts Council, Patchogue Theater, and Patchogue Library to explore the arts in a community that has been revitalized through the arts
- Project Director and one teaching artist presented project goals and findings to ESBOCES Board of Education on November 15, 2017
- Project Director, Assistant Superintendent of South Huntington UFSD, and evaluator attended the November 16 & 17, 2017 US Department of Education Arts-in-Education conference in Washington, D.C.
- Presented C3 teaching artists through hands on demonstration at ESBOCES PTA March 14, 2018
- Project Director attended Museum Association of NY Conference April 8-10, 2018 in Rochester, New York
- Project Director and Curriculum Coordinator presented findings at the Arts-in-Education partnership annual convention from September 12 – 13, 2018 in Indianapolis, Indiana
- Highlighted project goals and strategies at the Eastern Suffolk BOCES District Coordinators meeting on October 3, 2018
- Highlighted project goals and strategies at the Eastern Suffolk BOCES Artist to Artist exchange on October 10, 2018
- Conducted 21 in-class observations of teaching artist residency sessions (10/1/16 – 5/15/18)
- A Summer Institute was conducted on June 26 and 27, 2018 at the Watermill Center to teach and share current educational practice with teaching artists and cultural partners so they can work more effectively in the schools and continue the practice of arts integration
- Project Director lead discussions through the US Department of Education's Community of Practice forum for the Arts-in-Education Model Development and Dissemination (AEMDD) grantees nationwide
- Administered staff surveys, teacher rubrics, and student rubrics through online survey system
- Obtained IRB continuation approval which included updated evaluation measurements for staff, students, and teachers
- Reviewed teacher surveys and rubrics
- Reviewed student rubrics
- Ongoing meetings and communication with districts' Central Office and building administrators

- Ongoing dissemination and information sharing through website, experiences, teaching tools, resources, and blog
- Observations of Teaching Artist residency sessions with Communities of Practice with ability to respond
- Focus group surveys conducted by evaluators
- Use of Chromebooks to interact with each other on Google drive as well as to upload unit plans and supporting documentation
- Real-time sharing of documents and activities through shared Google Drive between teachers, schools, and districts, enhancing teachers and teaching artists future planning
- Reformatted website with ADA accessibility and a fully engaging resource tool for the project, to include cultural partner information, evaluation results as well as planning resources and project information
- Developed mobile friendly version of website
- Reflections from teachers on Teaching Artist Residencies through Power Point PechaKucha (presentation style in which 20 slides are shown for 20 seconds each – 6 minutes and 40 seconds in total).
- Disseminated (teaching artists) project results through discipline-specific (Visual Art, Music, Theater, Performance, Dance, Literacy) networking events locally and internationally
- Attended (students) various performances/cultural arts venues; *Long Island Museum, Heckscher Art Museum, National Acrobats of China at the Tilles Center, Sticks & Stones, Dancing Classrooms, “Art of Circus” at the Van Nostrand Theater, “Retumba” at the Tilles Center, and “I Have a Dream” at the Westhampton Beach Performing Arts Center*
- Conducted “Arts Integration Opens Minds” Professional Development workshop at the Watermill Center on June 26 & 27, 2018

Total Budget Funds for the 2017-18 Fiscal Year: \$759,482
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Projections of Major Actions for 2018-19

- US Department of Education – Arts-in-Education Model Development and Dissemination (AEMDD), no-cost continuation awarded through June 30, 2019
- Arts Integration Specialist is disseminating results and practices of the project to districts
- Continue to update website as a fully engaging resource tool for the project, to include cultural partner information, evaluation results as well as planning resources and project information
- Conduct a 3 day summer institute at the end of June, for classroom teachers, special area teachers, administrators, teaching artist, and cultural partners
- Publish project information and highlights through professional arts organizations
- Present at multiple conferences to disseminate results and practices of the project
- Project Director will continue to lead discussions through the US Department of Education’s Community of Practice forum for the Arts-in-Education Model Development and Dissemination (AEMDD) grantees nation

Jail Education Program**Supervised by: Robert F. Dembia, Administrative Coordinator**
7/1/17 – 6/30/18

CoSer: F971

\$1,676,709**Name of Funder:** *New York State Education Department***Project Description:**

The Jail Education Program provides educational services to minors in the Riverhead and Yaphank Correctional Facilities, for a minimum of 15 hours per week, to prepare students for TASC™ or Regents testing. Also available are Tutoring, Remedial Education, English as a Second Language (ESL), Career and Technical Education, and Career/Life Planning and Anger Management.

The program also provides Adult Literacy education for individuals 21 years of age and older who do not have a high school diploma and are Limited English Proficient (LEP). This includes Adult Secondary Education (ASE), TASC™ preparation, ESL and Career/Life Planning.

The Jail Education Program includes but is not limited to:

- The In-Jail Adult Education services: Adult Secondary Education (ASE)/TASC™, English as a Second Language, Career and Technical Training, and Career/Life Planning. These services are provided for a minimum of six hours per week for persons 21 years of age or older.
- The services provided by the Incarcerated Youth Program include: Remedial Education, High School Equivalency, Economics, Health/Physical Education, ESL, Career/Life Skills Training as well as Career Planning. These services are provided for a minimum of 15 hours per week for persons below the age of 21.
- We provide transitional counseling services for exiting incarcerated youth.
- Eastern Suffolk BOCES continues to enhance partnership collaboration in order to provide individualized support to youth transitioning out of the correctional facilities.

Highlights of 2017-18**Activities/Outcomes:**

- Re-ROUT (**R**ecently **R**eleased **O**ffenders **U**nder **T**raining) consists of a collection of integrated education and counseling programs designed to facilitate the successful re-entry of ex-offenders into society. Re-ROUT strives to reduce the recidivism rate of criminal offenders who have completed a period of incarceration and/or probation in Suffolk County. Upon release from the correctional facility and/or probation obligations, the ex-offender is invited to report to the Re-ROUT office or meet at a centralized location. At that time, the ex-offender is introduced to the Re-ROUT "outside" counseling staff. In the weeks that follow, this staff provides the needed services, referrals and support to aid their client's reintegration into society.

Total Budget Funds for the 2017-2018 Fiscal Year: \$1,676,709

Projections of Major Actions for 2018-19:

- Infuse project-based learning activities in current curriculum.
- Incorporate the social learning, emotional intelligence, and social skills curriculum of restorative justice into the program.
- Enhance transition services through collaborative initiatives with county juvenile justice partners and community representatives.
- Continue to incorporate the Cognitive Behavior Intervention (CBI) program, offender workforce development specialist and Thinking 4 Change training into the Jail Education and Alternative to Incarceration programs.

Employment Preparation Education (EPE)
Supervised by Barbara Egloff, Divisional Administrator
7/1/17 – 6/30/18

CoSer: F984

\$2,570,815

Name of Funder: *New York State Education Department*

Project Description:

The Employment Preparation Education program provides services that infuse competency skills that lead to employment to adults throughout the Eastern Suffolk region. The program generated EPE aid in the following areas: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English for Speakers of Other Languages (ESOL).

Highlights of 2017-18:

Activities/Outcomes:

- Approximately 1,938 adults were provided services.
- Professional development workshops aligned with the new TASC™ exam and CUNY Common Core standards were provided.
- Development services strategies for students to align with performance measures.
- Provided student workshops to link academic instruction and post-secondary education.

Total Budget Funds for the 2017-2018 Fiscal Year: \$2,570,815

Projections of Major Actions for 2018-19:

- Enhance integration of industry resources and community members to support and to enrich curricula.
- Increase follow-up outreach that includes opportunities for former students to participate in alumni social events and Employment Resource Center workshops.
- Continue to enhance student use of technology inside and outside the classroom.
- Infuse holistic strategies that address individual student needs.

Supported Employment (ACCESS/VR)

Supervised by: Barbara Egloff, Program Administrator

Project # C011352

10/1/17 – 9/30/18

CoSer: F921

\$57,406

Name of Funder: *New York State Education Department, Office of Adult Career and Continuing Education Services/Vocational Rehabilitation (ACCES/VR)*

Project Description:

Supported Employment is paid competitive work that offers ongoing support services in integrated settings for individuals with the most significant disabilities. Supported Employment is intended for individuals whom competitive employment has not traditionally occurred or has been interrupted or intermittent as a result of a most significant disability and who also need ongoing support in order to maintain their employment. The employment outcome is obtained by providing intensive services and is maintained through the provision of extended services. The level of participation may be full or part-time based upon the interests and abilities of the individual.

The project provides funding for intensive job coaching services to students with significant disabilities within the last year prior to graduating or aging-out of the public school system. Job coaching support is the central element to Supported Employment, which provides the necessary support for individuals with significant disabilities to succeed competitive community based employment.

Highlights of 2017-18**Activities/Outcomes:**

Intensive Supported Employment Services have been provided to seven new referrals. All referrals were accepted and four have been successfully placed. Additionally Tiered Placement Services have been provided to individuals as referred by ACCES-VR. Four placement referrals were received. Two referrals were accepted and one has been successfully placed in an industry specific opportunity.

