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

Compiled as of June 2019 by the Eastern Suffolk BOCES Grants Management Office within 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 2018-19 school year.

The Grants Management Office, within Business Services, managed approximately seventeen 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).

In addition, the Grants Management Office 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 updates 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 2018-19 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 2019-2020 school year.
Table of Contents

INTRODUCTION/OVERVIEW ......................................................................................................................... 1-3

Corbisiero, Loretta – Administrator Coordinator

Creative Classroom Collaborative Creative C³ Squared ................................................................. 4-6

Dembia, Robert – Administrative Coordinator

Jail Education Program .......................................................................................................................... 7-8
Jail Education Program – Title I – Part D.............................................................................................. 9

Barbara Egloff – Divisional Administrator

Adaptive Driver Training .......................................................................................................................... 10
Employment Preparation Program (EPE) ............................................................................................. 11
NYS Department of Labor (OYCEA) ...................................................................................................... 12
Suffolk County One-Stop Operator Service .......................................................................................... 13
WIOA Title II Literacy Zone – Riverhead .............................................................................................. 14
WIOA Title II – ABE & Literacy Services ............................................................................................. 15
WIOA Title II – Incarcerated Education ................................................................................................. 16
WIOA Title II – Integrated English Literacy & Civics Education ......................................................... 17

Leone, Vincent – Program Administrator

Regional Special Education – Technical Assistant Support Center (RSE-TASC)
Part 1 and Part 2 .................................................................................................................................... 18-19

Licalzi, Molly – Administrative Coordinator

Learning Technology Grant .................................................................................................................... 20-21

Miles, Michael – Program Administrator

Chemical Dependency Services Agreement (OASAS) .......................................................................... 22-23

Murphy, Tim – Administrative Coordinator

Local Government Records Management ............................................................................................ 24
Schnurman, Julia – Family Education Outreach Programs (FEOP) – Coordinator

Esperanza Homeless .............................................................................................................. 25-26
ESBOCES – William Floyd McKinney-Vento Consortium ...................................................... 27-29
ESBOCES – Regional McKinney-Vento Consortium ............................................................... 30-31
ESBOCES – Long Island Metro Migrant Education Tutorial Services ................................. 32-33
Migrant High School Equivalency Program (HEP) ............................................................... 34

Singer, Donna – Program Administrator

Carl D. Perkins Vocational Educational Act Basic Grant (VATEA) ........................................... 35
Suffolk County Workforce Investment Act (WIOA County) ....................................................... 36-37

Staib, Peggie – Associate Superintendent – Educational Services

Hagedorn Foundation .............................................................................................................. 38

Stevenson, Christa – Program Administrator

Long Island Bilingual Education Resource Network (RBE-RN) .............................................. 39-42
Intensive Teacher Institute in Bilingual Special Education (ITI-BSE) ......................................... 43-44
Nassau Title III Part A Consortium, ESSA ........................................................................... 45-46
Suffolk Title II Part A Consortium, ESSA ............................................................................ 47-48

Van Brunt, Robert – Program Administrator

ACCES/VR – (Adult Career & Continuing Education Services – Vocational Rehabilitation) .............................................................................................................. 49-50
OPWDD Supported Employment .......................................................................................... 51-52
Perkins IV Title I – Secondary Basic Formula ......................................................................... 53

Vitevitch, Carl – Administrative Coordinator

School Library Systems – Categorical Aid for Automation ...................................................... 54
School Library Systems – Operating Aid ............................................................................... 55
School Library Systems – Supplementary Aid ....................................................................... 56
Creative Classroom Collaboratives Creativity Competence and Confidence Creative C³ Squared

Supervised by: Loretta Corbisiero, Administrative Coordinator
Project # USDOE U351D140037
10/1/18 - 9/30/19

CoSer: F824
$308,100

Name of Funder: United States Department of Education

Project Description:

Working in partnership with teaching artists, cultural organizations, and Metis Associates evaluators, ESBOCES brought 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 collaborated to create and execute student-focused projects that integrated 21st century learning through the arts. Students learned to dance, sing, act, write and develop artwork. They expanded on their own critical thinking and interpretive abilities, utilizing skills that are transferable to all subject areas. These projects were linked to the New York State Common Core Learning Standards as well as National Learning Standards.

During the 4-year project, participating educators were 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 offered 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 gave 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 developed, a web-based "toolkit" comprised of model lessons, assessment tools and protocols, images, and video clips became publicly accessible via the (C³) SQUARED website. ESBOCES has shared the tools for teaching and learning throughout the New York State and national education communities.

US Department of Education awarded Eastern Suffolk BOCES a no-cost continuation through June 30, 2019 to continue dissemination of the Creative C³ Squared project through the Arts-in-Education Model Development and Dissemination (AEMDD) grant.

The (C³)² administrative team has disseminated project information and findings through; conducting numerous workshops, presenting at several conferences, participating in meetings, publishing articles, participating in community of practice and via the Creative C³ website. The (C³)² Teaching Artists have actively been disseminating project information through their own professional organizations, cultural partners, and in their day to day dealings with teachers, students, and parent organizations both domestically and internationally. In all of these endeavors the (C³)² team has shared data, the (C³)² website, teaching strategies, planning instruments, including lesson and unit plan templates, rubrics, arts integration strategies, and ideologies and helped participants to develop working collaborative lesson/unit plans based upon an arts integrated approach. The information and material is continuously updated to reflect current
updates and shared knowledge. The journal article “The Effects of Arts Integration on Students’ 21st Century Skills” has been prepared for publication and presentation.

The work of this project will continue through the active website, publications and presentations to component districts. The project coordinator of the (C3)² project has transitioned into the role of Arts Integration Specialist at Eastern Suffolk BOCES and is available for consultations in the ES BOCES component districts to assist with implementation of program/residencies based on the (C3)² project model.

