



Eastern Suffolk
BOCES

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

2021
2022

Compiled as of June 2022 by the
Eastern Suffolk BOCES Grants Management Office
within the Department of Business Services.



Educational Services That Transform Lives

OVERVIEW

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

The Department of Business Services provides fiscal oversight and support to supervisors of grants and specially funded projects. Ongoing fiscal monitoring of grant projects, as well as preparation of interim and final financial reports, is the responsibility of the Specially-Aided Department through the supervision of the agency's Director of Business Services and with general direction of the Deputy Superintendent for Management Services. Over 28 million dollars of specially funded projects were facilitated in the 21-22 school year.

The Grants Management Office, within Business Services, managed over 12 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 2021-22 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 2022-2023 school year.

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Learning Technology Grant**Supervised by: Heather Ciccone, Program Administrator****Project # 0647-22-0106****07/1/21 – 06/30/22****CoSer: F 903****\$52,783****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 \$52,783. This is a three-year grant running from July 1, 2021 to June 30, 2024. We have 5 public schools and 3 religious/private schools that will be participating. The 8 participating districts include, Patchogue-Medford UFSD, Riverhead CSD, Sachem CSD, Little Flower UFSD, Bay Shore UFSD, Peconic Community Schools, Victory Christian Academy & Holy Angel Regional. The focus of the grant for this next cycle is, "Utilizing Technology to Enhance Personalized Learning for ALL." The overarching goal of the learning technology program is to create a fully developed program that utilizes educational technology to enhance teaching and learning, improve culturally and/or linguistically responsive learning environments, and support the goals of the New York State (NYS) Board of Regents. To support this goal, our program, Utilizing Educational Technology to Enhance Personalized Learning for ALL will increase student academic success by helping to build the capacity of district staff to provide effective personalized learning, and online, blended and distance learning through a rigorous professional development program related to educational technology and the NYSED Culturally Responsive-Sustaining Education Framework Goal #1: Increase personalized learning by aligning pedagogy with the NYSED Culturally Responsive Sustaining Education (CR-S Framework). Goal #2: Strengthen the capacity of teachers to provide online, blended, and distance learning by integrating educational technology standards and practices that lead to more effective and equitable outcomes. Goal #3: Provide engaging professional development and support in digitally, culturally, and linguistically responsive teaching and learning. Goal #4: Provide evidence-based evaluation of programs throughout the three years of the programs and adjust where needed. Goal #5: Publish all materials and artifacts on the ESBOCES District website. These program goals will be aligned with the Learning Technology Goals.

**Highlights of 2021-22:
Activities/Outcomes:**

Since approval and funding came very late in the school year, the original plans for year one had to be shifted. With the ability to exceed the cap of 20% in year one under Materials and Supplies, we were able shift funding and purchase most of the equipment needed for the three years to year one and increase professional development in years two and three. On May 17 we held a Kick-Off meeting at ESBOCES. Participating districts attended and we presented an overview of the grant, expectations and plans for years two & three. Our vendor partner, Logic Wing assisted us during the meeting and everyone left with a clear understanding of their commitment and what their district will gain as a member of the LTG.

A new website was created and accessible from the Eastern Suffolk BOCES website. Information and artifacts are posted there: <https://sites.google.com/gafe-esboces.org/ltq2021-2024/grant-summary>

Total Budget Funds for the 2021-22 Fiscal Year: \$52,783

Projections of Major Actions for 2022-2023:

In year two of the grant, we will be meeting with district teachers and administrators approximately four full day sessions during the year. These sessions will be comprised of half day working with teachers in a Community of Practice (CoP) followed by a half day of profession development. In our efforts to support professional development in digitally, culturally and linguistically responsive teaching and learning, we have begun planning with our ESBOCES DEI program who will be offering workshops to teachers on the Culturally Responsive Sustaining Education framework. We also are planning with our LI RBERN to provide workshops to support our program, "Utilizing Educational Technology to Enhance Personalized Learning for ALL".