Total Budget Funds for the 2017-2018 Fiscal Year: \$57,406

Projections of Major Actions for 2018-19:

- Continue to assist consumers to find and maintain employment in integrated employment opportunities earning a living wage
- Stabilize all consumers within the expected timeframe
- Continue to explore and develop strategies to ensure our day-to-day practices are maximizing efficiency and are cost effective

- Continue to consistently review current practices and keep abreast of new initiatives and procedures to ensure that we continue to improve the quality and timeliness of our services
- Continue to allow for staff participation in statewide training initiatives to enhance the skill level of staff and provide for job specific professional development opportunities
- Continue to expand upon professional relationships within the vocational rehabilitation community to promote the objectives of the program
- Expand upon services available to referred individuals through the new contract enhancements

WIA Title II Literacy Zone Riverhead**Project# 2338-18-3052**

Supervised by Barbara Egloff, Divisional Administrator

7/1/17 – 6/30/18

CoSer: F917

\$100,000.00

Name of Funder: *New York State Education Department***Project Description:**

The purpose of the WIA Title II Adult Education and Literacy Zone is to close the achievement gap in communities of concentrated poverty and high concentrations of families and individuals with limited literacy or English language proficiency. Literacy Zone is intended to provide a holistic, systematic focus to help participants create a pathway out of poverty.

Highlights of 2017-18**Activities/Outcomes:**

Courses are scheduled during the day and evening to allow us to serve the greatest number of students. The program is designed to help break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need. This program provides literacy services to both parents and children supporting their relationship to ensure child success. The objectives of the program are to engage parents and children in reading, discussing, and participating in reading-related activities together, as well as to emphasize parent education by providing explicit instruction in effective ways to read and interact with children during reading.

Total Budget Funds for the 2017-2018 Fiscal Year: \$100,000.00**Projections of Major Actions for 2018-19:**

- Assist in creating and supporting organizational processes to practice development and effective collaboration with key partners.
- Design implementation and sustainability arrangements that benefit all participants and meets one or more of the Literacy Zone Participant Outcome categories.
- Create a network that ensures non-duplication of services.
- Share and utilize resources in an effective way.
- Provide workshops that focus on our unemployed and under-employed individuals and offer them a pathway to connect them to college and/or a career.

Workforce Investment Act (WIA Title II Adult Education)

Supervised by: Barbara Egloff, Divisional Administrator

Project # 2338-18-2035

7/1/17– 6/30/18

CoSer: F918

\$626,294

Name of Funder: *New York State Education Department***Project Description:**

The purpose of WIA Title II is to provide workforce investment activities utilizing state and local workforce development systems that lead to industry-recognized credentials and increase employment and economic self-sufficiency of students enrolled in our Adult Literacy program.

Highlights of 2017-18**Activities/Outcomes:**

- Developed service strategies for each student that are directly linked to performance measures and that identify career pathways, goals and objectives.
- Provided activities and workshops that lead to the attainment of recognized credentials, as well as a strong link between academic instruction and career and technical education.
- Provided unpaid work experience training, occupational skills training and supportive services.
- Provided professional development opportunities through the CUNY system.
- Expanded work experience curriculum and infused onsite and offsite training opportunities.
- Updated career based curriculum to correlate with new CUNY Common Core standards.
- Continued to provide workshops that lead to industry-recognized credentials.
- Enhanced work experience opportunities to align with student/individual career plans.

Total Budget Funds for the 2017-2018 Year: \$626,294**Projections of Major Actions for 2018-19:**

- Incorporate CUNY professional development workshops at each literacy site.
- Utilize a network of resources to establish goals for students to increase employment opportunities.
- Integrate academic and career training to enhance student performance and assist students to reach their career goals.
- Maintain and improve outreach efforts with case managers and local employers.
- Focus on the emerging, transitional, and incumbent workforce.
- Incorporate collegial circles between CTE instructors and literacy teachers as it pertains to the CUNY CareerKits and curriculum development.
- Integrate career pathway curriculum and include industry-recognized credentials according to career interests of students.

Workforce Investment Act (WIA Civics)
Supervised by: Barbara Egloff, Divisional Administrator
Project# 0040-18-2020
7/1/17 - 6/30/18

CoSer: F930

\$250,000

Name of Funder: *New York State Education Department*

Project Description:

The Adult Literacy program provides an integrated literacy and civics program to adult students with limited English proficiency. This program incorporates instruction regarding the rights and responsibilities of citizenship and civic participation.

Highlights of 2017-18:

Activities/Outcomes:

- Continued to implement standardized curriculum that infuses knowledge and skills that will lead to increased ability to obtain and retain employment.
- Enhanced career-related programs provided by our business and community partners to take place monthly. Partner participation includes but is not limited to: Suffolk County Health Department, Suffolk County Police Department, Cornell Cooperative Program, library services, career exploration, and instruction in the following areas: Enhanced community learning experiences to infuse additional social awareness activities to assist students to develop essential skills that are needed to break the power of poverty by enhancing the educational, community and work place opportunities.
- Educational software and computers were updated to enhance the learning experience of students and improve computerized test taking skills.

Total Budget Funds for the 2017-2018 year: \$250,000

Projections of Major Actions for 2018-19:

- Maintain and improve outreach efforts with case managers and local employers.
- Focus on the emerging, transitional, and incumbent workforce.
- Integrate NYSED CUNY CareerKits into the academic program to improve College and Career Readiness for this vulnerable population.
- Target four different career pathways that are aligned with the Workforce Development Board Local Plan as identified as high-wage, high-growth jobs. The four pathways include: health occupations, construction trades, hospitality, and business.
- Infuse work-based learning opportunities by partnering with local nursing homes, assisted-living facilities and our Eastern Suffolk BOCES Operations and Management Department and community organizations.
- Enhance technology and digital literacy to align with the International Society for Technology and Education standards (ISTE).
- Coordinate programs and services with other providers within the local communities in which students live.

Regional Special Education-Technical Assistance Support Center (RSE-TASC)

Part 1

Supervised by: Vincent Leone, Program Administrator

Project # C012168

7/1/17 – 6/30/18

CoSer: F942

\$2,473,198

Name of Funder: Office of Special Education – Federal through State Funding

Project Description:

The RSE-TASC works in partnership with the Office of Special Education’s (OSE) Special Education Quality Assurance (SEQA) offices, and other OSE and New York State Education Department (NYSED) supported initiatives to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities. The primary recipients of these services will be those school districts determined by the OSE to be “Needs Assistance”, “Needs Intervention”, or “Needs Substantial Intervention” under the Individuals with Disabilities Education Act (IDEA) in order to (a) improve outcomes for students with disabilities and (b) to meet the state’s targets for improvement as identified in the State Performance Plan (SPP). Non-identified districts are however invited to participate in all regional training opportunities as well.

Highlights of 2017-18

Activities/Outcomes:

- Participated in the development of the 2017-2018 RSE-TASC Regional Work Plan;
- Developed a comprehensive regional calendar of technical assistance workshops for Nassau and Suffolk district/school personnel and families based on vital aspects of special education regulations and law as identified by the Office of Special Education (OSE) and further based upon the Long Island RSE-TASC’s regional planning process
- Provided intensive local training to districts across Long Island, targeting those districts with an evidenced-based need to improve outcomes for students with disabilities, including Coordinated Intervention Districts (CIDs), Focused Intervention Districts (FIDs), Proactive Intervention Districts (PIDs), and districts determined by the OSE to be “Needs Assistance”, “Needs Intervention”, or “Needs Substantial Intervention” under the Individual with Disabilities Education Act (IDEA) in order to (a) improve outcomes for students with disabilities and (b) to meet the State’s targets for improvement as identified in the State Performance Plan (SPP)

Total Budget Funds for the 2017-2018 Fiscal Year: \$2,473,198

Projections of Major Actions for 2018-19:

- Provide professional development and technical assistance to public and private school personnel related to special education, consistent with Federal and State law, regulations and policy

- Promote and support all NYSED/OSE initiatives upon request through the provision of assistance in the coordination of regional training and public meetings and distribution of information to parents and school districts
- Develop, advertise and conduct regional trainings on topics identified by the OSE and to address the needs identified in the RSE-TASC region as determined through the regional planning process. Multiple sessions may be scheduled across the RSE-TASC region depending on the needs identified
- Provide training and technical assistance to groups of districts that have completed or will be engaging in a self-review monitoring process required by specific indicators of the SPP (i.e. transition planning, suspension and disproportionality). Regional Specialists may also work with groups of districts to prepare them for the self-review process; and provide technical assistance to groups of districts with common issues as determined by the self-review process
- Collaborate with the Office of Special Education funded parent centers to provide information to parents on the transition process
- Participate in OSE directed professional development, statewide meetings as required by the OSE, and as necessary to enhance and maintain knowledge and skills in research-based instructional practices and research-based school improvement activities
- Participate in workgroups as established by the OSE, including workgroups to develop, review and revise Quality Indicator Review and Resources Guides
- Collaborate with the Long Island Early Childhood Direction Center (ECDC) to coordinate behavioral intervention and support services to pre-school settings across Long Island
- Collaborate with the Regional Vocational Rehabilitation – Community Employment Specialists (RVR-CES) supervised through the SED offices of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCESS-VR) to coordinate transition related supports to students and former students with disabilities up to the age of 21
- Provide reports of work accountability in the time periods and format required of the OSE

Regional Special Education-Technical Assistance Support Center**RSE-TASC Part II Budget-SEGIS**

Supervised by: Vincent Leone , Administrative Coordinator

Project # C012178

7/1/17 – 6/30/18

CoSer: F964

\$771,392

Name of Funder: Office of Special Education – Federal through State Funding**Project Description:**

The RSE-TASC works in partnership with the Office of Special Education’s (OSE) Special Education Quality Assurance (SEQA) offices, and other OSE and New York State Education Department (NYSED) supported initiatives to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities. The primary recipients of these services will be those school districts determined by the OSE to be “Needs Assistance”, “Needs Intervention”, or “Needs Substantial Intervention” under the Individuals with Disabilities Education Act (IDEA) in order to (a) improve outcomes for students with disabilities and (b) to meet the state’s targets for improvement as identified in the State Performance Plan (SPP). Non-identified districts are, however invited to participate in all regional training opportunities as well.

