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 28 million dollars of specially funded projects were facilitated in the 19-20 school year.

The Grants Management Office, within Business Services, managed over 13 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 2019-20 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 2020-2021 school year.
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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 2019-20

Activities/Outcomes:

Professional development workshops were scheduled over the summer of 2019 as well as during the school year. On January 10, 2020, an informational meeting was held at ESBOCES with leadership from the Learning Technology Grant participating districts. The informational meeting was to discuss the professional development available throughout the year and how best to increase teacher participation in the various workshops being offered. Plans were made to work with districts individually as their needs were diverse. Opportunities were made available for in-district professional development based on these needs. Workshops on the New York State Science Learning Standards were also added as regional offerings to assist districts with implementing these standards. Professional development opportunities also included a focus on English Language Learners and Students with Disabilities.

In March, everything came to a halt due to COVID-19. Because of the impact of the pandemic, the State Education Department increased the cap for equipment purchases. We worked with each district in order to amend the budget to ensure districts could purchase much needed equipment. This equipment was distributed to districts throughout the summer.
In addition, the Learning Technology Grant team planned for a Summer Institute entitled, “Blended Learning in the K-12 Classroom” which would run throughout July and August and be delivered virtually in order to assist our districts with professional development that was aligned to the New York State Science Learning Standards and instructional technology. These workshops will enable teachers to create lessons and curriculum using different models of blended learning, create content, plan activities, and generate assessments. They were planned with input from each of the districts.

Planning is underway for the 2020-2021 professional development sessions.

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

| Total Budget Funds for the 2019-20 Fiscal Year: $200,000 |

Projections of Major Actions for 2020-21:

With the state once again increasing the cap on equipment purchases for this year, we are working with our districts on securing additional equipment based on demonstrated need. We will continue to deliver regional trainings with content aligned to the NYS Science Learning Standards and a focus on English Language Learners and Students with Disabilities, and use the remaining professional development days to support groups of teachers in their home district. The goal of the in-district and regional professional development is to help teachers produce lessons with embedded technology supports that can be shared with others. In the spring, we will be traveling to Albany to present the results of this 3-year grant to the group.
Jail Education Program  
Supervised by: Robert F. Dembia, Administrative Coordinator
Project # N/A
7/1/19 – 6/30/20

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.
- Transitional counseling services are provided 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:

- Expanded transition services through collaborative initiatives with county juvenile justice partners and community representatives to include employment opportunities connected with career pathway curriculum.
- Initiated jail-based work experience opportunities in the career pathway curriculum.
- Continued to incorporate the Cognitive Behavior Intervention (CBI) program, offender workforce development specialist and Thinking 4 Change training into the Jail Education and Alternative to Incarceration programs.

Total Budget Funds for the 2019-2020 Fiscal Year: $1,813,613
Projections of Major Actions for 2020-21:

- Continue to create co-curricular, student-centered annual projects to incorporate hands-on learning activities that are career focused.
- Continue to incorporate jail-based work experience opportunities to align with career pathway curriculum to enhance employment opportunities.
### Neglected & Delinquent – Title I – Part D

**Supervised by:** Robert F. Dembia, Administrative Coordinator  
**Project # N/A**  
**7/1/19 – 6/30/20**

| CoSer: F936 | $145,518 |

**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.

Raise the Age legislation states adolescent offenders who are detained must go to a specialized secured juvenile detention facility for older youth and can no longer be placed in one of the Suffolk County Correctional Facilities. Since youth will no longer be detained in either facility, 2020-21 will be the last year for this funding source.

**Highlights of 2019-20**

**Activities/Outcomes:**

- Enhanced transitional counseling services for individuals exiting the jail and provide post-release referral services
- Enhanced partnership collaborations with county agencies and not-for-profit organizations in order to provide supportive services in the communities youth are expected to return to as they start to transition out of the correctional facility
- Provided anger management sessions and expanded cognitive behavior intervention programs to youth in the correctional facilities
- Infused restorative circles during group counseling sessions

**Total Budget Funds for the 2019-2020 Fiscal Year:** $145,518

**Projections of Major Actions for 2020-21:**

- Continue to enhance transitional plans with not-for-profit partners to provide supportive services to youth the moment they are released from the correctional facility
Adaptive Driver Training
Supervised by Barbara Egloff, Divisional Administrator
Project # C013374
7/1/19-12/31/19 - 1/1/20-6/30/20

Name of Funder: New York State Education Department

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 license.

Highlights of 2019-20:
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 2019-2020 Fiscal Year: $80,000 / $77,810

Projections of Major Actions for 2020-21:

We will continue to meet the contract requirements and benchmarks for the current and future contract period.
Name of Funder:  New York State Education Department

Project Description:

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

Highlights of 2019-20:

Activities/Outcomes:

- Approximately 1,784 adults were provided services.
- Provided contextualized and concurrent career pathway training in collaboration with a CTE instructor.
- Continued to integrate CUNY CareerKit and digital literacy resources to enrich curriculum.
- Expanded the student work experience program to align with career pathway curriculum.
- Provided state approved distance learning opportunities and case management services during school closure to Adult Basic Education, Adult Secondary Education and higher-level English Speakers of Other Languages students.