Participating teachers will be provided with an Apple iPad and access to software which will assist them when working as part of the Community of Practice as well as during professional development workshops.

Higher Education Emergency Relief Fund (HEERF) *Student Funds***Supervised by Barbara Egloff, Divisional Administrator****Project # P425E205559****8/4/20-6/7/22****CoSer: F 806****\$460,863****Name of Funder:** *United States Department of Education***Project Description:**

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was passed by Congress on March 27, 2020. This bill allotted \$2.2 trillion to provide economic aid to the American people negatively impacted by the COVID-19 pandemic. Of that money, approximately \$6 billion was provided to the Office of Post-secondary Education as the Higher Education Emergency Relief Fund (HEERF) for allocation to students in the form of emergency financial aid grants for expenses related to the disruption of campus operations due to the COVID-19 crisis. Supplemental funding was made available for students by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) on Dec. 27, 2020; and, on March 11, 2021 the American Rescue Plan (ARP) was authorized providing additional funding in support to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic.

In total, Eastern Suffolk BOCES was awarded \$734,457 in funding to provide to students in the form of emergency financial aid grants. During the 2021-22 academic year, Eastern Suffolk BOCES had provided over 200 emergency financial aid grants to students.

Total Budget Funds for the 2021-2022 Fiscal Year: \$460,863**Projections of Major Actions for 2022-23:**

We will continue to meet the contract requirements and benchmarks for the current and future contract period.

Suffolk County Workforce Innovation Opportunity Act (WIOA County)

Supervised by Barbara Egloff, Divisional Administrator

Project # MOU

7/1/21-6/30/22

CoSer: F 908

\$46,000**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 2021-22**Activities/Outcomes:**

Fifteen 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 2021-22 Fiscal Year: \$46,000**Projections of Major Actions for 2022-23:**

The Adult Education program will continue to provide training opportunities for DOL approved students. The following 32 courses in the Career and Technical Education program were approved for the 2022-23 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 I
- NCCER Plumbing I
- Nurse Assistant
- OSHA 10-hour Certification
- Phlebotomy
- Pool and Spa Maintenance Technician
- Practical Nursing
- Refrigeration and Air Conditioning Part I
- Refrigeration and Air Conditioning Part II
- Universal Welding
- Veterinary Assistant

The Adult Education Program will continue to enhance training opportunities to meet the needs of the workforce and will seek approval for 8 additional courses during the 2022-23 school year including: Barbering, Hospitality in Healthcare, Professional Baking, Physical Therapy Aide, Shielded Metal Arc Welding, Gas Tungsten Arc Welding (TIG) Fundamentals, Gas Metal Arc Welding (MIG) Fundamentals, and Welding Qualification course.

Higher Education Emergency Relief Fund (HEERF)***Institutional Funds***

Supervised by Barbara Egloff, Divisional Administrator

Project # P425F205077

9/30/20 – 6/30/22

CoSer: F 812

\$460,861**Name of Funder:** *United States Department of Education***Project Description:**

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was passed by Congress on March 27, 2020. This bill allotted \$2.2 trillion to provide economic aid to the American people negatively impacted by the COVID-19 pandemic. The CARES Act includes the Higher Education Emergency Relief Fund (HEERF) that provided more than \$14 billion in emergency funding to higher education, of which approximately \$9 billion was provided to institutions for expenses related to the disruption of campus operations due to the COVID-19 crisis. Supplemental funding was made available to institutions by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) on Dec. 27, 2020; and, on March 11, 2021 the American Rescue Plan (ARP) was authorized providing additional funding to institutions of higher education to ensure the continuation of learning during the COVID-19 pandemic. Emergency funds available to institutions and their students under all emergency funds totaled \$76.2 billion.

In total, Eastern Suffolk BOCES was awarded \$985,310 in funding to defray expenses associated with the COVID-19 crisis, and to ensure the continuation of learning.