Highlights of 2017-18**Activities/Outcomes:**

- Special Education School Improvement Specialists (SEGIS) facilitated Quality Improvement Processes (QIP) in both Office of Special Education (OSE) designated Coordinated Intervention Districts (CIDs) and Focused Intervention Districts (FIDs) for performance. In CIDs, SEGIS strategically aligned their QIP work with compliance improvement efforts facilitated by RSE-TASC Part I Specialists, as well as other New York State Education Department (NYSED) funded network partners
- The goal of the Part II SEGIS is to improve outcomes for students with disabilities, particularly in the areas of performance, engagement in specially designed instruction, and behavior
- Participated in the development of the 2017-2018 RSE-TASC Regional Work Plan

Total Budget Funds for the 2017-2018 Fiscal Year: \$771,392**Projections of Major Actions for 2018-19:**

- SEGIS will continue to support CIDs and FIDs identified for performance by facilitating QIP work, which may be documented on a newly vetted RSE-TASC Support Plan. The Support Plan monitors progress of student outcomes, instructional practices, and the systems that have to be in place to support improving practices
- Work with each of the designated school districts, including school districts identified for Special Education Quality Assurance (SEQA) Focused Monitoring Reviews to:

- Conduct an analysis of data relating to results for students with disabilities to identify the area(s) of instructional review and improvement for the school district;
- Conduct an analysis and review of instructional practices, using the Quality Indicator Review and Resource Guides, and the SESIS structured instructional walk-through tool developed for this purpose;
- Develop upfront agreements with districts/schools to establish the level and type of commitment the district/school will make to improve and sustain improvements in its instructional programs and practices for students with disabilities;
- Document the professional development and support to be provided directly by the SESIS on the Office of Special Education required Quality Improvement Process (QIP) plan;
- Provide high quality, professional development to the school district in a manner that will lead to district-wide improvement of instructional programs and practices; assure systems of progress monitoring are established and progress is documented; review and revise the QIP as necessary to ensure systemic change is occurring;
- Submit the QIP for each district to the OSE as required by the OSE;
- Participate in the OSE directed professional development, statewide meetings as required by the OSE, and as necessary to enhance and maintain knowledge and skills in research-based instructional practices and research based school improvement activities;
- Participate in workgroups as established by the OSE, including workgroups to develop, review and revised Quality Indicator Review and Resource Guides; and
- Provide reports of work accountability in the time periods and format required by the OSE

Learning Technology Grant

Supervised by: Molly Licalzi, Administrative Coordinator

Project # 0647-18-0001

07/1/17 – 06/30/18

CoSer: F903

\$49,950

Name of Funder: *New York State Education Department***Project Description:**

The Learning Technology Grant covers a three year term that spans from December 1, 2015 to June 30, 2018. The following districts/agencies are participants of this grant: South Country School District, Patchogue-Medford School District, Eastern Suffolk BOCES (CTE Program), Little Flower, and St. Isidore. The purpose of the Learning Technology Grant is to help transform learning environments through the use of instructional technology in classrooms and school libraries. The Model Schools program is responsible for providing sustained professional development to increase the skills of teachers and school librarians in the use of instructional technology that aligns with both the Learning Standards of New York State and the New York State P-12 Common Core Learning Standards. The Model Schools team is providing five full days a year for each district to receive professional development training with the focus of developing and conducting computer-mediated lessons that lead to improvement in ELA and literacy skills. Online/blended learning concept development and Web 2.0 tools are being offered to participating districts to increase student participation in the online/blended learning environment.

**Highlights of 2017-18
Activities/Outcomes:**

The grant objectives are to improve teacher knowledge and bring awareness to the teachers of their role in this environment. The Model Schools staff is modeling research-based online/blended learning best practices throughout the professional sessions offered. This format of instructional technology integration fosters student engagement and independent learning both inside and outside the traditional classroom setting. The Learning Technology Grant covers a three year term that spans from December 1, 2015 to June 30, 2018. This was the final year of this grant. On January 30, 2018 the Learning Technology Grant Day and Lesson Planning event took place at 8:30 a.m. – 2:30 p.m. During this planning day, teachers reviewed their lesson experiences from last year. Other topics included blended learning, rigor/relevance framework, introduction to SAMR (substitution, augmentation, modification and redefinition,) quadrant tool exploration and finally lesson design with rigor/relevance focused on SAMR. On June 7, 2018, the Learning Technology Grant districts met to celebrate and share their projects. Please see projects via this link,

<https://sites.google.com/gafe-esboces.org/learningtechnologygrant18-19/home>

Teachers were excited to share their work.

Total Budget Funds for the 2017-2018 Fiscal Year: \$49,950

Projections of Major Actions for 2018-19:

The Learning Technology Grant has ended. It covered a three year term that spanned from December 1, 2015 to June 30, 2018. A new Learning Technology Grant for 2018-2021 was submitted and approved at level one at NYSED. The financial side has to provide their approval before monies are disbursed and work can start.

Chemical Dependency Services Agreement - OASAS

(Student Assistant Services)

Supervised by: **Dr. Michael L. Miles, Program Administrator**

Project # **001-4310-4980-00-00007**

1/1/2017 – 12/31/2017

CoSer: A525

\$1,102,256.59

Name of Funder: *New York State Office of Alcohol & Substance Abuse Services (OASAS)*

Project Description:

The Student Assistance Service (SAS) began in 1988 as a compliment to the very successful BOCES Employee Assistance Program (EAP). The SAS objective is to provide education, identification, early intervention, assessment, and referral services for students at risk of developing alcohol, drug or other emotional problems. As a program specialized in addressing students' social and emotional learning needs, SAS utilizes professionally trained counselors to provide prevention and early intervention services to students in grades K-12 depending on the needs of the component school districts. The program is cost-shared by school districts with additional support from grants given by the New York State Office of Alcoholism and Substance Abuse Services and the Suffolk County Department of Health and Mental Hygiene. SAS provides a cost-effective and highly effective prevention programming for component school districts.

Highlights of 2017-18

Activities Outcomes:

- Twenty social workers/counselors provided substance abuse prevention services and specialized counseling services to over 5,000 students in 17 different school based sites.
- Over 1,780 students were seen for on-going group counseling with research based curriculums and pre/post-test measurements for monitoring intervention success.
- Counselors “pushed in” to classrooms at the elementary age level utilizing evidenced based programs approved by Substance Abuse and Mental Health Services Administration and/or NYS OASAS/Office of Mental Health reaching over 2,100 students.
- Individual assessments for suicide, trauma or other serious social emotional concerns were made to over 5,100 students over the 2017-18 school year.
- Facilitated strengthening the Home School Connections by leading/advising parenting groups, parents as partners, PTA/PTO presentations, parenting training classes and other supports/assistance to building leaders in their outreach to contact parents (i.e., home visits, shelter visits, and coordination with incarcerated parents/CPS/foster care).
- Counselors provided building and district wide support including:
 - Served as primary Director/Advisor to LGBTQ/GSA student organizations/clubs with presenters such as LIGALY and other local resources/agencies.
 - Organized student Natural Helpers groups, retreats and activities.
 - Participating in district wellness committees, study/intervention teams, fundraisers (i.e., ALS, Thanksgiving, Holiday baskets, Veteran groups) and student activity events.

- Organizing school wide presentations/activities and speakers for suicide prevention, drinking/substance/texting while driving prevention, gang awareness, ENL cultural awareness events, cultural celebrations, Project Success, anger management groups, Alternative to School Suspension program
- Coordinating with private practitioners, mental health agencies, psychopharmacologists, and key stakeholders for building wide support and case conferencing.
- Led peer mentoring programs such as Friend2Friend (in Miller Place); a peer leadership conference (at Sayville Middle School) or newcomers groups that assisted new transitional students adapt to their new building/district.
- Supported psychologists/social workers in compliance of all special education requirements (i.e., IEP goals, progress reports, assessments, psychosocial history) for students with special needs; all students in ESBOCES sites.
- Specific opioid prevention programs targeted High School students (i.e., Comsewogue HS) in tandem with outside treatment providers (i.e., Outreach Program) that incorporated student led media campaigns for prevention and “getting the message out.”
- Facilitated diversity committees to address concerns about bias and to increase school wide inclusion.
- Coordinating with the Department of Health to present and address the concerns of student vaping and increased usage of e-cigarettes.
- Facilitating after school events that encourage safe and drug free activities for secondary level students in after-school hours.
- Bully prevention presentations and campaigns were given at both the elementary and secondary levels; often developed by students in the Students Against Drunk Driving programs (also facilitated by the SAS Counselors).
- Over 75% of all group activities utilized Evidenced Based Programming (EBP); exceeding the 70% threshold established for the year.
- Responded to over eight districts in need of support due to a staff/student death.