Total Budget Funds for the 2019-2020 Fiscal Year: $2,587,214

Projections of Major Actions for 2020-21:

- Increase follow-up outreach that includes opportunities for alumni students to participate in social events and Employment Resource Center workshops.
- Incorporate distance-learning opportunities to enhance employment readiness.
- Provide workshops to special populations to introduce them to training and other services the agency and community offers.
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 educational 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 2019-20:
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 instruction in financial literacy, and career exploration.
- Students’ academic plans were individualized based on their anticipated outcomes. The instruction provided prepared students to successfully pass New York State Regents examinations. Students who were not pursuing a traditional high school diploma were provided additional instruction to prepare for the New York State high school equivalency exam.
- The transition planning process began when a participant enrolled in the program. Each transition plan included assessment of an individual’s educational and employment goals, strengths, and need for supportive services.
- Supportive services were provided based on the needs of each individual student. These services were coordinated by the program’s case manager and supported by our network of partnering community-based organizations. Needs and progress were monitored by the case manager as the student progressed through the program.
- ESBOCES staff assisted participants with the completion of various Career Zone activities. Career Exploration allowed students to learn about their interests in employment, identify and explore potential careers, plan and develop a strategy to realize their future goals.

Total Budget Funds for the 2019-2020 Fiscal Year: $203,930

Projections of Major Actions for 2020-21: Funding period ended June 5, 2020
Suffolk County One-Stop Operator Service  
Project # 320-6300-4560-29-1001-21  
Supervised by Barbara Egloff, Divisional Administrator  
7/1/19 – 6/30/20

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 goals 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 2019-20:

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
- Continued 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.
- Created 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.

Total Budget Funds for the 2019-2020 Fiscal Year: $85,000

Projections of Major Actions for 2020-21:

- Continue to enhance collaborative efforts with One-Stop partners to expand opportunities for Suffolk County residents.
- Incorporate distance-learning opportunities to provide employment readiness workshops.
- Provide training sessions for special populations to utilize a variety of online platforms and resources to enhance employability skills.
Name of Funder: New York State Department of Labor

Project Description:

The Unemployed Worker Training project provides training and support services to twenty-five (25) unemployed / underemployed individuals in priority populations including displaced homemakers, low income individuals, native Americans, individuals with disabilities, older individuals, individuals currently or formerly involved in the justice systems, English language learners, individuals with low literacy levels, individuals facing substantial cultural barriers, single parents, migrant and seasonal farm workers.

Services include:

- Tuition for enrollment
- Case management services
- Employability workshops
- Transportation vouchers
- Gift cards to purchase tools

Highlights of 2019-20

Activities/Outcomes:

- Developed individualized education and employment plans for all participants.
- Implemented an incentive program to recognize milestone achievements and course completion.

Total Budget Funds for the 2019-2020 Fiscal Year: $99,999

Projections of Major Actions for 2020-21:

- One hundred percent of participants will successfully complete their course of study.
- Provide opportunities for participants to tour Suffolk County’s Department of Labor One-Stop Center.
- Assist participants to become gainfully employed.
Name of Funder: New York State Education Department

Project Description:

The purpose of the Workforce Innovation and Opportunity Act 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 resume, applying for employment and high school equivalency 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 2019-20
Activities/Outcomes:

- Enhanced case management services to support follow up goals and outcomes
- Provided workshops aligned with ten pathways out of poverty
- Expanded partnerships to meet the needs of the population we serve

Total Budget Funds for the 2019-2020 Fiscal Year: $122,500

Projections of Major Actions for 2020-21:

- Assist in creating and supporting organizational processes to practice development and effective collaboration with key partners.
Name of Funder: 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, career training as well as employability skills.

Highlights of 2019-20:
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.
- Enhanced outreach efforts with case managers and local employers.
- Infused work-based learning opportunities that align with business, hospitality, health occupations and construction trades.

Total Budget Funds for the 2019-2020 Fiscal Year: $439,741

Projections of Major Actions for 2020-21:

- Continue to provide digital literacy workshops in all classrooms.
- Integrate work-based learning opportunities on site and with our business and industry partners to enhance student outcomes.
**WIOA Title II – Incarcerated Education**
Project # 0138-20-2049  
Supervised by Barbara Egloff, Divisional Administrator  
7/1/19 – 6/30/20

CoSer: F929  
$249,998

**Name of Funder:** 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 2019-20:**

**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 to provide a Career Resource Fair in the correctional facilities.
- Provided professional development workshops aligned with WIOA initiatives.
- Infused work-based learning opportunities in the correctional facility that align with Carpentry, Horticulture/Landscape Maintenance, Facilities Maintenance and Small Engine Repair.

**Total Budget Funds for the 2019-2020 Fiscal Year:** $249,998

**Projections of Major Actions for 2020-21:**

- Integrate project-based learning activities into the curriculum.
- Expand career pathway curriculum to ensure students earn recognized industry credentials prior to their release.
WIOA Title II – Integrated English Literacy & Civics Education
Supervised by Barbara Egloff, Divisional Administrator
Project # 0040-20-3019
7/1/19 – 6/30/20

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 2019-20:

Activities/Outcomes:

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

Total Budget Funds for the 2019-2020 Fiscal Year: $98,039

Projections of Major Actions for 2020-21:

- Incorporate training sessions to enhance digital employability skills and e-learning opportunities.
- Continue to provide scheduled meetings for Literacy instructors and CTE teachers to infuse career-related activities and co-teaching opportunities into Literacy curriculum.
Child Nutrition Equipment Assistance
Supervised by: Susan Maddi, Administrative Coordinator
Project # 0005-19-0064
8/1/19 – 7/31/20

Name of Funder: New York State Education Department

Project Description: FY18 National School Lunch Program Equipment Assistance Grant for School Food Authorities

Highlights of 2019-20
Activities/Outcomes: Purchased refrigerator for which grant was awarded and received reimbursement from the NYSED. Applied for FY 19 National School Lunch Program Equipment Assistance Grant for School Food Authorities and awaiting NYSED announcement of grant winners.