Highlights of 2021-22:**Activities/Outcomes:**

Eastern Suffolk BOCES has satisfied much of the developed plan of action to direct funding to strengthen programs and services for student learners. Computers and laptops have been updated, classroom and remote learning was enhanced with ATI Complete, and we provided additional services for students in the form of providing additional services support and crisis intervention services to students encountering social and emotional needs as a result of the pandemic. Additional staff was hired to accommodate social distancing, and to support simulated clinical experiences. In addition, professional development for simulation and instructional strategies to support virtual simulated and hybrid learning.

Total Budget Funds for the 2021-2022 Fiscal Year: \$460,861**Projections of Major Actions for 2022-23:**

All funds have been expended.

Perkins Vocational Post-Secondary Career and Technical Education

Supervised by Barbara Egloff, Divisional Administrator

Project # 8000-22-9025

7/1/21-6/30/22

CoSer: F 919

\$133,309

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 underemployed, individuals with disabilities, individuals from economically disadvantaged families, and the homeless.

Highlights of 2021-22:

Activities/Outcomes:

- Provided training opportunities and technical support aligned with virtual learning platforms for staff and students
- A series of social-emotional learning workshops were offered to staff and students

Total Budget Funds for the 2020-21 Fiscal Year: \$133,309

Projections of Major Actions for 2022-23:

The program will utilize the comprehensive needs assessment to:

- Enhance postsecondary performance indicators.
- Provide equitable access to CTE programs for all students.
- Continue to enhance staff training and retention practices utilizing Teaching to Lead curriculum.
- Increase e-learning opportunities to enhance in-person instruction
- Enhance simulated clinical experiences for students enrolled in health-related courses
- Infuse industry specific COVID-19 safety measures as it is appropriate in the curriculum

Employment Preparation Education (EPE)**Supervised by Barbara Egloff, Divisional Administrator****7/1/21-6/30/22****CoSer: F 984****\$2,587,214****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 2021-22:**Activities/Outcomes:**

- Approximately 1,800 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 to Adult Basic Education, Adult Secondary Education and higher-level English Speakers of Other Languages students.

Total Budget Funds for the 2021-22 Fiscal Year: \$2,587,214**Projections of Major Actions for 2022-23:**

- Increase community outreach to enhance enrollment and expand learning opportunities in off-site locations.
- 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.

**Workforce Innovation Opportunity Act (WIOA) Title II
Literacy Zone - Riverhead**

Supervised by Donna Singer, Program Administrator

Project# 2338-22-3189

7/1/21-6/30/22

CoSer: F 917

\$122,500

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, high concentrations of families and individuals with limited literacy, or English language proficiency. Literacy Zone is intended to provide a holistic, systematic focus to help participants create a pathway out of poverty.

Services include:

- Assessment of community needs
- Case management to identify individual's family's needs and follow up to ensure goals are met
- Employment readiness workshops
- Assistance with job placement
- Access to a computer lab for conducting research, writing resumes, applying for employment and 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 2021-22

Activities/Outcomes:

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

Total Budget Funds for the 2021-22 Fiscal Year: \$122,500

Projections of Major Actions for 2022-23:

- Assist in creating and supporting organizational processes to practice development and effective collaboration with key partners.
- Assist Literacy Zone Brentwood to provide services aligned with Literacy Zone initiatives and community needs.

Workforce Innovation Opportunity Act (WIOA)**Title II – ABE and Literacy Services****Supervised by Donna Singer, Program Administrator****Project #2338-22-3143****7/1/21-6/30/22****CoSer: F 918****\$439,741****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 Certificate, 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 2021-22:**Activities/Outcomes:**

- Incorporated CUNY aligned professional development workshops at each literacy site.
- Utilized a network of resources to enhance employment opportunities for participants.
- Provided collegial circles between CTE instructors and literacy teachers to infuse career related activities into literacy curriculum.
- Provided virtual digital literacy workshops for staff and students.
- Expanded outreach efforts with case managers and local employers.