<p>Total Budget Funds for the 2017-2018 Fiscal Year: \$1,102,256.59</p>
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Projections of Major Actions for 2018-19:

- Assisting and leading districts in the compliance of the new Mental Health Awareness policy as implemented by the NYS Education Department.
- Furthering our capacity and training for Trauma Informed Care and sensitive practice.
- Increasing both the diversity and skillsets of our professional staff while enhancing our outreach efforts for hiring and building a multicultural workforce that supports our students.
- Enhance professional development skills of the staff in best practices for social emotional learning, assessments for school safety, and innovative ways to strengthen students’ protective resiliency factors.
- SAS will act as a resource for school district officials, administrators, educators and mental health professionals on matters regarding substance abuse prevention, treatment, social emotional learning and behavioral/emotional disorders.
- Referral and crisis services will be provided as requested by participating districts.
- Expand prevention efforts and increase staff proficiency in best practices through clinical supervision, updates on local service bulletins and strengthening communication at faculty/staff meetings, supervisory sessions and group meetings.

Local Government Records Management

Supervised by: Tim Murphy

Project # 0580-18-7015

7/1/17 – 6/30/18

CoSer: F940

\$144,253

Name of Funder: *New York State Archives***Project Description:**

Paper records are scanned and digitized by a third party vendor. The participants agree to continue in a long term shared service with Eastern Suffolk BOCES, where we host the records on our server and provide training and support.

Highlights of 2017-18**Activities/Outcomes:**

Three districts participated, Smithtown CSD, Deer Park UFSD, and Lindenhurst UFSD. The districts had an assortment of record series scanned and digitized. Special Education and Personnel records were the records scanned in this grant.

Total Budget Funds for the 2017-18 Fiscal Year: \$144,253
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Projections of Major Actions for 2018-19:

Eastern Suffolk BOCES will continue to work with these districts and any other district that would like to scan and digitize their records using our shared service. We will apply for another LGRMIF Shared Services Document Scanning and Access in 2018-19.

Esperanza Homeless (Genesee Valley Educational Partnership)**Supervised by: Julia Schnurman, Family Education
Outreach Programs (FEOP) Coordinator****Project #0212183004
7/1/17– 6/30/18**

CoSer: F909

\$6.500

Name of Funder: *Title I Part C – McKinney-Vento Education of Homeless Children and Youth sub grant via the New York State Education Department through an MOU with the Genesee Valley Educational Partnership.*

Project Description:

The Esperanza Homeless program provides supplemental assistance not supplied through standard Migrant Funding to migrant eligible children who live in temporary/transitional or those who are doubled-up for economic necessity situation as defined by The McKinney-Vento Act.

Highlights of 2017-18**Activities/Outcomes:**

During the 2017 - 2018 school year, 59 Migrant students were identified as living in homeless conditions and received supplemental services for needs resulting from their homelessness. They were also provided with additional supplies and materials for coursework and other school related pursuits.

Students were provided with access to summer enrichment programs, provision of emergency assistance in the form of food, clothes and shoes for homeless migrant students who would not have been able to participate because they did not have appropriate clothes or access to the fee.

Monies from this grant are dispersed through Genesee Valley Educational Partnership, the lead LEA answering the RFP on behalf of the NYS - Migrant Education Consortium. Once housing is certified locally as McKinney-Vento/homeless eligible, each family is provided a \$30.00 gift card to Walmart from them in order to provide immediate help in securing basic items needed. These funds secure student access to items and services otherwise unattainable such as: field trip fees, outerwear, sneakers, school supplies, calculators, flash drives, emergency nutrition/food. Small tables and lamps were provided to children with no place to work in their dwellings. Bedding and personal care items were delivered to children with chronic personal care needs that prevented them from attending school.

The funding for this initiative is based on a formula that takes the confirmed number of children living in temporary, transitional and substandard housing, and a multiplier determined on state-wide need in proportion to funds available, and varies based on enrollment and identification.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: Island Harvest provided *free* breakfast and lunch to all students participating in Summer Programming, “Long Island Coalition for the Homeless” provided back-packs with

school supplies, and “The Pajama Project” supplied new pajamas for all homeless students in the program.

Total Budget Funds for the 2017-2018 Fiscal Year: \$6,500
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Projections of Major Actions for 2018-19:

We will continue to identify and serve temporarily housed/homeless migrant students with corresponding services, and supplies needed to insure academic success. This year we will focus on addressing the more urgent needs of those students who are identified as “PFS” (Priority for Service) and we will work to expand the use of resourceful and appropriate purchasing practices required to access funding for the many, varied and unusual needs of homeless/migrant students in order to provide for their additional emergency needs as specified in the MOU.

In addition, we will seek to further our collaborative alliances with community partners to secure no or low-cost good and services for our children, youth and families in order to maximize their access to needed goods and services and engagement in the community.

ESBOCES-William Floyd McKinney-Vento Consortium**Supervised by: Julia Schnurman, Family Education
Outreach Programs (FEOP) Coordinator****Project # 0212-18-3002
7/1/17 - 6/30/18**

CoSer: F937

\$74,789

Name of Funder: *Federal McKinney-Vento Education of Homeless Children and Youth
Local sub grant via the New York State Education Department*

Project Description:

ESBOCES serves as the lead LEA in year two of a three year collaborative venture as the Regional McKinney-Vento Consortium serves as a collaborative venture on behalf of the William Floyd School District. ESBOCES – William Floyd McKinney-Vento Consortium was established to provide educational advocacy, an instructional summer enrichment program for students in grades K-5, and Career Explorations programming for students in grades 8-10, which include transportation, homework assistance to children in grades K-5, and emergency assistance, as well as Arts-in-Education and field based experiential learning opportunities in a shelter based setting to children in four Suffolk County Shelters.

Highlights of 2017-18**Activities/Outcomes:**

ESBOCES serves as the Lead LEA in year two of a three-year a collaborative venture as the – Regional McKinney-Vento Consortium serves as a collaborative venture on behalf of the William Floyd School District. ESBOCES – William Floyd McKinney-Vento Consortium was established to provide educational advocacy, an instructional summer enrichment program for students in grades K – 5 and Career Explorations programming for students in grades 8 - 10 which included transportation; homework assistance to children in grades K – 5, and emergency assistance, as well as Arts in Education / Field based experiential learning opportunities in a shelter-based setting to children in four Suffolk County Shelters.

The Program Coordinator, in partnership with agency-wide departments and NYS-TEACHS offered professional development & training for over 100 homeless liaisons in October.

On-going technical assistance for local school districts/agencies working with families affected by homelessness was conducted through the transition to a new, direct service provider model was conducted to assure that students received the services and assistance mandated in the McKinney-Vento Legislation.

The McKinney-Vento Liaison from the district invited all identified, eligible students in grades K–6; 42 students registered and 24 completed the Summer Enrichment Program housed on-site at the William Floyd High School. In addition, all eligible students in Grades 7 - 9 were invited to fill ten scholarships to ESBOCES Summer Career Explorations at the Bixhorn Tech Center, six students participated. These students were provided with transportation; a structured setting for math & literacy skill development as well as opportunities to nurture social/emotional skill development at the K–6 Enrichment Program and the students in grades 7–9 had hands-on access to real-world career skills. Students in grades K–6 had access to free lunch through a

collaborative partnership USDOA free lunch program housed at WFHS, as well as recreational activities.

A Homework Help Program, run for school aged children in a shelter in Suffolk County, assisted 52 students with 10+ instructional support sessions over the year. District homeless liaisons, homeless shelters and community agencies were provided with four professional development/networking meetings and updated McKinney-Vento Homeless program information. In addition, direct advocacy, including facilitation of school enrollment was provided to families as needed. Advocacy was offered to all students within ESBOCES and also to the Eastern Suffolk BOCES Consortium members. Additional Suffolk County School Districts benefitted from this program through over 279 students' participation in these programs or through the provision of school supplies, personal care packs, emergency assistance or transportation.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: provided back-packs with school supplies, and the District was authorized through the United States Department of Agriculture (USDOA), as a neighborhood feeding site, offering hot lunch daily to all students on the campus participating in summer programs. Although open to the entire community, all students in the ESBOCES – William Floyd McKinney-Vento Summer Enrichment Program, their Special Education summer school and the summer high school benefitted daily.

Total Budget Funds for the 2017-2018 Fiscal Year: \$74,789

Projections of Major Actions for 2018-19:

This Project will be in the final year of a three year cycle. Emerging and persistent needs will be considered in assessing the potential for a future collaboration in the 2019 -2021 funding cycle.

There are some innovative changes in the context of updated program parameters and specifications (as reflected in the Every Student Succeeds Act). The final year's project was approved to expand after school homework help to additional shelter locations, provide emergency transportation, supplies and assistance, and expanded to include both transportation and access to a summer program through collaboration with ESBOCES for McKinney-Vento eligible high school students to participate in the Career Explorations.