Highlights of 2018-19 Activities/Outcomes:

- Presented “Listening to Student Voices” at Arts Education Partnership, Indianapolis, IN, 9/12-13, 2018
- Conducted Arts Integration Meeting/Workshop, William Rall Elementary School, Lindenhurst, NY 9/26/18
- Facilitated Artist to Artist Exchange with panel of C3 Teaching Artists, October 2018
- Presented at New York State Art Teachers Association, Buffalo, NY, 11/16-11/18/18
- Attended (project director) Arts in Education Conference, DC 11/2018
- Conducted Mixed Media & the New Art Standards workshop, Suffolk County Library System, Bellport, NY, 12/18/18
- Attended Association of Performance Arts Professional APAP Conference, Manhattan, NY 1/4-8/19
- Presented at Eastern Educational Research Association, Myrtle Beach, South Carolina, 2/20-2/23/2019
- Presented at National Arts Education Association, Boston, MA., 3/14-16/19
- Presented “Connecting” Arts Standards at Long Island Museum Association with several project TAs 3/11/19
- Contributed to and attended Teacher’s College, Blue Ribbon Committee New Pathway to Graduation, 3-19-19
- Presented at Eastern Evaluation Research Society, Absecon, NJ, 5/5-5/7/2019
- Conducted second Mixed Media & the New Art Standards workshop, Suffolk County Library System, Bellport, NY, 5/22/19
- Conducted Rioult Teaching Artist CORE Training, Rioult Dance Center, Long Island City, NY 5/23/19
- Conducted NYLS in the Visual Arts and C3 Squared workshop, Part 1, Huntington Arts Council, Huntington, NY 6/17/19
- Conducted NYLS in the Visual Arts and C3 Squared workshop, Part 2, Huntington Arts Council, Huntington, NY 6/26/19
- Conducted New Light Workshop, Heckscher Museum, Huntington, NY, 6/27/19
- Teaching Artists disseminated project information and results through discipline-specific (Visual Art, Music, Theater, Performance, Dance, Literacy) and professional organizations networking events locally and internationally
- Ongoing meetings and communication with districts’ Central Office and building administrators
• Ongoing dissemination and information sharing through website, experiences, teaching tools, resources, and blog
• Real-time sharing of documents and activities through shared Google Drive
• 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

| Total Budget Funds for the 2018-19 Fiscal Year: | $308,100 |

Projections of Major Actions for 2019-20

• This project has concluded, no further actions taken.
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 2019-20 Activities/Outcomes:**

- Incorporated social learning, emotional intelligence, and social skills curriculum of restorative justice throughout the program.
- Collaborated with correctional staff to create a unified transition plan to reduce duplication of services.
- Established co-curricular, student-centered annual projects to incorporate hands-on learning activities that are career focused.

**Total Budget Funds for the 2018-2019 Fiscal Year:** $2,040,413
Projections of Major Actions for 2019-20:

- Continue to infuse project-based learning activities in current curriculum.
- Expand transition services through collaborative initiatives with county juvenile justice partners and community representatives to include employment opportunities connected with career pathway curriculum.
- Incorporate jail-based work experience opportunities in the career pathway curriculum.
- Continue to incorporate the Cognitive Behavior Intervention (CBI) program, Offender Workforce Development specialist, and Thinking 4 Change training into the Jail Education programs.
Neglected & Delinquent – Title I – Part D
Supervised by: Robert F. Dembia, Administrative Coordinator
Project # N/A
7/1/18 – 6/30/19

Name of Funder: Federal Funds via New York State Education Department

Project Description:

The purpose of this legislation (Title I, Part D, Subpart 2 – Local Agency Programs) is: to support the operation of the LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

The services include: Introductory Career and Technical Education training, Tutoring, Remedial Education, TASC™ classes, credit recovery Business Education, English as a Second Language (ESL), Career/Life planning, college and career readiness, school counseling and school-focused social work.

Highlights of 2018-19
Activities/Outcomes:

- Enhanced transitional counseling services for individuals exiting the jail and provide post-release referral services
- Continued to enhance partnership collaborations in order to provide individualized support to youth who are transitioning out of the correctional facilities
- Enhanced career training and career pathway development

Total Budget Funds for the 2018-2019 Fiscal Year: $144,078

Projections of Major Actions for 2019-20:

- Continue to infuse project-based learning activities in current curriculum
- Provide anger management sessions during the school year
- Incorporate use of restorative practices throughout the school year
- Continue our partnership with HerStory which provides writing workshops and counseling to the female population
- Expand the Cognitive Behavior Intervention (CBI) program to include Thinking 4 a Change and Interactive Journaling.
- Enhance Ready, Set, Work CBI curriculum in Chose to Thrive and Chose your Path pods.
Adaptive Driver Training  
Supervised by Barbara Egloff, Divisional Administrator  
Project # C013374  
7/1/18 – 6/30/19

<table>
<thead>
<tr>
<th>Name of Funder:</th>
<th>New York State Education Department</th>
</tr>
</thead>
</table>

**Project Description:**

Driver Rehabilitation Services assist people with disabilities gain their independence through driving. Driver Rehabilitation specialists evaluate participants with appropriate vehicle and factory equipment to assist participants. Adaptive Driving explores alternative transportation solutions and vehicle selections and provides behind the wheel training in a vehicle that is appropriately equipped to match participants’ needs to prepare the driver for obtaining or retaining a driver’s license.

**Highlights of 2018-2019 Activities/Outcomes:**

Services provided include all activities that are necessary for the identification of specific vehicle modification required to enable an individual to safely operate a vehicle, and the evaluation and training necessary for the individual to completely operate his/her modified vehicle.

| Total Budget Funds for the 2018-2019 Fiscal Year: | $88,100 |

**Projections of Major Actions for 2019-20:**

We will continue to meet the contract requirements and benchmarks for the current and future contract period.
Employment Preparation Education (EPE)
Supervised by Barbara Egloff, Divisional Administrator
Project # N/A
7/1/18 – 6/30/19

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 for 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 2018-19

Activities/Outcomes:

- Approximately 2,072 adults were provided services.
- Provided contextualized and concurrent career pathway training in collaboration with a CTE instructor.
- Implemented the CUNY CareerKit Curriculum throughout the program.