Total Budget Funds for the 2019-2020 Fiscal Year: $2,781

Projections of Major Actions for 2020-21:

Awaiting NYSED announcement of FY19 grant winners. Will apply for FY 20 National School Lunch Program Equipment Assistance Grant for School Food Authorities if the grant is offered.
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 Addiction Services and supports 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 2019-20
Activities Outcomes:

- Twenty social workers/counselors provided substance abuse prevention services and specialized counseling services to over 5,000 students in 16 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 4,000 students over the 2019-20 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). Online meetings and communications were enhanced during school closures for COVID-19.
- 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
  o 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); 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 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 Destructive Decisions programs (also facilitated by the SAS Counselors).
- Over 75% of all group activities utilized Evidenced Based Programming (EBP); exceeding the 70% threshold established by the state.
- Responded to over six districts in need of support due to a staff/student death.
- All SAS Counselors provided tele-therapy services (via district encouraged or Zoom platform) during school closures commencing March 16th.
- Parents/students were all notified of worker availability, including flexibility of hours available to continue meeting with students on a weekly basis.
- SAS workers were all trained in use of the Google Drive platforms and contributed to the establishment of a single source of updated community reserves and a database (i.e., homeless shelters, food banks, financial assistance), for sharing with one another to help families impacted by the COVID-19 crisis.
- Significant food drive collections of over 3,000 pounds to assist in L.I Cares and families impacted by economic recession (COVID-19 related).

| Total Budget Funds for the 2019-2020 Fiscal Year: $1,258,976 |

Projections of Major Actions for 2020-21:

- 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.
• Enhance and implement in hybrid models of tele-therapy and implementation of the Zoom platform (HIPAA compliant) in case of school closures to ensure continuity of services.
• Maintain weekly logs of direct services provided in a tele-commuting platform adhering to the host sites preferred methods of service delivery.
• Enhance home/school communication to implement a rubric to assess family needs. Rubric will reassess family impacted by the COVID-19 nationwide shutdown, unemployment, food insecurity, needs and social/emotional trauma impact.
• Update program protocols and procedures to allow for hybrid paradigms in the event of school closures; ensuring a continuity of service.
• Use of the Support for Students Exposed to Trauma (SSET) program for trauma as an evident bred program recognized by OASAS/SAMHSA for trauma counseling. The program is evident based and includes webinars for training of educators.
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 2019-20

Activities/Outcomes:

One districts participated, Riverhead CSD. The district had student records scanned and digitized.

Total Budget Funds for the 2019-20 Fiscal Year: $130,558

Projections of Major Actions for 2020-21:

Eastern Suffolk BOCES will continue to work with Riverhead 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 2020-21.
Esperanza Homeless - ESBOCES – Lead LEA  
Supervised by:  Julia Schnurman, Family Education Outreach Programs (FEOP) Coordinator  
Project #0212-20-3095  
7/1/19– 6/30/20  

CoSer: F909  
$65,000

Name of Funder:  Title I Part C – McKinney-Vento Education of Homeless Children and Youth sub grant via the New York State Education Department

Project Description:

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

Highlights of 2019-20

Activities/Outcomes:

During the 2019-2020 school years, migrant students were identified as living in homeless conditions throughout the state in (8) Program regions. These students 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 ESBOCES as the lead LEA answering the RFP on behalf of the NYS - Migrant Education Consortium. Field trip fees, outerwear, sneakers, school supplies, calculators, flash drives, emergency nutrition/food as well as 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 sub-standard housing, and a multiplier determined on statewide 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 backpacks to ESBOCES that were filled with school supplies for distribution across the state.

Total Budget Funds for the 2019-2020 Fiscal Year: $65,000
**Projections of Major Actions for 2020-21:**

The Esperanza Migrant Sub-Grant was awarded to ESBOCES 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 regions for 2019-2022.

With the added complications related to COVID-19, and regional service restrictions, some initiatives were more difficult to implement, most especially those relating to direct instructional support and student transportation. In the year ahead, all program sites 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 without access to school provided food and remote instruction through the provision of both equipment and internet access whenever possible, to support school district services. All sites 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 and services and engagement in the community.
ESBOCES- McKinney-Vento Consortium (Homeless Children)
Supervised by: Julia Schnurman, Family Education Outreach Programs (FEOP) Coordinator

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7/1/19 - 6/30/20

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

Project Descriptions:

These programs are funded by a series of McKinney-Vento sub-grants offered through the New York State Education Department in collaboration with ESBOCES and 13 regional school districts. These state grant-funded programs collaborate with school districts, homeless shelters, and community-based agencies to provide a combination of advocacy and supplementary educational services to children and youth living in temporary or transitional housing in participating districts throughout Suffolk County at no cost to districts.

ESBOCES serves as the lead LEA in year one of a three-year collaborative venture under five separate Consortium Titles. Each McKinney-Vento Consortium serves as a collaborative venture on behalf of the school districts listed above. These Consortia were established to provide a variety of specific educational and advocacy services based on student needs. This year services included: an instructional summer enrichment program & transportation for students in grades K-5; Career Explorations programming for students in grades 8-10, and a high school orientation program (Passport to Success) to rising at-risk 8th graders; shelter-based homework assistance to children in grades K-5 in multiple settings; emergency assistance such as clothing, school supplies, technology to support remote learning. In addition Arts-in-Education and field-based experiential learning opportunities were provided in schools and shelter based settings (before pandemic closures) to children living in McKinney-Vento eligible/homeless situations. An inclusive network of school district McKinney-Vento liaisons and agency professionals meet quarterly during the school year. They exchange ideas, share best practices, learn and to support each other as they work to responsibly accommodate the rights of children under the law. Professional development training is offered as needed throughout the county.