ESBOCES-Regional McKinney-Vento Consortium
Supervised by: **Julia Schnurman, Family Education
Outreach Programs (FEOP) Coordinator**
Project # 0212-18-3001
7/1/17 - 6/30/18

CoSer: F939

\$59,874

Name of Funder: *Federal McKinney-Vento Education of Homeless Children and Youth local sub grant via the New York State Education Department*

Project Description:

ESBOCES serves as the lead LEA in year two of a three year collaborative venture as the Regional McKinney-Vento Consortium serves as a collaborative venture on behalf of the East Islip, Lindenhurst, and Central Islip School Districts. Services provided include; educational advocacy, assistance for McKinney-Vento eligible high school students at a high school, summer instructional enrichment services, and emergency assistance in site based settings to qualifying children. The Program Coordinator, in partnership with agency-wide departments and NYS-TEACHS, offered professional development and training for homeless liaisons. On-going technical assistance for local school districts/agencies working with families affected by homelessness was conducted through the transition to a new, direct service provider model was conducted to assure that students received the services and assistance mandated in the reauthorized McKinney-Vento legislation under the “Every Student Succeeds Act”.

**Highlights of 2017-18
Activities/Outcomes:**

District McKinney-Vento liaisons, homeless shelters, and community agencies were provided with three networking meetings and updated McKinney-Vento program information. In addition, direct advocacy, including facilitation of school enrollment was provided to families as needed.

School and emergency supplies, transportation, and instructional support services in three family shelters were offered to over 150 students within ESBOCES and consortium members. Additional Suffolk County school districts benefitted from this program through participation.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: Island Harvest provided *free* lunch to all students participating in summer programming and “Long Island Coalition for the Homeless” provided backpacks with school supplies.

Total Budget Funds for the 2017-2018 Fiscal Year: \$59,874

Projections of Major Actions for 2018-19:

This project was re-envisioned with some innovative changes in the context of updated program parameters and specifications (as reflected in the “Every Student Succeeds Act”). The Central

Islip district's needs changes from assistance at the high school to the need to assistance in supplementing the un-reimbursable transportation expenses for McKinney-Vento students.

The new project was approved to also expand after school homework help to additional shelter locations, provide emergency transportation, experiential learning opportunities, supplies and assistance, and expanded to include both un-reimbursable transportation costs for McKinney-Vento students, as well as before and after school instructional programs for McKinney-Vento students.

Long-Island Metro Migrant Education Tutorial Services**Supervised by: Julia Schnurman, Family Education
Outreach Programs (FEOP) Coordinator****Project # 0035-18-0009****9/1/17– 8/31/18**

CoSer: F931

\$603,491

Name of Funder: *ESEA 1 Migrant, Federal funding through New York State***Project Description:**

The purpose of this project is to improve educational opportunities for migrant children from ages 3-21 and their families to help them flourish in the regular school program, aspire to grade-level proficiency, experience the challenging content and student performance standards that all children are expected to master, and to graduate with career or college-ready skills; and for farm-working Migrant youth from age 16-21 to advance their English language proficiency; develop meaningful goals and create a plan to advance their capacity to be a gainfully employed and responsible member of the community.

The goal of this program is to assist migrant eligible students, youth and families throughout Nassau, Suffolk, Queens, Kings, Bronx, Manhattan and Richmond Counties with advocacy and educational support services as the “The Long Island – Metro Migrant Education Program”.

Highlights of 2017-18**Activities/Outcomes:**

In the 2017-2018 school year and during the summer, 361 migrant eligible students and youth were served with advocacy and supplemental educational services. Informative parent meetings/training and family field trips were conducted. Young adult students were offered opportunities to participate in a variety of leadership and career exploration programs offered locally and by the NYSED-MEP in upstate New York. In addition, collaboration with Cornell Cooperative Extension and the Peconic Dunes Camp led to scholarship opportunities for our students as well. The L. I. – Metro Parental Advisory Council (PAC) participated in state-wide and regional meetings, assisting with operational and programmatic recommendations. ESBOCES – collaborated with the Riverhead School District to provide support to an ESL Enrichment Program for students in grades 1 – 4, and offered a School Readiness Summer Program to migrant eligible preschool students, providing introductory instruction in preschool literacy, number and social skills. Transportation and supplemental nutrition was provided for migrant eligible students. All migrant eligible high school students were provided with the opportunity to participate in credit recovery programs as needed. We expanded and centralized the supplementary educational program featuring ESL and Life Skills for Out-of-School Youth one night per week. Providing transportation, nutrition, tutoring, and computer access, we were able to increase the depth of services provided to interested youth in this complicated group.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: Island Harvest (in collaboration with Stop & Shop) continued to provide *free* breakfast and lunch to all students participating in Summer Programming; “Long Island Coalition for the Homeless” provided back-packs with school supplies to students in the program. The Feed the Children organization will no longer be able to provide the pack-backs and school supplies. Other collaborating partners will be sought to fulfill this need.

Total Budget Funds for the 2017-2018 Fiscal Year: \$603,491
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Projections of Major Actions for 2018-19:

With the award of a five year contract to continue serving the children of migrant agricultural workers, our migrant families and students will be provided with a higher level of service through expanding collaborative partnerships with school districts and community-based service agencies for the 2018-2019 funding year. The proposal included a variety of new assessment and accountability protocols and calls for a deeper and more consistent collaboration with school districts to meet the more rigorous level of program services. We are well poised to meet the upcoming requirements, and are looking forward to a new beginning.

In order to broaden our capacity to provide a supplementary and summer nutrition program, the FEOP Program Coordinator acquisition of the “Suffolk County Food Service Managers License”, allows for the continuation of partnership with Island Harvest for summer food services.

Added emphasis will be placed on collaboration among new migrant program recruiters, farmers and vintners in order to better serve the out of school youth population, and school district collaborations for stronger referral foundations basics.

Migrant High School Equivalency Program (HEP)
Supervised by: **Julia Schnurman, Family Education
Outreach Programs (FEOP) Coordinator**
Project #S141A160015
7/1/17 – 6/30/18

CoSer: F932

\$25,000

Name of Funder: *Geneseo Migrant Center, Inc.*

Project Description:

The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. This award is for up to five years of funding.

The purposes of HEP are to help migrant and seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by the State in which the HEP project is conducted; and (2) gain upgraded employment, be placed in an institution of higher education or other postsecondary education or training.

**Highlights of 2017-18
Activities/Outcomes:**

The program funds were awarded later in the school year, once initial administrative set-up was established, the Memorandum of Understanding was signed and training on program implementation. ESBOCES program staff was provided with program orientation, recruitment, and assessment training through the Geneseo Migrant Center Inc. We presented referrals of students for consideration as candidates. Assessment and program implementation began in 2018. 75% of participating students were recruited from the Long Island – Metro Migrant Program when they dropped out of their local high schools. Reasons for dropping out were based on SIFE status, age (20) years old with low credit accrual rates, inability to succeed on Regents exams, or aging out of high school without a diploma.

Total Budget Funds for the 2017-2018 Fiscal Year: \$25,000

Projections of Major Actions for 2018-19:

The Geneseo Migrant Center will be providing additional training in developing a referral and recruitment plan for the next program year to invite eligible migrant young adults and adults to participate. In addition, staff will be trained in pre-assessment and reporting protocols and provided with instructional materials in Spanish and English. The goal is to locate, assess and place a minimum of ten eligible students and prepare them to pass the High School Equivalency Exam.

Perkins Vocational Education**Act Basic Grant (VATEA)**

Supervised by Donna Singer, Program Administrator

Project # 8000-18-9025

7/1/17 – 6/30/18

CoSer: F919

\$88,608

Name of Funder: *New York State Education Department***Project Description:**

The purpose of the Perkins funding is to improve the quality of Career and Technical Education. There were two major efforts established to align with this goal of strengthening the academic integration and alignment to the standards in the core academic subjects.

Highlights of 2017-18:**Activities/Outcomes:**

Major efforts during the 2017-2018 school year were to enhance Adult Career and Technical Education programs:

Objectives of these major efforts: Professional Development

- Eastern Suffolk BOCES Adult Education has implemented a new course, Facilities Maintenance, which will be infused with the Fork Lift Training Certification and OSHA Certification.
- The Comprehensive Automotive course curriculum will infuse the practical skills for the vehicle inspection machine.

Total Budget Funds for the 2017-2018 Fiscal Year: \$88,608

Projections of Major Actions for 2018-19:

During the 2018-2019 school year, the Adult Career and Technical Education program will focus on maximizing skill acquisition and seamless transition opportunities for students to begin their careers, pursue the next credential, begin college credit-bearing coursework and/or sustainable employment. We intend to accomplish our goals by:

- Enhancing stackable credentials.
- Infusing employability soft skills such as customer service, critical thinking skills, and employment counseling.
- Including internship opportunities to enhance practical and soft-skill development.

Suffolk County Workforce Investment Act (WIA County)

Supervised by: Donna Singer, Program Administrator

Project # 4560-63-9000-20

7/1/17 – 6/30/18

CoSer: F908

\$17,216

Name of Funder: *Suffolk County Department of Labor*

Project Description:

The Adult Education program provides effective vocational training to provide participants with the skills needed to find employment. Each approved course offers the knowledge and skills necessary to succeed in the related career/employment area. Each program contains a job readiness training/placement component, preparing the student for immediate employment upon completion.

Highlights of 2017-18**Activities/Outcomes:**

Twenty-four students were recipients for tuition to enroll in Career and Technical Education courses under the Workforce Investment Act. After successful completion of the courses, the students received Certificates of Completion.