Total Budget Funds for the 2021-22 Fiscal Year: \$439,741**Projections of Major Actions for 2022-23:**

- 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.

Workforce Innovation Opportunity Act (WIOA) Title II – Integrated English Literacy & Civics Education**Supervised by Donna Singer, Program Administrator****Project #0040-22-3019****7/1/21-6/30/22****CoSer: F 930****\$98,039****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 2021-22:**Activities/Outcomes:**

- 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 2021-22 Fiscal Year: \$98,039**Projections of Major Actions for 2022-23:**

- 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.

Chemical Dependency Services Agreement – OASAS

Supervised by Dr. Michael L. Miles, Program Administrator

Project # 001-4310-4980-00-00007/00065

1/1/21-12/31/21

CoSer: A525

\$1,323,946

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 (OASAS) and the Suffolk County Department of Health and Mental Hygiene. SAS provides a cost-effective and highly effective prevention programming for component school districts.

Highlights of 2021-22

Activities Outcomes:

- Eighteen social workers/counselors provided substance abuse prevention services and specialized counseling services to over 5,000 students in 21 different school-based sites.
- Over 1,400 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 1,700 students.
- Individual assessments for suicide, trauma or other serious social emotional concerns were made to over 6,100 students over the 2021-22 school year.
- Assisted smaller districts with limited mental health staff in meeting the compliance requirements for guidance plans and programs at the elementary level.
- Trained all SAS Counselors in Erin’s Law and ensuring they had the capacity for implementation at their host sites.
- Supported SAS Counselors in meeting the requirements and developing protocols for tele counseling services during the duration of the COVID-19 pandemic.
- 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.
 - Participating in district wellness committees, study/intervention teams, fundraisers (i.e., 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, anger management groups, Alternative to School Suspension program
 - Coordinating with private practitioners, mental health agencies, psychopharmacologies, and key stakeholders for building wide support and case conferencing.
- 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 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.
 - Facilitated diversity committees to address concerns about bias and to increase school wide inclusion.
 - Applied and received additional grant funding under the Coronavirus Aid, Relief, and Economic Security Act (CARES) to support and supplement program costs incurred during the Coronavirus -19 pandemic.
 - Facilitated 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 85% of all group activities utilized Evidenced Based Programming (EBP); exceeding the 65% threshold established for the year.
 - Turn Key training provided to SAS Counselors in host sites on Suicide Awareness and Prevention hosted by the Office of Mental Health and The Office of Addiction Services and Supports (OASAS) in compliance with new directives issued by NY State.
 - Responded to over seven districts in need of support due to a staff/student death.

Total Budget Funds for the 2021-2022 Fiscal Year: \$1,323,946
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Projections of Major Actions for 2022-23:

- Assisting and leading districts in the compliance of the new Mental Health Suicide prevention policy as implemented by OMH/OASAS and anticipated by the NYS Education Department.
- Furthering our capacity and training for Trauma Informed Care and sensitive practice; in addition to strategies and best practices for working with students after returning to school subsequent to COVID-19.
- Increasing both the diversity and skill sets 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.

Long-Island Metro Migrant Education Tutorial Services Supervised by Tinamarie Rickmers, Family Education Outreach Programs (FEOP) Coordinator Project #0035-22-0009 9/1/21-8/31/22	CoSer: F 931 \$579,751
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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 Agricultural migrant children from ages 3-21 and their families to help them flourish in regular school programs, 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 age 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 Agricultural 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 2021-22

Activities/Outcomes:

- In the 2021-2022 school year and during the summer the Long Island – Metro Migrant Education Program provided advocacy and instructional support services to 366 Agricultural 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 NYS-MEP in upstate New York. In addition, collaboration with the only Food Bank in Suffolk County, located in Bohemia NY, stayed open consistently throughout the Pandemic. Their ongoing assistance led to numerous opportunities for families to access consistent Nutritious food as a part of our ongoing advocacy and instructional enrichment programs as well. The Long Island – Metro Parent Advisory Council (PAC) participated in statewide meetings, assisting with operational and programmatic recommendations.
- In addition, Agricultural migrant eligible K-6 students participated in their regional schools Summer Enrichment Programs and high school students were provided with the opportunity to participate in credit recovery programs over the summer as needed.
- Supplementary educational program featuring ESL and Life Skills for Out-of-School Youth were expanded via technology. Providing devices and internet hotspots, nutrition, as well as tutoring, 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 maintained for the benefit of students served: A collaboration with a local Organization called “Starfish Swap”, <https://www.starfishswap.org/> allowed us to provide all of our “Priority for Service” students with clothing, shoes and coats necessary to be prepared to participate fully in school activities. This collaboration is ongoing and will also provide clothing for newly identified Agricultural migrant eligible students throughout the school year.
- The NYSED - Migrant Education Program Office continues to require most instructional and support services be delivered to students remotely or with expanded “drop-and-go” model of bringing students and families instructional and advocacy resources throughout the Pandemic. This year, Regions were authorized to respond to student needs based on local conditions and safety protocols as the Pandemic continues.
- The Long Island – Metro Migrant Education Program provided an extraordinary level of service under a wider variety of opportunities and maintained a high level of collaboration with community partners and school districts for the benefit of the students, whose families and communities were hard hit by illness and death.

Total Budget Funds for the 2021-2022 Fiscal Year: \$579,751
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Projections of Major Actions for 2022- 23:

- Year four of a five-year contract allows a framework to continue serving the children of Agricultural migrant workers. These working families and students across the region will continue to be provided with a higher level of instructional support and advocacy services through expanding collaborative partnerships with school districts and community-based service agencies for the 2022-2023 funding year.
- ESSA accountability requirements include 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 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.
- During the upcoming academic school year, our Migrant instructional programming will look to include Social Emotional Learning and lessons that foster effective communication skills. Programming will also include collaborating with school districts to create After-school Enrichment Programs and to support students during the academic day through “push-in models” led by Migrant tutor advocates.

Esperanza Homeless - ESBOCES – Lead LEA	CoSer: F 909 \$65,000
Supervised by Tinamarie Rickmers, Family Education	
Outreach Programs (FEOP) Coordinator	
Project #0212-22-3095	
7/1/21-6/30/22	

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 agricultural migrant eligible children who also live in temporary / transitional or other McKinney-Vento eligibility situations such as those doubled-up for economic necessity whose housing is not regular or adequate as defined by The McKinney-Vento Act.

Highlights of 2021-22

Activities/Outcomes:

- During the 2021 - 2022 school years, (472) *Agricultural* Migrant students were identified as living in homeless conditions throughout the state in (87) School Districts among the (8) Program regions. These students received supplemental services for needs in response to both emergency needs resulting from their homelessness as well as technology devices and internet hot-spots to facilitate their participation in remote learning activities during pandemic-related school closures. They were also provided with additional instructional supplies, personal care items and materials for coursework and other school related pursuits.
- Students were provided with access to remote and limited in-person summer enrichment programs, provision of emergency assistance in the form of food, clothes and shoes for homeless agricultural 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 on behalf of the NYS - Migrant Education Consortium. Outerwear, sneakers, school supplies, calculators, flash drives, emergency nutrition/food. Small tables and lamps were provided to children with no place to work in their dwellings. Bedding and personal care items were delivered to children with chronic personal care needs that prevented them from attending school.
- The funding for this initiative is based on a formula that takes the confirmed number of Agricultural migrant students living in temporary, transitional and substandard housing, and a multiplier determined on state-wide need in proportion to funds available, and varies based on enrollment and identification.