Total Budget Funds for the 2018-2019 Fiscal Year: $2,587,214

Projections of Major Actions for 2019-20:

- Continue to integrate CUNY CareerKit and digital literacy resources to enrich curriculum.
- Increase follow-up outreach that includes opportunities for alumni students to participate in social events and Employment Resource Center workshops.
- Expand the student work experience program to align with career pathway curriculum.
**NYS DOL – Opportunity Youth Career Exploration and Access (OYCEA)**  
Supervised by Barbara Egloff, Divisional Administrator  
Project #DOL01-C18310GG-3550000  
12/5/18 – 6/30/19

| CoSer: F810 | $116,666 |

**Name of Funder:** New York State Department of Labor

**Project Description:**

OYCEA funding provides an educational and career exploration program for at risk youth between the ages of 14-17, living in Bellport, Central Islip or Brentwood, who have not thrived in a traditional setting. The overall goal of the program is to fill the gap between traditional and therapeutic schools by providing support, guided independence and real world opportunities while meeting the academic requirements for each participant to successfully complete their secondary education.

A strong emphasis is placed on vocational soft skills by incorporating a work-based learning component. During this experience, students will develop skills in computer literacy; learn appropriate work habits and safety protocols in addition to viable job skills.

**Highlights of 2018-19**  
**Activities/Outcomes:**

- All participants were involved with activities designed to assist students in acquiring life skills, while satisfying compliance with the NYS Learning Standards. The program provided core academic instruction in the areas of English Language Arts, Mathematics, Science, and Social Studies. Students were also provided instruction in financial literacy, and career exploration. Career and Financial Management instruction will teach students how to manage personal finances, create a budget, banking, and file tax returns.
- Students’ academic plans are individualized based on their anticipated outcomes. Instruction is being provided that will prepare students to be successful in passing Regents examinations. Students who were not pursuing a traditional high school diploma received instruction to prepare for the New York State High School Equivalency Exam.

**Total Budget Funds for the 2018-2019 Fiscal Year:** $116,666

**Projections of Major Actions for 2019-20:**

- Expand collaboration with youth bureaus and community organizations to identify at risk youth in need of supportive services
- Infuse work based learning activities to include paid internship experiences
- Develop a unit of study for students to explore opportunities available after high school. Students will investigate and evaluate possible paths as they transition from high school to postsecondary education and careers.
Name of Funder: Suffolk County Department of Labor

Project Description:

The focus of this project is to build cross-agency partnerships, establish a shared mission, common goal, and to define the roles and responsibilities of the One-Stop partner; align these efforts with the Long Island Regional Economic Development Council’s Workforce, Education and Veterans sub-committee; engage businesses and educational entities in the development of career ladders and lattices that lead to industry recognized credentials; and identify the funds to be contributed by Core Partner Programs.

Highlights of 2018-19
Activities/Outcomes:

- Assisted in the development of employability readiness services to individuals visiting the One-Stop Center
- Collaborated with One-Stop partners to coordinate and expand staff training in order to improve knowledge and expertise of front line staff

Total Budget Funds for the 2018-2019 Fiscal Year: $85,000

Projections of Major Actions for 2019-20:

- Continue to facilitate participant engagement with the One-Stop delivery system and in activities such as on-the-job training, career fairs, career exploration presentations and/or other workforce activities.
- Create training activities and resources that lead to improved employment outcomes for individuals with disabilities, veterans, formerly incarcerated persons, disconnected youth, individuals in economically distressed communities, adults with limited literacy, and other special populations.
Name of Funder: Federal Funds via New York State Education Department

Project Description:

The purpose of the WOIA Title II Riverhead 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.

Services include:
- Assessment of community needs
- Case management to identify individual’s family’s needs and follow up to ensure goals are met
- Employment readiness workshops
- Assistance with job placement
- Access to a computer lab for conducting research, writing resumes, applying for employment, and HSE preparation
- Referrals to adult education classes, housing unemployment assistance, immigration services, health and financial assistance programs, post-secondary education, and career training programs
- Collaborated with Equity First Foundation to provide holiday meals, gifts, and personal donations

Highlights of 2018-19

Activities/Outcomes:
- Hosted the Guatemalan Consulate visit to provide immigration services
- Organized two career fairs with collaborating partners, approximately 30 businesses and community organizations attended, and more than 200 students participated
- Facilitated three “Reading is Fundamental” family nights

Total Budget Funds for the 2018-2019 Fiscal Year: $122,500

Projections of Major Actions for 2019-20:
- Assist in creating and supporting organizational processes to practice development and effective collaboration with key partners.
- Enhance case management services to support follow up goals and outcomes
- Provide workshops aligned with ten pathways out of poverty
- Expand partnerships to meet the needs of the population we serve
Name of Funder:  Federal Funds via New York State Education Department

Project Description:

The Adult Basic Education Literacy program provides a contextualized and integrated program for students to acquire their high school equivalency, focus on individual career goals, earn industry-recognized credentials and obtain/maintain meaningful employment. Classroom activities focus on academics, and career training as well as employability skills.

Highlights of 2018-19 Activities/Outcomes:

- Incorporated CUNY aligned professional development workshops at each literacy site.
- Utilized a network of resources to enhance employment opportunities for participants.
- Started to integrate project-based learning activities aligned with career pathway curriculum.
- Incorporated collegial circles between CTE instructors and literacy teachers to infuse career related activities into literacy curriculum.
- Provided digital literacy workshops in all classrooms.