Total Budget Funds for the 2017-2018 Fiscal Year: \$17,216

Projections of Major Actions for 2018-2019:

The Adult Education program will continue to provide training opportunities for DOL approved students. The following 20 courses in the Career and Technical Education program were approved for the 2018-19 school year:

- Automatic Heating Advanced
- Automatic Heating Basic
- Clinical Medical Assistant
- Commercial Culinary Arts
- Comprehensive Automotive
- Comprehensive Refrigeration and Air Conditioning
- Comprehensive Veterinary Assistant
- Comprehensive Welding
- Cosmetology
- Dental Assistant
- EKG
- Esthetician
- LPN
- Medical Officer Biller/Coder
- Nurse Assistant
- OSHA Certification
- Personal Trainer
- Phlebotomy
- Trade Electric 1

The Adult Education Program continues to enhance training opportunities to meet the needs of the workforce.

Long Island Regional Bilingual Education Resource Network (RBE-RN)

Supervised by: Christa Stevenson, Program Administrator

Contract # C012500

7/1/17 – 6/30/18

CoSer: F958

\$1,651,667

Name of Funder: *NYSED Office of Bilingual Education and World Languages (OBEWL)*

Project Description:

Through a contract with the NYSED Office of Bilingual Education and World Languages that was awarded for the period from 2015 to 2020, the Long Island Regional Bilingual Education Resource Network (L.I. RBERN) at Eastern Suffolk BOCES continued to provide free services related to all aspects of the education of English Language Learners (ELLs) in the 125 Nassau and Suffolk County school districts across all three L.I. BOCES service areas. In 2017-2018, the total enrollment of ELLs on Long Island remained stable at over 39,000 students. These students speak over 100 different languages. The L.I. RBERN staff provides technical assistance and professional development to all L.I. school districts, as well as individualized on-site program consultation services and professional development opportunities in L.I. districts targeted by NYSED's Accountability System as needing intensive intervention to improve their educational programs and services for ELLs. Contractual requirements also require that L.I. RBERN staff work collaboratively with NYSED staff and our Regional Network Partners in providing "ELL content experts" on Integrated Intervention Teams for state reviews of districts and schools that have been identified for review under the prescribed "Diagnostic Tool for School and District Effectiveness" (DTSDE). In addition, the L.I. RBERN provides multiple regional professional development opportunities for all 125 districts in the catchment area. These opportunities include presenting the annual *Long Island Teachers' Institute*, five Bilingual/ENL Coordinators Meetings, as well as full-day training sessions on administering and scoring the New York State English as a Second Language Achievement Test (NYSESLAT). L.I. RBERN staff regularly presents workshops at statewide and regional conferences throughout the year as well.

Highlights of 2017-18

Activities/Outcomes:

Eastern Suffolk BOCES administered the Long Island Regional Bilingual Education Resource Network (L.I. RBERN) for all of Long Island. The main administrative office remained at the ESB Sherwood Instructional Support Center, and it served the 69 districts in Suffolk County. The Western Region Satellite Office moved to the Western Suffolk BOCES Conference Center at 31 Lee Ave. and the staff there served the 56 Nassau school districts. Eastern Suffolk BOCES served as the fiduciary agent for both offices.

During 2017-2018, the L.I. RBERN planned and provided staff development workshops/presentations/ conferences for 6,277 educators, students, and families of ELLs. The L.I. RBERN staff again provided over 130,000 instances of technical assistance via phone and

e-mail to individuals and via Coordinator and Teacher listservs, tele-conferences, and on-site or in-office consultations and meetings. Dissemination of NYSED memoranda and other critical information regarding the education of ELLs via e-mail listservs to all district English as a New Language (ENL)/Bilingual Coordinators and teachers has become a major mechanism to ensure that we meet our regional contractual mandates. Moreover, the L.I. RBERN's web site received over 53,000 "page views" from Internet users seeking information about regulations, memoranda, and professional development presentations on the education of ELLs in New York State.

A major focus of the work of the L.I. RBERN this year was to continue assisting districts with the implementation of requirements of the Amended CR Part 154 regulations that govern the education of ELLs in New York State. Particular attention was paid to the new mandate for providing "Integrated ENL" instruction for all ELLs, as well as to provisions related to the identification and placement of ELLs with disabilities, and to additional requirements to identify and serve ELLs identified as Students with Interrupted/Inconsistent Formal Education (SIFE). In addition, the L.I. RBERN developed a resource for teachers to use in preparation for New York State's transition to the Next Generation Learning Standards. The document entitled, "Common Core & Next Generation: A Crosswalk Comparison of New York State Learning Standards for English Language Arts" is available for download at the L.I. RBERN website at: <https://www.esboces.org/Page/2438>

During 2017-18, the L.I. RBERN staff provided specialized, intensive support to 15 districts that had been identified by NYSED as not meeting federal Title I Adequate Yearly Progress (AYP) accountability targets. These interventions included professional development sessions, on-site consultations, building "walkthroughs" with administrators, with follow-up meetings and embedded coaching with teachers. In terms of providing support and input to NYSED-led monitoring Intensive Intervention Teams, L.I. RBERN staff participated as "ELL Content Experts" at three districts/schools throughout the year.

To support the work of NYSED in their ongoing efforts to improve services to ELLs, both the director and RBERN staff participated on several NYSED-led activities in 2017-18. The director assisted NYSED in preparing the new "Guide to the 2018 NYSITELL" for publication. In addition, the director provided significant editing and feedback for two documents still in development; a bilingual education resource

The annual Long Island Teachers' Institute continues to draw a substantial number of participants. This year approximately 550 educators of ELLs from across Long Island attended the Institute entitled, "Aim High: Empowering the Next Generation of ELL/MLLs." Participants were treated to two keynote presentations by Assistant Commissioner Lissette Colon-Collins and renowned presenter Diane Staehr-Fenner during the morning session. Afternoon breakout sessions showcased the best practices of Long Island teachers of ELLs presenting on topics such as: working with SIFE, parent engagement, social emotional learning for ELLs, formative assessments through gamine, visible thinking strategies, and differentiating instruction for ELLs in reading, writing and content areas.

This year, two L.I. RBERN staff members carried out the required responsibilities for selecting and training 61 high school juniors and seniors for the annual Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) that took place in Albany from March 10th through the 12th.

Evidence of the excellence of the training that took place was demonstrated in that of the 42 student L.I. delegates who attend the event, nine of them were awarded PR/HYLI scholarships totaling \$9,250.

This year's parent conference was focused on training parent outreach personnel in meeting the needs of ELL parents. Previous parent conferences were not well attended by parents therefore a strategic decision was made to shift the direction of the conference. Over 70 participants from school districts, libraries and community based organizations participated in the full day of professional learning geared toward increasing ELL parent engagement in their children's education. Workshops topics: "Understanding the Challenges Faced by ELL Families," "Healthy Bodies, Engaged Minds," "Emotional Regulation in a Digital Age." In addition, a panel of personnel from Long Island school districts discussed successful strategies they have implemented to increase ELL parent involvement in the school community. The event was very successful and we plan to host another next year. In addition, the relationships and networking forged at this event will enhance parent participation in next year's planned ELL Parent Conference.

As has been the practice for over ten years now, RBERN staff trained and supervised 6 regional scoring sessions held at Eastern Suffolk BOCES, during which more than 600 teachers were trained and over 20,000 NYSESLAT tests were scored.

Finally, for the first time in several years, the L.I. RBERN ended 2017-18 fully staffed. The current staff has a wide range of classroom experience and specialty areas as they pertain to ELLs.

Total Budget Funds for the 2017-18 Fiscal Year: \$1,651,667
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Projections of Major Actions for 2018-2019:

During the current year, the L.I. RBERN expects to continue its work in the following areas:

- Provide technical assistance, professional development events, and program consultations for all educators and administrators in the 125 school districts across Long Island.
- Provide intensive support to NYSED "targeted" districts and schools on Long Island through individualized professional development sessions, on-site consultations, and embedded coaching.
- Assist NYSED in all its initiatives related to the education of ELLs in New York State, including roll-out of the Next Generation Learning Standards, participating as "ELL Content Experts" on NYSED-led monitoring teams in our region, serving on committees related to State assessments for both ELLs and teacher certification, and providing advice, feedback and training sessions on any guidance documents related to CR Part 154 regulations that are issued by the Office of Bilingual Education and World Languages.
- Schedule regional training sessions for all L.I. school districts for completing the 2018-19 CR Part 154 Comprehensive ELL Education Plan.

- Offer regional professional development opportunities through continuation of five regularly scheduled Bilingual/ENL Coordinators meetings, planning and presenting the Long Island Teachers' Institute, scheduled for December 7, 2018 at the Melville Marriott Hotel, as well as the Parent/Family Academy that will be held in late winter/early spring.
- Respond to as many requests to provide on-site professional development in "non-targeted" districts and schools as our staffing will allow.
- Schedule regional training sessions for all L.I. school districts regarding the administration and scoring of the 2019 NYSESLAT.
- Collaborate with the Education and Information Support Services Division of Eastern Suffolk BOCES to provide training for and supervising the scoring of the 2019 NYSESLAT.
- Provide training for students who wish to participate in the annual Puerto Rican/Hispanic Youth Leadership Institute, and accompany them to the three-day Institute in Albany.
- Maintain the L.I. RBERN's web site with up-to-date information related to the education of ELLs in New York State.