This office also serves as a provider of resources, in collaboration with NYS-TEACHS (New York State Technical & Educational Assistance Center for Homeless Students) for printed information and materials related to the success of homeless children in school. For additional information contact: http://www.nysteachs.org/, or call (800) 388-2014.
Highlights of 2019-20
Activities/Outcomes:

The Program Coordinator, in partnership with agency-wide departments and NYS-TEACHS offered professional development & training for over 100 homeless liaisons in October at our new Sequoya Office Center site.

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.

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. Pandemic service highlights included shelter-based tutoring and school supplies/activity/book/game and food drop-offs which were a big hit with the kids and families as many did not have the internet or devices needed to connect with their schools and did not have the opportunity to return to school for their books. They were also hard-hit by the impact of sickness and tragedy.

Total Budget Funds for the 2019-2020 Fiscal Year: $370,000

Projections of Major Actions for 2020-21:

The ESBOCES - McKinney-Vento/Homeless Children Sub-grants will focus on responding to the emergent needs of students living in McKinney-Vento eligible, unstable and temporary housing situations. 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 to, and was awarded, funding for six separate consortium initiatives with similar goals. We provide both administrative and fiscal oversight with each district through Memoranda of Understanding.

These new projects began their three-year cycle on July 1, 2019. Emerging and persistent needs were considered in assessing the work plan for a future collaboration throughout the funding cycle.
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. It also serves farm-working migrant youth from ages 16-21 with advocacy and instructional support designed 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 provide services to 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 2019-20**

**Activities/Outcomes:**

In the 2019-2020 school year and during the summer the L.I. – Metro Migrant Education Program provided advocacy and instructional support services to migrant eligible students. Informative parent education 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 statewide and regional meetings, assisting with operational and programmatic recommendations.

ESB QCES 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 pre-school students, providing introductory instruction in pre-school literacy, numbers, 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 program 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 were sought out to fulfill needs during the pandemic closures.

The NYSED - Migrant Education Program Office required that all instructional and support services be delivered to students remotely or with a limited “drop-and-go” model of bringing students and families instructional and advocacy resources throughout the Pandemic. The Long Island – Metro Migrant Education Program provided an extraordinary level of service under restrictive conditions and established a high level of collaboration with community partners and school districts or the benefit of the students, whose families and communities were hard hit by illness and death.

| Total Budget Funds for the 2019-2020 Fiscal Year: | $537,191 |

Projections of Major Actions for 2020-21:

Year three 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 2020-2021 funding year. ESSA accountability requirements included a variety of new “virtual” 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 (requiring a higher degree of resourcefulness and safety protocols through the continued pandemic conditions). 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 as we adjust to the working and service environment resulting.
**Research Foundation of SUNY Oneonta ID&R Sub-Grant**  
Supervised by: Julia Schnurman, Family Education Outreach Programs (FEOP) Coordinator  
Contract # 2019-360  
1/1/20 – 8/31/20  

**Name of Funder:** SUNY Research Foundation of Oneonta - Department of Identification and Recruitment

**Project Description:**

This program is funded through a SUNY Research Foundation, Department of Identification and Recruitment grant. It authorized expenditures related to the provision of supplemental instructional and support services such as educational services such as TASC Life Skills and English-language development classes, transportation and purchase of necessary commodities, (clothing, shoes, books, education, and technology related items) for out-of-school youth, recent dropouts, and enrolled high school adolescent youth as outlined in the contract.

In addition, the funds support the identification, recruitment, transportation, chaperones and program admission fees to facilitate Long Island – Metro student participation in the SUNY Oneonta Migrant Leadership Academy. Funds enabled us to enhance services to migrant eligible students over 16 years old who were enrolled in either a traditional high school, recent dropouts or farm working youth not attending school.

**Total Budget Funds for the 2019-2020 Fiscal Year:** $12,006

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

This was a limited opportunity based on available funds and specific, time-sensitive project goals. The funds will not be available next year.
Pre-Employment Transitional Services for Students with Disabilities (ACCES-VR)
Supervised by Erin Sellek, Assistant Administrative Coordinator
Project# C014004
1/1/20 – 6/30/20

Name of Funder: New York State Education Department

Project Description:

Pre-Employment Transition Services (Pre-ETS) for students with disabilities through New York State Office of Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR). The following services are available to students with disabilities between the ages of 14 to 21 that are potentially eligible for, but not currently receiving, ACCES-VR supports and services.

Services include:

- Job Exploration Counseling - assist students to explore career options and identify career pathways of interest, learn about skills needed in the workplace and for specific jobs, understand the demands of the labor market and learn about non-traditional employment options.
- Work Based Learning - includes activities and experiences to assist students to develop work skills through participation in paid and non-paid experiences in integrated community workplaces and gain an understanding of the soft skills important for success in the workplace.
- Counseling on post-secondary opportunities - designed to enhance employment outcomes and increase opportunities for students to explore post-secondary options aligned with their career interest.
- Workplace Readiness Training - includes components that enable participants to successfully develop individual capacities of achieving and maintaining employment, work behaviors, social skills in the work place setting.
- Self-Advocacy - assist students to understand their needs for support, services and accommodations that may be necessary for training or employment and to prepare the student to advocate for their needs.