Projections of Major Actions for 2019-20:

- Continue to integrate project-based learning activities into the curriculum.
- Provide professional development workshops aligned with WIOA initiatives.
- Enhance outreach efforts with case managers and local employers.
- Infuse work-based learning opportunities that align with business, hospitality, health occupations and construction trades.
WIOA Title II – Incarcerated Education  
Supervised by Barbara Egloff, Divisional Administrator  
Project # 0138-19-2049  
7/1/18 – 6/30/19

Name of Funder:  
Federal Funds via New York State Education Department

Project Description:

The purpose of the program is to provide incarcerated individuals the opportunity to obtain a high school equivalency diploma, acquire the necessary skills for employment or career advancement, to have job opportunities, placement and connections upon release from the Suffolk County Correctional Facility.

Highlights of 2018-19:
Activities/Outcomes:

- Incorporated CUNY aligned professional development workshops.
- Started to integrate project-based learning activities aligned with career pathway curriculum.
- Incorporated collegial circles between CTE instructors and academic teachers to infuse career related activities into literacy curriculum.
- Collaborated with the Department of Labor Licensing and Consumer Affairs to provide a Career Resource Fair in the correctional facilities.

Total Budget Funds for the 2018-2019 Fiscal Year: $249,998

Projections of Major Actions for 2019-20:

- Continue to integrate project-based learning activities into the curriculum.
- Provide professional development workshops aligned with WIOA initiatives.
- Enhance outreach efforts with local employers.
- Infuse work-based learning opportunities in the correctional facility that align with Carpentry, Horticulture/Landscape Maintenance, Facilities Maintenance and Small Engine Repair.
Name of Funder:  New York State Education Department

Project Description:

The Adult Literacy program integrates English Literacy and Civics Education, with Career and Technical Education (CTE) skills. In addition to academics, curriculum incorporates workplace literacy skills and an opportunity for participants to concurrently receive training and obtain credentials aligned with 4 career pathways; health occupations, construction trades, business, and hospitality.

Highlights of 2018-19:

Activities/Outcomes:

- Incorporated CUNY aligned professional development workshops at each literacy site.
- Started to integrate project-based learning activities aligned with career pathway curriculum.
- Incorporated collegial circles between CTE instructors and literacy teachers to infuse career related activities into literacy curriculum.
- Provided opportunities for CTE and literacy instructors to co-teach career focused literacy lessons.
- Provided digital literacy workshops in all classrooms.

Projections of Major Actions for 2019-20:

- Provide a summer boot camp for individuals pursuing a career in construction trades.
- Continue to integrate project-based learning activities into the curriculum.
- Provide professional development workshops aligned with WIOA initiatives.
- Enhance outreach efforts with case managers and local employers.
- Infuse work-based learning opportunities that align with business, hospitality, health occupations, and construction trades.
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 2018-19**

**Activities/Outcomes:**

- Participated in the development of the 2018-2019 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 (CID), Focused Intervention Districts (FID), Proactive Intervention Districts (PID), 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 2018-2019 Fiscal Year: $2,547,396**

Projections of Major Actions for 2019-20:

Contract was not renewed with ESBOCES.
Regional Special Education-Technical Assistance Support Center
RSE-TASC Part II - Budget-SEVIS
Supervised by: Vincent Leone, Administrative Coordinator
Project # C012178
7/1/18 – 6/30/19

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 2018-19

Activities/Outcomes:

- Special Education School Improvement Specialists (SEVIS) 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, SEVIS 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 SEVIS 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 2018-2019 RSE-TASC Regional Work Plan

Total Budget Funds for the 2018-2019 Fiscal Year: $794,535

Projections of Major Actions for 2019-20:

Contract was not renewed with ESBOCES.
Learning Technology Grant  
Supervised by: Molly Licalzi, Administrative Coordinator  
Project # 0647-19-0118  
07/1/18 – 06/30/19

Name of Funder: New York State Education Department

Project Description:

Eastern Suffolk BOCES was awarded The Learning Technology Grant by the New York State Education Department in the amount of $200,000. This is a three year grant running from September 1, 2018 to June 30, 2021. The target population for this grant are grade 3-8 English Language Learners and students with disabilities across five public and two private schools including the following: Patchogue-Medford UFSD, Riverhead UFSD, South Country UFSD, Sachem CSD, Little Flower UFSD, Victory Christian Academy and Peconic Community Schools. This consortium will be assisting the target population attain the new NYSP-12 Science Learning Standards. ESBOCES will assist districts by providing tailored professional development that will take a deeper dive into the NYSP-12 Science Learning Standards and support instructional technology to meet the unique needs of the English Language Learners and students with disabilities. In doing so, there will be annual data reviews to measure progress of both staff acquiring new skills as well as how the English Language Learners and students with disabilities are improving in their academic outcomes.

Highlights of 2018-19
Activities/Outcomes:

On January 28, 2019, an informational meeting was held at ESBOCES with all the Learning Technology Grant participating districts listed above and service providers such as: L.I. RBERN, School Library Services, Model Schools, RSE-TASC, Logic Wing and Mayberry Consulting. The informational meeting included the following agenda topics: planning and implementation cycles, activities for all three years, program evaluation, BUZZ learning management system, Virtual Reference Collection, Buncee (content creation and communication tool), the professional development plan and overview, professional learning communities and a highlight for the book study titled, “25 Quick Formative Assessments for a Differentiated Classroom.” The Lead Coordinator, Model Schools Teacher Integration Specialist, and service provider Logic Wing met with each of the participating consortium schools and districts in April, May and June of 2019 for the planning phase to determine how to best utilize the Learning Technology Grant for their specific student population and district needs.

In addition, the Learning Technology Grant team offered Tech Cafe opportunities over the summer. These consisted of focused trainings based on input from the teachers. Each café had different topics such as questioning, accessibility and differentiation. Each district received various devices and software based on their current network structure and needs. Planning is underway for the 2019-2020 professional development sessions.