Intensive Teacher Institute in Bilingual Special Education

(ITI-BSE)

Supervised by: Christa Stevenson, Program Administrator

Project # C012906

10/1/17 – 9/30/18

CoSer: F954

\$964,350

Name of Funder: *New York State Education Department P-12 Office of Special Education (OSE)*

Project Description:

The ITI-BSE addresses the shortage of certified bilingual special education teachers, bilingual teachers of students with speech and language disabilities, and bilingual pupil personnel professionals (school social workers, school guidance counselors, and school psychologists) working in both New York State approved pre-school bilingual special education programs and those serving disabled ELL students in the kindergarten to twelfth grades continuum. The main purpose of the Intensive Teacher Institute in Bilingual Special Education (ITI-BSE) is to provide tuition assistance for 15 credits leading to a New York State Bilingual Education Extension or English to Speakers of Other Languages (ESOL) Certification for candidates who are working in special education settings who wish to add a Bilingual Education Extension or ESOL Certification. The ITI-BSE worked in collaboration with 22 institutions of higher education (IHEs): 20 institutions participated at the graduate level; three (3) IHEs participated at the undergraduate level; and four (4) IHEs participated at both the graduate and undergraduate levels, to ensure qualified personnel serving identified ELL students enrolled in appropriate Bilingual Education and English as a Second Language courses. In addition, the ITI-BSE provides tuition remission for undergraduate students who are either currently employed as paraprofessionals or pre-service junior and senior undergraduate students aspiring to become bilingual special education teachers in NYS.

Highlights of 2017-18

Activities/Outcomes:

In the fiscal year 2017-18, a total of 221 teachers and pupil personnel professionals, 60 paraprofessionals, and 22 pre-service undergraduates participated in the program for a total of 303 participants. Moreover, a total of 61 participants completed the program in 2017-18.

During 2017-2018, participants were enrolled in eighteen (18) institutions of higher education; fifteen (15) institutions enrolled students at the graduate level, two (2) IHEs enrolled students at both the graduate and undergraduate level, and three (3) IHEs participated in the preparation of undergraduate participants only.

In addition, the ITI-BSE organized and held one Statewide Meeting on June 15, 2018, to provide opportunities to all IHEs involved in the program to share information, receive updates, and engage in a forum for discussion of issues of importance to the efficient and effective functioning of the ITI-BSE program.

Total Budget Funds for the 2017-18 Fiscal Year: \$964, 350

Projections of Major Actions for 2018-19:

The ITI-BSE will continue to carry out the mandates of its NYSED Contract, which was awarded for a new funding cycle through September 30, 2022. The contract requirements include ongoing recruitment efforts of potential candidates for the program, tracking and reporting regularly on progress of all ITI-BSE participants, providing technical assistance to potential and active program participants and university contacts, certification officers and bursars. In addition, the ITI-BSE will continue outreach efforts to expand the number of collaborating Institutions of Higher Education (IHEs) across New York State, and organize one Statewide Meeting in the spring of 2019 for collaborating IHEs in conjunction with the NYSED Office of Special Education.

Nassau Title III Part A Consortium, EVERY STUDENT SUCCEEDS ACT (ESSA)

Supervised by: Christa Stevenson, Program Administrator
Project # 0293-18-1724
9/1/17 – 8/31/18

CoSer: F978

\$195,456

Name of Funder: *New York State Education Department, Office of Bilingual Education and Foreign Language Studies (OBE-FLS) via NCLB Title III funding from the U.S. Department of Education.*

Project Description:

ESSA Title III Part A funds are utilized by this consortium to supplement and enhance English language acquisition in English as a New Language (ENL) Programs by incorporating NYS learning standards and strategies in classroom instruction through the use of instructional technology. The Nassau Title III Consortium was created to assist teachers and students in the ENL programs in 20 component districts in Nassau County through the incorporation of computer technology and technological applications in order to improve the instruction of English Language Learners (ELLs) in grades K-12. As lead applicant, the L.I. RBERN at Eastern Suffolk BOCES receives the Title III funding allocations for the 20 constituent districts and arranges for all activities related to the grant. Approximately 914 ELLs were served and 91 teachers in the 20 districts received training during the 2017-18 funding year. The instructional component of the Title III Consortium is provided through a partnership with a Technology Integration Specialist from the Nassau BOCES Model Schools Programs who also provides the ENL teachers with assistance in analyzing assessment data to inform and adjust their instructional practice. Over the course of the year, a *Consortia Introductory/Orientation Session* for collaborating district administrators is held, nine (9) full-day professional development sessions are offered (each session is offered three times), along with a “*Celebration of Learning*” professional development day provided for its culminating activity in June. In addition, three (3) on-site visits are conducted by the Model Schools consultant at each participating district. It should be noted that the L.I. RBERN, as lead applicant for the Nassau Title III Consortium, ensured that approximately 35% (20 of 56) of the school districts in Nassau County had access to their allocated Title III funding this year

**Highlights of 2017-18
Activities/Outcomes:**

A *Consortia Introductory/Orientation Session* for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 6, 2017 at the Western Suffolk BOCES Conference Center in Wheatley Heights. This meeting provided an overview of staff development modules and technology to be presented in 2017-2018, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2016-17 academic years. The Nassau Title III Consortium’s professional development activities focused on data analysis with an emphasis on iPad applications that support the NYS Common

Core State Learning Standards and in introduction to the Next Generation Learning Standards, with an emphasis on ELA and Mathematics. During the year, teachers who benefit from their district's participation in the Nassau Consortium are required to create a Common Core-aligned "learning experience" (either a lesson or thematic unit) for ELLs that includes the use of hardware, software, video equipment, and Internet subscriptions they have received and on which they have been trained. The culminating activity of year is the *Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers* with both the Nassau and Suffolk Consortia teachers participating. It was held on June 1, 2018 at the Western Suffolk BOCES Conference Center in Wheatley Heights, and was very well attended. An on-line publication of the 2017-18 "Learning Experiences" that were submitted and presented by the Consortium's ENL teachers is available for viewing and downloading at: <http://www.esboces.org/Page/383>.

The purchase of cutting-edge technology, including acquisition of wireless printers, additional iPads and a variety of iPad apps, along with web-based subscriptions such as BrainPop ESL, Nearpod, Buncee and TumbleBooks, continued our efforts to assist teachers in optimizing their use of the technology in the classroom.

Total Budget Funds for the 2017-2018 Fiscal Year: \$195,456
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Projections of Major Actions for 2018-19:

In 2018-19, the Nassau Title III Consortium will continue its collaboration with the Nassau BOCES Model Schools Program Consultant. The consultant will again be involved in presenting nine full-day professional development training sessions for ENL teachers in the 18 Nassau BOCES constituent districts, as well as providing embedded mentoring in which she will visit each of the Nassau Consortium districts three times, an increase of one visit per district. Once again, the annual culminating activity, *"The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers"* will be held on June 1, 2018 as a joint event with both the Nassau and Suffolk Title III Consortia's ENL teachers invited to participate and share the learning experiences they had developed over the course of the year with each other.

Suffolk Title III Part A Consortium, Every Student Succeeds Act (ESSA)

Supervised by: Christa Stevenson, Program Administrator
Project # 0293-18-3285
9/1/17 – 8/31/18

CoSer: F976

\$206,968

Name of Funder: *New York State Education Department, Office of Bilingual Education and Foreign Language Studies (OBE-FLS) via ESSA Title III funding from the U.S. Department of Education.*

Project Description:

ESSA Title III Part A funds are utilized by this consortium to meet, supplement and enhance English language acquisition in English as a New Language (ENL) programs by incorporating NYS learning standards and strategies in classroom instruction through the use of instructional technology. The Suffolk Title III Consortium was created to assist the English as a New Language (ENL) programs in 28 component districts in Suffolk County through the incorporation of computer technology and technological applications in order to improve the instruction of ELL students in grades K-12. As Lead Applicant, the L.I. RBERN at Eastern Suffolk BOCES receives the Title III funding allocations for the 28 component districts and arranges for all activities related to the grant. It is significant to note that the L.I. RBERN at Eastern Suffolk BOCES, as lead applicant for the Suffolk Title III Consortium, ensured that 41% (28 of 69) of the school districts in Suffolk County had access to their allocated Title III funds this year. The instructional component of the Title III Consortium is provided through a partnership with two Technology Integration Specialists, one each from the Model Schools Programs of Eastern and Western Suffolk BOCES. Nine years ago, a Shared Data Expert consultant from the Eastern Suffolk BOCES Regional Information Center was added to assist the ENL teachers in interpreting assessment data so that they could use it to inform and adjust their instructional practice. Over the course of the year, a *Consortia Introductory/Orientation Session* for collaborating district administrators is held in the fall, six full-day professional development sessions (three each in the “western corridor” and the “eastern corridor” of Suffolk County), along with a “*Celebration of Learning*” professional development day serves as its culminating activity in June. In addition, three days of embedded coaching of teachers in the 28 component districts are included in the program’s implementation. This year, 91 teachers of approximately 1,331 ELLS in the 28 districts received training during the 2017-18 funding year.