Highlights of 2019-20
Activities/Outcomes:

- Provided informational workshops to component school districts

Total Budget Funds for the 2019-2020 Fiscal Year: Up to $150,000

Projections of Major Actions for 2020-21:

- Develop remote recruitment strategies
- Begin to provide services to eligible students
Name of Funder: *New York State Office of Children and Family Services*

Project Description:

WDDP is a community-based alternative education program that balances project-based learning and occupational skills training designed to prepare disadvantaged youth for long-term career success and post-secondary educational opportunities. The alternative education/workforce development model serves as an effective community-based intervention for high-risk youth and young adults between the ages of 16 and 24.

The academic component assists youth who are significantly behind in basic skills to obtain a high school diploma, New York State high school equivalency diploma, or engage youth in post-secondary schooling opportunities. The occupational skills training component prepares at risk youth for placement into high demand career pathways and/or further education or training. By teaching youth marketable skills, WDDP will support the goal of increasing positive youth opportunities within the targeted communities. Occupational skills training includes, but is not limited to, trending industries based on local labor market demand such as: building trades, service industries; information technology; healthcare; security; and maintenance.

Services include:

- Open enrollment in full or part-time academic and skills-training classes
- Academic component: two pathway options - Regents level coursework leading to high school diploma or preparation for high school equivalency diploma
- Career exploration - participants learn about their interests in the world of work, identify and explore potential careers, plan for the future and develop a strategy to realize their future goals
- One of three career training options:
  - Dual enrollment enables participants to obtain their high school diploma/ equivalency, focus on a career, obtain certification, and transition into employment
  - Acceptance into a career-training course after an individual completes the academic component and obtains their high school diploma or equivalency
  - Individuals who previously earned a high school diploma and require the supportive services, career training and post placement assistance.
- Case Management Services

Highlights of 2019-20

Activities/Outcomes:

- Collaborated with Probation, Felony Youth Part Court and community-based organizations on program referrals
- Provided participants with academic programing, skills training and individualized case management to participants
Projections of Major Actions for 2020-21:

- Continue to provide participants with academic programing, skills training and individualized case management
- Continue to collaborate with Probation, Felony Youth Part Court and community-based organizations on program referrals
- Continue to provide case transition and placement services to eligible participants

Total Budget Funds for the 2019-2020 Fiscal Year: $136,074
Name of Funder: *New York State Education Department*

Project Description:

The purpose of Perkins V is to strengthen CTE programs by enhancing academic, technical and employability skill development for all students including populations who are chronically unemployed or under-employed, individuals with disabilities, individuals from economically disadvantaged families and the homeless.

Highlights of 2019-20:

Activities/Outcomes:

During the 2019-20 school year, the program was required to complete a comprehensive needs assessment. The needs assessment assisted the program to evaluate:

- Labor market information, identify CTE programs aligned with in-demand industry sectors and progress toward implementing equal access to CTE courses for all students.
- Recruitment, retention and training for CTE instructors.

Projections of Major Actions for 2020-21:

The program will utilize the comprehensive needs assessment to:

- Provide equitable access to CTE programs for all students.
- Enhance staff training and retention practices utilizing Teaching to Lead curriculum.
Suffolk County Workforce Innovation Opportunity Act (WIOA County)
Supervised by: Donna Singer, Program Administrator
Project # MOU
7/1/19 – 6/30/20

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 2019-20
Activities/Outcomes:

Seventeen 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 2019-2020 Fiscal Year: $24,469

Projections of Major Actions for 2020-21:

The Adult Education program will continue to provide training opportunities for DOL approved students. The following 31 courses in the Career and Technical Education program were approved for the 2020-21 school year:

- Auto Body Technician
- Automatic Heating Program
- Auto Repair Industry Certification Prep (ASE)
- Basic Carpentry
- Business Skills
- Carpentry/Residential Construction Home Improvement Part 1
- Carpentry/Residential Construction Home Improvement Part 2
- Certified Personal Trainer
- Clinical Medical Assistant
- Commercial Culinary Arts
- Cosmetology
- Custodial Services
- Dental Chairside Assistant
- EKG Technician
- Esthetician
- Facilities Maintenance
- Home Health Aide
- Marine Repair
- Medical Officer Biller/Coder ICD-10
- NCCER Craft Laborer
- NCCER Electric I
- NCCER HVAC
- NCCER Plumbing
- Nurse Assistant
- OHSA 10-hour Certification
- Phlebotomy
- Practical Nursing
- Refrigeration and Air Conditioning Part I
- Refrigeration and Air Conditioning Part II
- Universal Welding
- Veterinary Assistant

The Adult Education Program continues to enhance training opportunities to meet the needs of the workforce.
**Long Island Regional Bilingual Education Resource Network (RBE-RN)**  
**Supervised by:** Christa Stevenson, Program Administrator  
**Contract # C012500**  
**7/1/19 – 6/30/20**  
**CoSer:** F958  
**$1,747,187**

**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 2019-2020, the total enrollment of ELLs on Long Island increased to approximately 44,000 students who speak nearly 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 2019-20**  
**Activities/Outcomes:**

This year marks the final year in the 2015-2020 L.I. RBERN contract. In November, NYSED issued a request for proposals (RFP) for the next contract cycle. Eastern Suffolk BOCES submitted an extensive proposal in January and on February 24th received notice of programmatic approval from NYSED for the continuation of the L.I. RBERN for the next five years. The new contract period will begin on July 1, 2020 and continue through June 30, 2025. The contract is still in the final stages of approval at the NYS Comptroller’s office.