Website: https://www.esboces.org/Page/263

Total Budget Funds for the 2018-2019 Fiscal Year: $200,000
Projections of Major Actions for 2019-20:

We will be delivering regional trainings with content aligned to the NYSSLS, and use the remaining Professional Development days to support groups of teachers in the grant of their home district, that will ultimately be responsible for producing lessons with embedded technology supports to share with others.
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 2018-19

Activities Outcomes:

- Twenty social workers/counselors provided substance abuse prevention services and specialized counseling services to over 5,000 students in 19 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 2018-19 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.

Total Budget Funds for the 2018-2019 Fiscal Year: $1,232,772

Projections of Major Actions for 2019-20:

- 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 # 0580-19-7526
7/1/18 – 6/30/19

Name of Funder: New York State Archives

Project Description:

Paper records are scanned and digitized by a Preferred NYSID 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 2018-19 Activities/Outcomes:

Two districts participated, Lindenhurst UFSD and Springs UFSD. The districts had an assortment of record series scanned and digitized.

Total Budget Funds for the 2018-19 Fiscal Year: $133,943

Projections of Major Actions for 2019-20:

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 2019-20.
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 housing, or those who are doubled-up for economic necessity situations as defined by the McKinney-Vento Act.

Highlights of 2018-19 Activities/Outcomes:

During the 2018-2019 school year, 69 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 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, and 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, “Feed the Children” provided back-packs to Genesee Valley BOCES, the Lead LEA, that were filled with school supplies for distribution across the state, and “The Pajama Project” supplied new pajamas for all homeless students in the program.

| Total Budget Funds for the 2018-2019 Fiscal Year: $3,870 |

**Projections of Major Actions for 2019-20:**

The Esperanza Migrant Sub-grant for 2016–2019 expires in June of 2019. The New York State Education Department issued a Request for Proposal for 2019–2022 in the fall of 2018. The Esperanza McKinney-Vento sub-grant for the New York State Migrant Education Program was awarded to Eastern Suffolk BOCES as the Lead LEA and will provide both administrative and fiscal oversight through Memoranda of Understanding for (8) sites throughout the state as well as for the Long Island Metro Migrant Education Program region.

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 as 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 Work Plan.

In addition, we will seek to further our collaborative alliances with community partners to secure no or low-cost goods and services for our children, youth and families in order to maximize their access to needed goods, services, and engagement in the community.
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 three 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 2018-19

Activities/Outcomes:

ESBOCES serves as the Lead LEA in year three of a three-year collaborative venture (concluding in 2019) as the Regional McKinney-Vento Consortium 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 February.

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 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; 29 students registered and 5 students in Grades 7 - 9 were invited through scholarships, to participate in the Summer Enrichment Program housed at WTC and MTC. 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. These students also had access to free lunch through a collaborative partnership with the USDOA free lunch program housed at WFHS, as well as recreational activities. The students in

Grants & Specially Funded Programs – Briefing Book 2018-2019  
27
grades 7–9 had hands-on access to real-world career skills. All students were provided with backpacks and school supplies at the conclusion of the program through a donation from “Feed the Children”.

An after school enrichment program model was run at four different shelter-based sites throughout Brookhaven Township to provide instructional support and recreation for school aged children. Services were provided to assist 60 students with instructional support sessions throughout the year.

District homeless liaisons, homeless shelters and community agencies were provided with four professional development / networking meetings and ESSA updates in 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. Students’ participation in these programs received additional assistance 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 2018-2019 Fiscal Year: $75,000 |

**Projections of Major Actions for 2019-20:**

The ESBOCES – William Floyd McKinney-Vento Sub-grant for 2016 – 2019 expired in June of 2019. The New York State Education Department issued a Request for Proposal for McKinney-Vento Programs for 2019 – 2022 in the fall of 2018. ESBOCES responded and was awarded funding for a renewed consortium initiative with the William Floyd School District and will provide both administrative and fiscal oversight through Memoranda of Understanding.

This new Project began its three-year cycle on July 1, 2019. Emerging and persistent needs were considered in assessing the Work Plan for a future collaboration in the 2019 -2022 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 updated project is approved to expand after school homework help and enrichment 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 continue participation in the Career Explorations Program.
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 three 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 2018-19
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.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: the Work Plan and budget were amended to include supplemental assistance to Consortium Districts for unaided transportation costs related to McKinney-Vento students in order to provide assistance with their participation in school-related activities. “Feed the Children” provided backpacks with school supplies.

Total Budget Funds for the 2018-2019 Fiscal Year: $60,000

Projections of Major Actions for 2019-20:

The ESBOCES – Regional McKinney-Vento Sub-grant for 2016 – 2019 expired in June of 2019. The New York State Education Department issued a Request for Proposal for McKinney-Vento Programs for 2019 – 2022 in the fall of 2018. ESBOCES responded and was awarded funding for an expanded consortium initiative and included additional members as the ESBOCES South Shore Regional Consortium, providing member school districts with both administrative and fiscal oversight through Memoranda of Understanding.
This new Project began its three-year cycle on July 1, 2019. Emerging and persistent needs were considered in assessing the Work Plan for a future collaboration in the 2019-2022 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 updated project is approved to expand after school homework help and enrichment 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 continue participation in the Career Explorations Program.
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 2018-19**

**Activities/Outcomes:**

In the 2018-2019 school year and during the summer, 345 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 led to after school Nutrition Programs as a part of our after-school enrichment as well. The L. I. Metro Parental Advisory Council (PAC) participated in state-wide and regional meetings, assisting with operational and programmatic recommendations.

ESB.OCES 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 pre-school 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.

Supplementary educational programs featuring ESL and Life Skills for Out-of-School Youth were expanded and centralized 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; “Feed the Children” provided back-packs with school supplies and free books for summer recreational reading 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 2018-2019 Fiscal Year: $537,191 |

**Projections of Major Actions for 2019-20:**

Year two of a five year contract allowed a framework to continue serving the children of migrant agricultural workers. Migrant families and students across the region will continue to be provided with a higher level of service through expanding collaborative partnerships with school districts and community-based service agencies for the 2019-2020 funding year. ESSA accountability requirements included a variety of new assessment and monitoring 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 expanding our capacity.