Of particular note, a series of collaborative partnerships were established for the benefit of students served: School Districts across the state provided ongoing access to *free* breakfast and lunch to all students enrolled in school or credit-recovery Summer Programming. In addition, backpacks filled with school supplies, books, activities and thematic Science activity Kits were distributed across the state.

Total Budget Funds for the 2021-2022 Fiscal Year: \$65,000

Projections of Major Actions for 2022-23:

- The Esperanza Migrant Sub-grant Application for the 2022 – 2025 School Years was submitted by ESBOCES as the Lead LEA.
- Once awards are announced by NYSED, ESBOCES will provide both administrative and fiscal oversight through Consortium Agreements with (8) sites throughout the state in as well as for the Long Island Metro Migrant Education Program regions for 2022 – 2025.

ESBOCES – McKinney-Vento Consortium (Homeless Children)

Supervised by Tinamarie Rickmers, Family Education Outreach Programs
(FEOP) Coordinator

Project# 0212-21-3090

Project# 0212-21-3091

Project# 0212-21-3092

Project# 0212-21-3093

Project# 0212-21-3094

7/1/21-6/30/22

CoSer: 935 - Central Suffolk/ \$72,762

CoSer: 937 – William Floyd/ \$87,716

CoSer: 939 – South Shore/ \$94,776

CoSer: 941 – Riverhead-East End/ \$71,926

CoSer: 938 – Brentwood/ \$94,822

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 the final year 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; Transportation assistance to supplement a District's capacity to fund otherwise unaided transportation costs for McKinney-Vento eligible students to enhance their opportunities to engage in school and related activities. In addition, instructional summer enrichment programs & transportation for students in grades K-5; Shelter-based homework assistance to children in grades K-5 in multiple settings; emergency assistance such as clothing, school supplies, technology and internet hotspots to support remote learning. In addition, Arts-in-Education and field-based experiential learning opportunities were provided in schools and shelter-based settings (throughout Pandemic closures) to children living in McKinney-Vento eligible / homeless situations.
- An inclusive network of school district McKinney-Vento Liaisons and agency professionals meet during the school year. They exchange ideas, share best practices, learn and support each other as they work to responsibly accommodate the rights of children under the law. Professional development training was 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 2021-22

Activities/Outcomes:

- Of particular note, was ongoing collaboration to community partnerships providing donations of food, clothing, internet hot-spots and resources to support student mental wellness through Project Hope.
- On-going technical assistance for local school districts/agencies working with families affected by homelessness was conducted through the transition to a new, direct service provider model was conducted to assure that students received the services and assistance mandated in the McKinney-Vento Legislation.
- District homeless liaisons, homeless shelters and community agencies were provided with individualized professional development 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 supply / 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 2021-2022 Fiscal Year: \$422,002
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Projections of Major Actions for 2022-23:

- The McKinney-Vento Sub-grant Applications for the 2022 – 2025 School Years were submitted by ESBOCES as the Lead LEA.
- Once awards are announced by NYSED, ESBOCES will provide both administrative and fiscal oversight through Consortium Agreements with 22 School Districts in Suffolk County.

Pre-Employment Transitional Services for Students with Disabilities (ACCES/VR)

Supervised by Erin Sellek, Administrative Coordinator

Project # C014004

1/1/22-12/31/22

CoSer: F 902

Up to \$96,626

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 workplace 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 2021-22

Activities/Outcomes:

- Provided virtual informational workshops to component school districts
- The summer career exploration program incorporated all Pre-ETS services to 18 students.