Eastern Suffolk BOCES administered the Long Island Regional Bilingual Education Resource Network (L.I. RBERN) for all of Long Island. The main administrative office is housed at 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 County school districts. Eastern Suffolk BOCES served as the fiduciary agent for both offices.
During 2019-2020, the L.I. RBERN planned and provided staff development workshops/presentations/conferences for over 6,000 educators, students, and families of ELLs. The L.I. RBERN maintains multiple email distribution lists and a dedicated listserv comprising over 1100 English as a New Language (ENL)/Bilingual Coordinators and teachers of ELLs in order to disseminate NYSED memoranda and other critical information regarding the education of ELLs to ensure that we meet our regional contractual mandates. Moreover, the L.I. RBERN’s web site received over 41,000 “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 early in the year was to lead a project on behalf of NYSED OBEWL to align the Grade Level Academic Demands and Linguistic Demands of the Bilingual Common Core Progressions with the Next Generation Learning Standards for ELA. L.I. RBERN staff oversaw the editing and revisions conducted by a team from four other RBERNs, CUNY Hunter, and SupportEd, an educational consulting firm. After completing the drafts, the L.I. RBERN with cooperation from RBERNs around the State led four (4) Educator Review sessions in White Plains, Rochester, Albany and New York City during November and December. Educators from across NYS systematically reviewed and commented on the draft documents using a standardized protocol providing essential feedback in preparation for the final drafts to be delivered to NYSED. It is expected that the final drafts will be completed early in the 2020-2021 school year.

During 2019-2020, the L.I. RBERN staff provided specialized, intensive support to 17 districts. These interventions included professional development sessions, on-site consultations, building “walk throughs” with administrators, follow-up meetings and embedded coaching with teachers. In addition, L.I. RBERN staff were integral to assisting NYSED Office of Bilingual Education and World Languages in conducting Corrective Action Plan reviews in two (2) school districts. The L.I. RBERN was scheduled to assist NYSED OBEWL with coordinated monitoring in two school districts outside of the region however, those activities were cancelled due to COVID-19.

The annual Long Island Teachers’ Institute continues to draw a substantial number of participants. This year approximately 575 educators of ELLs from across Long Island attended the Institute entitled, “Amplifying Language Instruction for ELLs: Advanced Literacies for Critical Conversations.” Participants were treated to two keynote presentations by well-known speakers in the field. Dr. Ian Levy, Assistant Professor of Counseling and Leadership Education at Manhattan College, presented the first keynote, entitled, “Processing Dominant Cultural Norms through Hip Hop,” and Carol Salva, Education Consultant presented, “Participating at Grade Level: Amplifying Access to Language and Learning for All Students.” Afternoon breakout sessions showcased the best practices of Long Island teachers of ELLs presenting on topics such as: summer school options for ELLs, civic engagement, comprehensive home language arts literacy, preparing ELLs for essay writing, supporting academic language learning, effective questioning, literacy for newcomers, and critical conversations for advanced literacy.
This year, two L.I. RBERN staff members carried out the required responsibilities for selecting and training 70 high school juniors and seniors for the annual Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) that took place in Albany from March 7th through the 9th. Evidence of the excellence of the training that took place was demonstrated in that of the 46 student L.I. delegates who attend the event, three of them were awarded PR/HYLI scholarships totaling $13,200.

The COVID-19 closures gave the L.I. RBERN the opportunity to re-assess and re-focus the annual Parent Engagement conference. This year, rather than engaging in a one-day conference for parents or parent outreach personnel, L.I. RBERN staff developed a series of four webinars in the top five languages spoken by ELLs on Long Island in collaboration with a contracted vendor. The interactive webinars, delivered in Spanish, Chinese, Haitian Creole, Urdu and Turkish, gave parents an opportunity to learn how to support their children during distance learning and how to address the social-emotional aspects of the COVID crisis. These sessions were well received and exceedingly successful. In total, 377 parents, caregivers, and NYSED personnel, including the Associate Commissioner for OBEWL, attended these sessions.

Another area of opportunity presented by the COVID-19 closures was the reassessment and redesign of professional development delivered remotely. The department had been investigating options for the online delivery of professional learning over the last three years; however, the project was consistently delayed due to the exigent nature of meeting RBERN and NYSED mandates along with the travel schedule those entail. In response to teachers' pleas for support in implementing distance learning, the L.I. RBERN delivered its first webinar on March 31, 2020, a mere 13 days after the directive to begin working remotely. After that initial webinar, the department implemented a regular webinar series entitled, “Tune in Tuesday” and “Follow up Friday,” to support teachers transitioning to distance learning for the remainder of the year. Topics of professional development included, scaffolding instruction for ELLs online, information sessions about community based organizations, social-emotional health during a crisis, culturally responsive-sustaining education, and co-teaching/collaboration for distance learning. Between full-time staff and contracted vendors, the L.I. RBERN was able to deliver online professional development to 3,652 educators between March 18th and June 30th.

In conjunction with the development of online professional development and in an effort to support teachers who are unable to attend sessions, the L.I. RBERN created a YouTube channel. The channel, www.youtube.com/c/lirbern, is a place to showcase the work of the L.I. RBERN. It also includes an archive professional development sessions and webinars as well as a place to highlight “Instructional Snapshots” and other short videos that will help develop teachers' capacity to address the needs of ELLs and implement distance learning.

| Total Budget Funds for the 2019-20 Fiscal Year: $1,747,187 |

Projections of Major Actions for 2020-2021:

As the L.I. RBERN embarks on a new contract cycle, we expect to continue and expand work in the following areas:
• Create flexible and responsive systems able to adapt to remote or in-person service delivery quickly and efficiently. To the greatest extent possible all training and professional development sessions in the following bullets will be designed to be delivered either remotely or in-person as circumstances permit.