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 # MOU 7/1/18–6/30/19

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 post-secondary 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 post-secondary education or training.

Highlights of 2018-19
Activities/Outcomes:

The program funds enabled FEOP Program staff to facilitate student participation, transportation, instructional resource materials, and the students were provided with Chromebooks to support their learning throughout the program year. Assessment and program implementation continued throughout 2018. Participating students were recruited from the Long Island Metro Migrant Program region when they aged out without passing their Regents Exams, or dropped out of their local high schools. The most common reasons for non-completion were based on SIFE status, advanced 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 2018-2019 Fiscal Year: $25,000

Projections of Major Actions for 2019-20:

The Geneseo Migrant Center will be closing on June 30, 2019. The program funding is discontinued. Additional collaborations with Suffolk County Community College in Riverhead has facilitated the completion of coursework / study for students who still need to complete the TASC Exam in order to earn their NYS High School Equivalency Diploma.
Name of Funder:  *New York State Education Department*

Project Description:

During the 2018-2019 school year, the program focused on maximizing skill acquisition and seamless transition opportunities for students to begin their career, pursue the next credential, and begin college credit-bearing coursework and/or sustainable employment.

**Highlights of 2018-19:**

Activities/Outcomes:

- Enhanced opportunities to earn stackable credentials
- Infused employment readiness skills such as customer service, critical thinking skills, and employment counseling in all career training programs

**Total Budget Funds for the 2018-2019 Fiscal Year: $69,816**

Projections of Major Actions for 2019-20:

The New York State Education Department has elected to use 2019-2020 as a transition year with full implementation to begin in the 2020-2021 school year.

The program will focus on maximizing skill acquisition and seamless transition opportunities for students to begin careers, pursue the next credential, begin college credit-bearing coursework and/or sustainable employment. We intend to accomplish our goals by:

- Providing professional development for staff aligned with industry credentials, infusing academic content into CTE programs, as well as meeting the needs of students with disabilities and English language learners
- Expanding career exploration, boot camp and basic level courses to provide foundational skills, developing into complex and credential-aligned programs
Suffolk County Workforce Innovation Opportunity Act
(WIOA County)
Supervised by: Donna Singer, Program Administrator
Project # MOU
7/1/18 – 6/30/19

Name of Funder: Suffolk County Department of Labor, Licensing and Consumer Affairs

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 2018-19
Activities/Outcomes:

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

Total Budget Funds for the 2018-2019 Fiscal Year: $43,251.77

Projections of Major Actions for 2019-2020:

The Adult Education program will continue to provide training opportunities for DOL approved students. The following 23 courses in the Career and Technical Education program were approved for the 2019-20 school year:

- Automatic Heating Advanced
- Automatic Heating Basic
- Carpentry/Residential Construction Home Improvement Part 1
- Carpentry/Residential Construction Home Improvement Part 2
- Clinical Medical Assistant
- Commercial Culinary Arts
- Comprehensive Refrigeration and Air Conditioning
- Comprehensive Veterinary Assistant
- Comprehensive Welding
- Cosmetology
- Custodial Services
- Dental Chairside Assistant
- EKG Technician
- Electric 1
- Electric 2
- EPA Technician Certification
- Esthetician
- Marine Repair
- Medical Officer Biller/Coder ICD-10
- Nurse Assistant
- OHSA 10-hour Certification
- Phlebotomy
- Practical Nursing

The Adult Education Program continues to enhance training opportunities to meet the needs of the workforce.
Name of Funder: Hagedorn Foundation

Project Description:

Development of a professional development program focused on immigrant/undocumented students.

Highlights of 2018-19:

Four modules were developed and showcased at various meetings in the region.

Activities/Outcomes:

Modules were shared throughout the state and are being utilized in schools, libraries and colleges.

Total Budget Funds for the 2018-2019 Fiscal Year: $2,000

Projections of Major Actions for 2019-20: Updates will be made to align with current data.
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 2018-2019, 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) and the New York State Identification Test for English Language Learners. L.I. RBERN staff regularly present workshops at statewide and regional conferences throughout the year as well.

Highlights of 2018-19
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 moved to the newly named Islip Office Center located in the Islip Career Center, and it served the 69 districts in Suffolk County. The Western Region Satellite Office remained at the Western Suffolk BOCES Conference Center in Wheatley Heights and the staff there served the 56 Nassau school districts. Eastern Suffolk BOCES served as the fiduciary agent for both offices.

During 2018-2019, the L.I. RBERN planned and provided staff development workshops/presentations/conferences for over 5,000 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 35,000 “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 address NYSED OBEWL identified priorities including, assisting districts with the implementation of the Amended CR Part 154 regulations, addressing the graduation rate of ELLs in NYS, as well as provisions related to the identification and placement ELLs identified as Students with Interrupted/Inconsistent Formal Education (SIFE). Expanding on the “Common Core & Next Generation: A Crosswalk Comparison of New York State Learning Standards for English Language Arts”, compiled by the L.I. RBERN last year, a new project to align the Bilingual Common Core Grade Level Academic Demands and Linguistic Demands to the NYS Next Generation Learning Standards for ELA commenced. After presenting the beginning stages of this project to NYSED OBEWL staff, L.I. RBERN was asked to lead this project on behalf of NYSED in the 2019-2020 school year.

During 2018-19, the L.I. RBERN staff provided specialized, intensive support to 15 districts that had been identified by NYSED as not meeting federal accountability targets. These interventions included professional development sessions, on-site consultations, building “walkthroughs” with administrators, follow-up meetings and embedded coaching with teachers. In terms of providing support and input to NYSED-led monitoring DTSDE Intensive Intervention Teams, L.I. RBERN staff participated as “ELL Content Experts” in 14 school buildings representing 5 school districts throughout the year. In addition, L.I. RBERN staff were integral to assisting NYSED Office of Bilingual Education and World Languages in conducting Coordinated Monitoring in two school districts as well as assisting in Corrective Action Plan reviews in 3 school districts.