**Highlights of 2017-18
Activities/Outcomes:**

A *Consortia Introductory/Orientation Session* for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 6, 2017 at the Western Suffolk BOCES Conference Center in Wheatley Heights. This meeting provides an overview of staff

development modules and technology to be presented in 2017-18, and demonstrations of “learning experiences” developed by teachers and students during the 2016-17 academic year. The Suffolk Title III Consortium’s professional development activities focused on data analysis and classroom implementation of the NYS Common Core State Learning Standards as well as an introduction to the NYS Next Generation Learning Standards. Each of the 28 districts was provided with three (3) on-site embedded coaching visits by the collaborating trainers to follow up on the professional development sessions that had been provided. In addition to enhancing efforts to expand teachers’ ability to analyze and utilize State assessment data, this year’s professional development required teachers to utilize the NYS Common Core State Standards in their instruction of ELLs. During the year, teachers who benefit from their district’s participation in the Suffolk Consortium are required to create a Common Core-aligned “learning experience” (either a lesson or thematic unit) for ELLs that includes the use of hardware, software, video equipment, and Internet subscriptions they have received and on which they have been trained. The culminating activity of year is the *Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers* with both the Nassau and Suffolk Consortia teachers participating. It was held on June 1, 2018 at the Western Suffolk BOCES Conference Center in Wheatley Heights, and was very well attended. An on-line publication of the 2016-17 “Learning Experiences” that were submitted and presented by the Consortium’s ENL teachers is available for viewing and downloading at: <http://www.esboces.org/Page/383>.

The purchase of cutting-edge technology, wireless printers, additional iPads and a variety of iPad apps, along with web-based subscriptions such as BrainPop ESL, Encyclopedia Britannica On-Line and TumbleBooks, continued our efforts to assist teachers in optimizing their use of the technology in the classroom.

Total Budget Funds for the 2017-2018 Fiscal Year: \$206,968
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Projections of Major Actions for 2018-19:

During 2018-2019, the Suffolk Title III Consortium will continue to collaborate with the two Technology Integration Specialists contracted through the Eastern Suffolk BOCES and Western Suffolk BOCES Model Schools Programs, and with the Suffolk Regional Information Center (RIC) in providing customized data analysis through a Shared Data Expert. The Models Schools’ staff developers and the RIC consultant will be involved in presenting all six full-day training sessions for ENL teachers in both BOCES regions, as well as providing three (3) days of embedded coaching in which they visit each of the 28 Suffolk Consortium districts. Once again, the annual culminating activity, “*The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers*” will be held on June 7, 2019 as a joint event with both the Nassau and Suffolk Title III Consortia’s ENL teachers invited to participate and share the units or lessons they had developed over the course of the year.

OPWDD Supported EmploymentSupervised by: **Robert Van Brunt, Program Administrator**Project # **C025051**

7/1/17 - 6/30/18

CoSer: **F963****\$576,679**

Name of Funder: *New York State Education Department, Office of People with Developmental Disabilities (OPWDD)*

Project Description:

Supported Employment job coaching, intensive and extended services are provided both on and off the job site, as frequently as necessary, to assess employment stability; and based upon that assessment, to coordinate or provide the specific services needed to maintain employment stability. Ongoing and extended services are provided based upon the individual's needs and specific employment situation. Frequency of visits may be modified. Intensive services can include person centered planning and job development to assist the individual in securing new employment as requested.

Highlights of 2017-18**Activities/Outcomes:**

Services were provided to 118 individuals working at 87 business locations throughout Suffolk County. We were able to maintain employment for the majority of these individuals. Intensive job coaching services have been provided to one individual who was able to successfully secure new employment. The employed individuals were serviced at business sites throughout Suffolk County. Individuals worked various hours per week in both part-time and full-time positions. These individuals are placed in competitive community based employment settings working in various positions including retail, food service, custodial, and warehouse.

Total Budget Funds for the 2017-2018 Fiscal years: \$576,679

Projections of Major Actions for 2018-19:

Eastern Suffolk BOCES along with all adult funded Supported Employment Programs in New York State continues to enroll new clients in the New York Employment Services System (NYESS). NYESS is a computer system used by providers of employment related supports and services in New York State. NYESS can identify available employment opportunities that match an individual's skills and preferences and assists providers of employment-related services in coordinating supports for individuals serviced by multiple providers. Referred individuals continue to choose to assign their Ticket to Work with the NYESS System and are choosing Eastern Suffolk BOCES as their employment network.

Staff continues to attend trainings through the Innovations in Employment Supports state wide training initiative. These trainings on topics such as job coaching techniques and business engagement will continue to be made available for staff to further enhance their skills and provide for job specific professional development opportunities.

We continue to review and revise current practices and programmatic procedures to further enhance the quality of our supports and services. We will continue to strive to promote employment first and person centered philosophies to expand upon the employment opportunities available for persons with developmental disabilities.

Perkins IV Title I Secondary Basic Formula

Supervised by: Robert Van Brunt, Program Administrator

Project # 8000-18-0012

7/1/17 – 6/30/18

CoSer: F915

\$810,465

Name of Funder: *New York State Education Department, Office of Curriculum and Instructional Support*

Project Description:

The Perkins Secondary project provides funding to Eastern Suffolk BOCES toward the improvement of Career and Technical Education and access to quality programs. Eastern Suffolk BOCES facilitates a regional Perkins consortia consisting of 36 school districts to enhance student success in district-based and Eastern Suffolk BOCES Career and Technical Education programs.

Highlights of 2017-18:**Activities/Outcomes:**

- Supported the growth of Career and Technical Education programs throughout the region and used Perkins funds to enhance and enrich existing career education classes and for the needs of special populations
- Over \$18,400 was utilized to purchase equipment for CTE classrooms

Total Budget Funds for the 2017-2018 Fiscal Year: \$810,465

Projections of Major Actions for 2018-19:

- Provide support for subpopulations' success in CTE and increase enrollment in nontraditional courses
- Special subpopulation focus: nontraditional students (including overcoming barriers to program access, success in achieving performance targets, or securing self-sufficiency through employment)
- Continue integration of rigorous academics with career and technical instruction
- Continue to work on increasing the links between secondary education and post-secondary education to prepare students for high-skill, high-wage, high-demand occupations in current or emerging occupations
- Continue to plan and develop strategies to enable all participating students to meet or exceed performance standards emphasized by Perkins IV
- Focus and give priority to high-skill, high-wage, high-demand training opportunities
- Continue to evaluate industry assessments and make them a part of the Secondary curriculum
- Continue to purchase equipment utilized in business and industry
- Increase professional development opportunities for staff
- Implement procedures for more detailed accountability and compliance with funding mandates
- Increase collaboration with business and industry partners

School Library Systems – Categorical

Aid for Automation

Supervised by: Carl Vitevitch, Administrative Coordinator

Project # 0364-18-0009

7/1/17– 6/30/18

CoSer: F920

\$20,305

Name of Funder: *Library Services and Technology Act – Federal through State Funding*

Project Description:

Expanding resource sharing through the Virtual Reference Collection and the Digital Media Library are the primary objectives for the Categorical Aid for Automation funds.

Highlights of 2017-18

Activities/Outcomes:

Categorical Aid for Automation was used for a FactCite-Lincoln Library Press and Facts on File subscriptions which were added to the Virtual Reference Collection. Additional funds were used for contract server hosting services with Eastern Suffolk BOCES.

Total Budget Funds for the 2017-2018 Fiscal Year: \$20,305

Projections of Major Actions for 2018-19:

Categorical Aid for Automation carryover will be used to purchase an upgrade to our Digital Media Library Service and to databases for the Virtual Reference Collection.

School Library Systems – Operating Aid
Supervised by: Carl Vitevitch, Administrative Coordinator
Project # 0365-18-0009
07/1/17 – 06/30/18

CoSer: F960

\$203,055

Name of Funder: *Library Services and Technology Act – Federal through State Funding*

Project Description:

The School Library System program enables schools to participate in the development of a system wide database and provides regional resource sharing among libraries. Staff development for librarians is provided on topics germane to school library programs.

Highlights of 2017-18

Activities/Outcomes:

Operating Aid has been expended on salaries and benefits for School Library System staff, Indirect Costs and conference travel. Portions also went to funding Facts on File and Lincoln Library-Facts Cite databases for the Virtual Reference Collection.

Total Budget Funds for the 2017-2018 Fiscal Year: \$203,055

Projections of Major Actions for 2018-19:

Operating Aid carryover will be used to purchase subscriptions to our Digital Media Library Service and Virtual Reference Collection.

School Library Systems – Supplementary Aid
Supervised by: Carl Vitevitch, Administrative Coordinator
Project # 0317-18-0009
7/1/17 – 6/30/18

CoSer: F968

\$58,643

Name of Funder: *Library Services and Technology Act- Federal through State Funding.*

Project Description:

These resources enable schools to participate in a system-wide database, provide staff development, and provide staff support to our districts.

Highlights of 2017-18

Activities/Outcomes:

Supplementary Aid has been expended on salaries and benefits for School Library System staff, Indirect Costs, a consultant for regional professional development, and two loanable Cublets cases and organizational memberships.

Total Budget Funds for the 2017-2018 Fiscal Year: \$58,643

Projections of Major Actions for 2018-19:

Supplementary Aid carryover will be used to purchase Digital Media Library Service and Virtual Reference Collection subscriptions



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