• Continue leading 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.

• Co-lead a project with Hudson Valley and Capital District RBERNs to create an online clearinghouse entitled “NYS RBERN OnDemand” for instructional and professional learning material related to the education of ELLs.

• Participate in a NYSED OBEWL and OSE led committee to update the guidance for ELLs with Disabilities.

• 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 Program Quality Review, individualized professional development sessions, on-site consultations (when allowable), 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 2020-2021 CR Part 154 Comprehensive ELL Education Plan.

• Continue to expand regional professional development offerings for all teachers with a focus on hybrid learning environments.

• Offer regional professional development opportunities through continuation of five regularly scheduled Bilingual/ENL Coordinators meetings, planning and presenting the Long Island Teachers’ Institute, as well as the Parent/Caregiver Institute

• Respond to as many requests to provide individualized 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 2021 NYSESLAT.

• Collaborate with the Education and Information Support Services Division of Eastern Suffolk BOCES to provide training for and supervising the scoring of the 2021 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 and YouTube channel with up-to-date information related to the education of ELLs in New York State.

• Expand offerings for parents to attend online training sessions in the most frequently spoken languages of ELLs on Long Island
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 maintained agreements with 19 institutions of higher education (IHEs): 17 institutions at the graduate level; six (6) IHEs at the undergraduate level; and four (4) IHEs at both the graduate and undergraduate levels, to ensure qualified personnel serving identified ELL students enrolled in appropriate Bilingual Education and English as a New 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 2019-20
Activities/Outcomes:

In the fiscal year 2019-20, a total of 256 teachers and pupil personnel professionals, 74 paraprofessionals, and 24 pre-service undergraduates participated in the program for a total of 354 participants. Moreover, a total of 86 participants completed the program in 2019-20.

During 2019-2020, participants were actively enrolled in eighteen (18) institutions of higher education; fourteen (14) institutions enrolled students at the graduate level, two (2) 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 Statewide Meeting on April 7, 2020, to provide opportunities for 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. Due to COVID-19 related concerns and closures, the information was disseminated electronically this year.
In collaboration with the NYC Department of Education, the Intensive Teacher Institute for Bilingual Special Education (ITI-BSE) had its first NYCDOE cohort complete the ITI-BSE program this summer with 70% of the applicants completing the program together. This year we are starting a second larger cohort with an estimated thirty (30) applicants through the NYC Department of Education. In addition, a collaboration with Orange-Ulster BOCES and Manhattanville College beginning in the spring semester yielded another cohort of eighteen (18) teachers.

Finally, after long planning and negotiation processes, the ITI-BSE was able to expand agreements with current Institutions of Higher Eduations (IHEs) and added two (2) additional programs. NYIT added Bilingual PPS on July 2019 and Molloy College added Bilingual SPED on March 2020. These new additions will help us to meet our statewide deliverables in wider regions of New York State.

**Total Budget Funds for the 2019-20 Fiscal Year: $987,634**

**Projections of Major Actions for 2020-21:**

The ITI-BSE will continue to carry out the mandates of its NYSED Contract, which was awarded 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 2021 for collaborating IHEs in conjunction with the NYSED Office of Special Education.
Name of Funder: New York State Education Department, Office of Bilingual Education and World Languages 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 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 18 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 18 constituent districts and arrangements for all activities related to the grant. Approximately 830 ELLs were served and 85 teachers in the 18 districts received training during the 2019-2020 funding year. The professional development component of the Title III Consortium is provided through a partnership with a Technology Integration Consultant from the Nassau BOCES Model Schools Programs who also provides the ENL teachers with assistance in analyzing assessment data to inform and adjust their instructional practice. Over the course of the year, a Consortia Introductory/Orientation Session for collaborating district administrators is held, nine (9) full-day professional development sessions are offered (each session is offered three times), along with a “Celebration of Learning” professional development day 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 32% (18 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 2019-20 Activities/Outcomes:

A Consortia Introductory/Orientation Session for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 24, 2019 at the Western Suffolk BOCES Conference Center. This meeting provided an overview of staff development modules and technology to be presented in 2019-2020, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2018-19 academic years. Each of the 18 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 increase implementation of the NYS Next Generation Learning Standards for ELA and incorporate principles of the Culturally Responsive-Sustaining Education Framework 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. Due to the COVID-19 circumstances, the “Celebration” was held on June 5, 2020 online through the Zoom platform. The morning session included a showcase of selected lessons and the afternoon included breakout sessions of teachers sharing instructional strategies and ideas. An on-line publication of the 2019-20 “Learning Experiences” that were submitted and presented by the Consortium’s ENL teachers is in development and will be available for download at: http://www.esboces.org/Page/383.

The purchase of cutting-edge technology, including acquisition of wireless printers, iPads, Chromebooks, a variety of 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. Consortium activities positioned the ENL teachers in member districts to be well prepared for the transition to distance learning this year.