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 2018-2019. The Director and one Resource Specialist were instrumental in developing the revised NYSESLAT Turnkey Training materials that were disseminated statewide. In addition, L.I. RBERN staff developed a comprehensive set of training tools to accompany the recently released, NYSED Multilingual Learner (MLL)/English Language Learner (ELL) Program Quality Review and Reflective Protocol Toolkit (PQR). The toolkit helps leadership teams examine the current level of implementation of school-wide practices that support ELLs’ success. RBERNs around the state are expected to use the PQR in their work with priority school districts and the turnkey training tools developed by the L.I. RBERN helped the other regional RBERNs to implement the tool very quickly.

The annual Long Island Teachers’ Institute continues to draw a substantial number of participants. This year approximately 500 educators of ELLs from across Long Island attended the Institute entitled, “Generation NOW: AccELLreating Pathways to Success for Linguistically Diverse Learners.” Participants were treated to two keynote presentations by well-known speakers in the field. Lorena Llosa, Associate Professor of Education at NYU, presented the first keynote, entitled, “Supporting English Learners at the Intersection of Content and Language,” and the featured presenter, Emily Francis, ESL teacher at Concord High School in North Carolina,
presented about “Inspiring Greatness and Success for English Learners.” Afternoon breakout sessions showcased the best practices of Long Island teachers of ELLs presenting on topics such as: working with SIFE, parent engagement, using play as a pathway to success, NYSED Accountability measures for ELLs, preventing summer slide, and digital portfolios.

This year, two L.I. RBERN staff members carried out the required responsibilities for selecting and training 62 high school juniors and seniors for the annual Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) that took place in Albany from March 9th through the 11th. 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, three of them were awarded PR/HYLI scholarships totaling $7,500.

This year’s parent conference was again 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 included: “Tools for Multilingual Outreach at Suffolk County Libraries,” “A Hidden Gem in Our Own Backyard: Resources and Programs at Suffolk Community College,” and “Culturally Responsive Community Resources: Long Island Against Domestic Violence.” In addition, a panel of personnel from the breakout workshops discussed how they can continue the conversation to increase ELL parent engagement.

As has been the practice for 15 years now, RBERN staff trained and supervised 6 regional scoring sessions held at Eastern Suffolk BOCES. This was the first year that full-service scoring was offered as an option for NYSESLAT yet many districts continue to choose Regional Scoring due to the quality of the professional development embedded in the process. This year, 400 teachers were trained and over 14,000 NYSESLAT tests were scored.

| Total Budget Funds for the 2018-19 Fiscal Year: $1,700,474 |

**Projections of Major Actions for 2019-2020:**

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

- Lead a project on behalf of NYSED OBEWL to align the Bilingual Common Core Progressions with the NYS Next Generation Learning Standards for ELA. This project addresses the critical need to ensure that English language learners (ELLs) are able to fully access the New York State Next Generation Learning Standards (NGLS) through articulating the language necessary for ELLs to access grade-level standards. The final product will then inform development of the next generation of the NYSESLAT.
- Participate in a NYSED OBEWL led committee to investigate implementing online learning options for over-age and under-credited ELLs and SIFE.
- Participate in a NYSED OBEWL Seal of Biliteracy Committee to engage local school districts to provide more Seal of Biliteracy options for students, particularly for ELLs.
• 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 implementing the PQR referenced above, 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 2019-2020 CR Part 154 Comprehensive ELL Education Plan.

• Continue to expand regional professional development offerings for all teachers. Currently scheduled are, two professional learning communities for bilingual education teachers as well as a five workshop series to be held in Southampton for teachers on the south fork.

• 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 November 22, 2019 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 2020 NYSESLAT.

• Collaborate with the Education and Information Support Services Division of Eastern Suffolk BOCES to provide training for and supervising the scoring of the 2020 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
10/1/18 – 9/30/19

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 21 institutions of higher education (IHEs): 19 institutions participated at the graduate level; six (6) 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 2018-19

Activities/Outcomes:

In the fiscal year 2018-19, a total of 229 teachers and pupil personnel professionals, 64 paraprofessionals, and 18 pre-service undergraduates participated in the program for a total of 311 participants. Moreover, a total of 46 participants completed the program in 2018-19.

During 2018-2019, participants were enrolled in nineteen (19) institutions of higher education; fourteen (14) institutions enrolled students at the graduate level, three (3) IHEs enrolled students at both the graduate and undergraduate level, and two (2) IHEs participated in the preparation of undergraduate participants only.

In addition, the ITI-BSE organized and held one Statewide Meeting on May 17, 2019, 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.
Through a collaboration with the NYC Department of Education, the Intensive Teacher Institute for Bilingual Special Education (ITI-BSE) enrolled a cohort of 14 teachers in the Bilingual Extension program at CUNY Hunter beginning with the Summer 2019 semester. These 14 teachers will travel through the program together and should be qualified to receive a Bilingual Extension by summer 2020.

Finally, after long planning and negotiation processes, the ITI-BSE was able to procure agreements with two (2) new participating Institutions of Higher Education thus expanding options for program candidates. Buffalo State College began participation in November 2018 and New York Institute of Technology was approved in January 2019. These new additions will help us to meet our statewide deliverables in wider regions of New York State.

| **Total Budget Funds for the 2018-19 Fiscal Year:** $976,149 |

**Projections of Major Actions for 2019-20:**

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 2020 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 # 0293-19-1724**

9/1/18 – 8/31/19

CoSer: F878

$184,789

**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 19 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 19 constituent districts and arranges for all activities related to the grant. Approximately 1031 ELLs were served and 87 teachers in the 19 districts received training during the 2018-19 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 Consortium 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 as the 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 34% (19 of 56) of the school districts in Nassau County had access to their allocated Title III funding this year that would otherwise have been forfeit.