**Total Budget Funds for the 2019-2020 Fiscal Year: $144,322**

**Projections of Major Actions for 2020-21:**

In 2020-21, 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, either in-person or online as circumstances allow, for ENL teachers in the 18 Nassau BOCES constituent districts, as well as providing individualized coaching either in person or through videoconference for each Nassau Consortium district three times. Once again, the annual culminating activity, “The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers ” will be held in June 2021 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 # 0293-20-3285
9/1/19– 8/31/20

Name of Funder: New York State Education Department, Office of Bilingual Education and World Languages (OBEWL) 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 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 27 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 27 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 39% (27 of 69) of the school districts in Suffolk County had access to their allocated Title III funds this year. The professional development component of the Title III Consortium is provided through a partnership with two Technology Integration Specialists, one from Eastern Suffolk BOCES Model Schools Program and one through LogicWing, an educational consulting company. In addition, a Shared Data expert 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 Consortia Introductory/Orientation Session for collaborating district administrators is held in the fall, six full-day professional development sessions (three each in the “Western corridor” and the “Eastern corridor” of Suffolk County), along with a “Celebration of Learning” professional development day, serves as its culminating activity in June. In addition, three days of embedded coaching for teachers in the 27 component districts are included in the program’s implementation. This year, 86 teachers of approximately 1,338 ELLs in the 27 districts received training during the 2019-2020 funding year.
Highlights of 2019-20
Activities/Outcomes:

A Consortia Introductory/Orientation Session for all constituent districts in the Nassau and Suffolk Title III Consortia was held on October 24, 2019 at the Western Suffolk BOCES Conference Center. This meeting provided an overview of staff development modules and technology to be presented in 2019-2020, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2018-19 academic years. The Suffolk Title III Consortium’s professional development activities focused on data analysis and classroom implementation of the NYS Next Generation Learning Standards as well as the NYS Culturally Responsive-Sustaining Education Framework (CRSE). Each of the 27 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 continue 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 Next Gen-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 Consortium teachers participating. Due to the COVID-19 circumstances, the “Celebration” was held on June 5, 2020 online through the Zoom platform. The morning session included a showcase of selected lessons and the afternoon included breakout sessions of teachers sharing instructional strategies and ideas. An on-line publication of the 2019-20 “Learning Experiences” that were submitted and presented by the Consortium’s ENL teachers is in development and will be available for download at: http://www.esboces.org/Page/383.

The purchase of cutting-edge technology, including acquisition of wireless printers, iPads, Chromebooks, a variety of 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. Consortium activities positioned the ENL teachers in member districts to be well prepared for the transition to distance learning this year.

Total Budget Funds for the 2019-2020 Fiscal Year: $230,137

Projections of Major Actions for 2020-2021:

During 2020-2021, the Suffolk Title III Consortium will continue to collaborate with the two Technology Integration Specialists contracted through the Eastern Suffolk BOCES and LogicWing, 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 training sessions, either online or in-person as circumstances allow, to ENL teachers in both BOCES regions, as well as providing three (3) days of individualized coaching in which they visit or conduct videoconferences with each of the 27 Suffolk Consortium districts. Once again, the annual culminating activity, “The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers” will be held in June 2021 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.
Supported Employment (ACCES/VR)
Supervised by: Robert Van Brunt, Program Administrator
Project # C013374
1/1/2020 – 12/31/2020

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 2019-20
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 2019-2020 Fiscal Year: $70,083

Projections of Major Actions for 2020-21:

- 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*  
*7/1/19 - 6/30/20*

**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 2019-2020 Activities/Outcomes:**

Services were provided to 100 individuals working at 80 business locations throughout Suffolk County. Despite the challenges of the COVID-19 Crisis, the program was able to maintain employment for the majority of these individuals, offering services virtually as needed. Intensive job coaching services have been provided to one individual to assist him in securing an appropriate employment opportunity. The employed individuals were serviced at business sites throughout Suffolk County both in-person and virtually. 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 2019-2020 Fiscal years:** $611,798

**Projections of Major Actions for 2020-2021:**

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 have continued to be made available for staff through a virtual platform 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. Discovery will also be available to those that remain out of work due to COVID-19.

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.
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 2019-20 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
- Worked with Nassau and Western Suffolk BOCES to complete a Comprehensive Local Needs Assessment to determine if our CTE programs are meeting the needs of the local job market. This assessment also helped us to identify where our students are struggling in their social and emotional learning that is required if they are to be successful in the workplace. This year’s grant will be dedicated to attempting to meet this need.

Total Budget Funds for the 2019-2020 Fiscal Year: $736,788

Projections of Major Actions for 2020-21:

The purpose of this grant is to develop more fully the academic knowledge, technical, and employability skills of secondary education students who elect to enroll in career and technical education programs 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
- Supporting partnerships between secondary, post-secondary, local workforce boards, and business and industry
- Providing individuals with opportunities and skills to keep the US competitive
- Develop and improve work based learning programs and activities
- Support Students with Disabilities (SWD) and English Language Learners (ELLs)
- CTE Teacher training and support
- Improved work-based learning opportunities for all students
**School Library Systems – Categorical Aid for Automation**

**Supervised by:** Carl Vitevitch, Administrative Coordinator  
**Project #:** 0364-20-0009  
**7/1/19 – 6/30/20**  

**CoSer:** F920  
**$20,517**

**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 2019-20**  
**Activities/Outcomes:**

Categorical Aid for Automation was used 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 2019-2020 Fiscal Year:** $20,517

**Projections of Major Actions for 2020-21:**

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 # 0365-20-1009  
07/1/19 – 06/30/20

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 2019-2020 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 Empire State Information Fluency Continuum.

Total Budget Funds for the 2019-2020 Fiscal Year: $205,169

Projections of Major Actions for 2020-21:

Operating Aid carryover will be used to purchase subscriptions to our Digital Media Library Service and Virtual Reference Collection.
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 2019-20
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.

Projections of Major Actions for 2020-21:

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