**Highlights of 2018-19 Activities/Outcomes:**

A Consortium Introductory/Orientation Session for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 12, 2018 at the Walt Whitman Birthplace Historic Site. This meeting provided an overview of staff development modules and technology to be presented in 2018-2019, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2017-18 academic years. The Nassau 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 Standards.
Learning Standards. Each of the 19 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 begin transitioning to the NYS Next Generation Learning Standards for ELA in their instruction of ELLs. During the year, teachers who benefit from their district’s participation in the Nassau Consortium are required to create a NYS standards-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 the 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 7, 2019 at the Western Suffolk BOCES Conference Center in Wheatley Heights, and was very well attended. An on-line publication of the 2018-19 “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 2018-2019 Fiscal Year: $184,789 |

Projections of Major Actions for 2019-20:

In 2019-20, 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 19 Nassau BOCES constituent districts, as well as providing embedded mentoring in which she will visit each of the Nassau Consortium districts three times. Once again, the annual culminating activity, “The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers” will be held on June 5, 2020 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 # 0293-19-3285
9/1/18 – 8/31/19

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 29 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 29 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 42% (29 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. In addition, a Shared Data Expert consultant from the Eastern Suffolk BOCES Regional Information Center assists the ENL teachers in interpreting assessment data to inform and adjust their instructional practice. Over the course of the year, a Consortium 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 29 component districts are included in the program’s implementation. This year, 91 teachers of approximately 1,331 ELLs in the 29 districts received training during the 2018-19 funding year.

Highlights of 2018-19 Activities/Outcomes:

A Consortium Introductory/Orientation Session for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 12, 2018 at the Walt Whitman Birthplace Historic Site. This meeting provided an overview of staff development modules and technology to be presented in 2018-2019, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2017-18 academic years. The Suffolk Title III Consortium’s professional development activities focused on data analysis and classroom implementation of the NYS CoSer: F876
$272,229
Common Core State Learning Standards as well as an introduction to the NYS Next Generation Learning Standards. Each of the 29 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 begin transitioning to the NYS Next Generation Learning Standards for ELA 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 7, 2019 at the Western Suffolk BOCES Conference Center in Wheatley Heights, and was very well attended. An on-line publication of the 2018-19 “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 2018-2019 Fiscal Year: $272,229 |

Projections of Major Actions for 2019-20:

During 2019-2020, 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 29 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 5, 2020 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.
Supported Employment (ACCES/VR)
Supervised by: Robert Van Brunt, Program Administrator
Project # C011352
10/1/18 – 12/31/19

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 2018-19
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 2018-2019 Fiscal Year: $22,351

Projections of Major Actions for 2019-20:

- 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
**OPWDD Supported Employment**  
Supervised by: Robert Van Brunt, Program Administrator  
Project # C025051  
7/1/18 - 6/30/19  

**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 individual-centered planning and job development to assist the individual in securing new employment as requested.

**Highlights of 2018-19**

**Activities/Outcomes:**

Services were provided to 105 individuals working at 85 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 two individuals to assist them in seeking appropriate employment opportunities. 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 2018-2019 Fiscal years: $593,979**

**Projections of Major Actions for 2019-20:**

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

Supported Employment staff will engage in the discovery process for those individuals who become unemployed if a position is not secured within 45 days. The discovery process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person centered planning process that involves getting to know a person before supporting them in developing a plan for employment.

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 # 8000-28-0012
7/1/18 – 6/30/19

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 2018-19:

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

Total Budget Funds for the 2018-2019 Fiscal Year: $880,137

Projections of Major Actions for 2019-20:

The purpose of this grant is to develop more fully the academic knowledge and technical and employability skills of secondary education students who elect to enroll in career and technical education program by:

- Including preparation in high-skill, high-wage or in demand occupations
- Integrating rigorous and challenging academic and CTE instruction that link secondary and post-secondary
- Providing technical assistance that improves the quality of CTE faculty, teachers, counselors, and administrators
- Supporting partnerships between secondary, post-secondary, local workforce boards, business and industry
- Providing individuals with opportunities and skills to keep the US competitive

The new grant will fund activities and materials to support our region’s efforts in meeting the four State Defined Priority Areas:

- Program Evaluation
- Develop and improve Work Based Learning programs and activities
- Support Students with Disabilities (SWD) and English Language Learners (ELLs)
- CTE Teacher Training
School Library Systems – Categorical Aid for Automation

Supervised by: Carl Vitevitch, Administrative Coordinator
Project # 0364-19-0009
7/1/18– 6/30/19

Name of Funder: New York State Education Department

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 2018-19 Activities/Outcomes:
Categorical Aid for Automation was used for to maintain a number of subscriptions which are vital to the Virtual Reference Collection. Additional funds were used for contract server hosting services with Eastern Suffolk BOCES.

Total Budget Funds for the 2018-2019 Fiscal Year: $20,507

Projections of Major Actions for 2019-20:
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 #** 0365-19-1009  
**07/1/18 – 06/30/19**

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

**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 2018-2019**  
**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 professional development speakers on the topics Next Generation English Language Arts Learning Standards, New York State K-12 Social Studies Framework and the American Association of School Librarians Standards Framework.

**Total Budget Funds for the 2018-2019 Fiscal Year:** $205,066

**Projections of Major Actions for 2019-20:**

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 # 0317-19-1009
7/1/18 – 6/30/19

Name of Funder: New York State Education Department

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 2018-19
Activities/Outcomes:
Supplementary Aid has been expended on salaries and benefits for School Library System staff, Indirect Costs, and remote access software to conduct trainings within our region for our members that would otherwise travel a distance.

Total Budget Funds for the 2018-2019 Fiscal Year: $59,221

Projections of Major Actions for 2019-20:
Supplementary Aid carryover will be used to purchase Digital Media Library Service and Virtual Reference Collection subscriptions
Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, general identity or expression, transgender status, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org; the Assistant Superintendent for Human Resources, 631 687-3029, or the Associate Superintendent for Educational Services, 631 687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR New York@ed.gov.