Total Budget Funds for the 2021-22 Fiscal Year: Up to \$96,626

Projections of Major Actions for 2022-23:

- Continue to develop recruitment strategies
- Expand opportunities to ESBOCES Special Education programs and additional school districts

Workforce Development Demonstration Project**Supervised by Erin Sellek, Administrative Coordinator****Project # C028509****7/1/21-6/30/22****CoSer: F 926****\$131,760****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 postsecondary 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 postsecondary 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 2021-22

Activities/Outcomes:

- Continued to collaborate with Probation, Felony Youth Part Court and community-based organizations on program referrals
- Provided participants with academic programming, skills training and individualized case management to participants
- Incorporated virtual case management services
- All of the students enrolled in a career training program earned an industry recognized credential

Total Budget Funds for the 2021-22 Fiscal Year: \$131,760
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Projections of Major Actions for 2022-23:

- Continue to provide participants with 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
- Provide job placement services to individuals who complete a career training program

**Workforce Innovation Opportunity Act (WIOA) Title II
Corrections Education****Supervised by Erin Sellek, Administrative Coordinator****Project #0138-22-2049****7/1/21-6/30/22****CoSer: F 929****\$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 2021-22:**Activities/Outcomes:**

- Incorporated CUNY aligned professional development workshops.
- Incorporated collegial circles between CTE instructors and academic teachers to infuse career related activities into literacy curriculum.
- Collaborated with the Department of Labor to introduce One Stop services to inmates in the correctional facilities.
- Provided professional development workshops aligned with WIOA initiatives.

Total Budget Funds for the 2021-22 Fiscal Year: \$249,998**Projections of Major Actions for 2022-23:**

- Integrate project-based learning activities into the curriculum.
- Introduce career pathway curriculum to ensure students earn recognized industry credentials prior to their release.

Jail Education Program Supervised by: Erin Sellek, Administrative Coordinator 7/1/21 – 6/30/22	CoSer: F 971 \$847,586
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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 2021-22

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.
- Provided virtual instruction to students during facility quarantine period.

Total Budget Funds for the 2021-22 Fiscal Year: \$847,586
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Projections of Major Actions for 2022-23:

- Incorporate jail-based work experience opportunities to align with career pathway curriculum to enhance employment opportunities.
- Phase in jail-based work experience opportunities to align with COVID restrictions.

Adaptive Driver Training**Supervised by Erin Sellek, Administrative Coordinator****Project #C013374****7/1/21 – 6/30/22****CoSer: F 890/990****\$44,205/\$44,205****Name of Funder:** *New York State Education Department***Project Description:**

Driver Rehabilitation Services assist people with disabilities to 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 2021-22:**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 2021-22 Fiscal Year: \$44,205 / \$44,205**Projections of Major Actions for 2022-23:**

We will continue to meet the contract requirements and benchmarks for the current and future contract period.

Intensive Teacher Institute in Bilingual Special Education (ITI-BSE)**Supervised by Christa Stevenson, Program Administrator****Project # C012906****10/1/21-9/30/22****CoSer: F 954****\$1,011,756****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 either of these certifications. The ITI-BSE maintained agreements with 19 institutions of higher education (IHEs): 15 institutions at the graduate level; six (4) 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 2021-2022**Activities/Outcomes:**

- In the fiscal year 2021-22, a total of 115 teachers and pupil personnel professionals, paraprofessionals, and pre-service undergraduates will complete the program.
- During 2021-22, participants were actively enrolled in nineteen (19) institutions of higher education.
- Proactive budgeting ensured that all remaining participants are able to complete their remaining certification coursework.

Total Budget Funds for the 2021-2022 Fiscal Year: \$1,011,756
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Projections of Major Actions for 2022-23:

- ITI-BSE will sunset on September 30, 2022 and NYSED has not reissued an RFP for this funding. Remaining participants have the opportunity to finish their coursework over the summer to complete certification requirement. No new participants will be enrolled.

Long Island Regional Bilingual Education Resource Network (RBERN)

Supervised by Christa Stevenson, Program Administrator

Project # C012500

7/1/21-6/30/22

CoSer: F 958

\$1,753,695

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

Project Description:

The Long Island Regional Bilingual Education Resource Network (L.I. RBERN), contract-funded through the NYSED Office of Bilingual Education and World Languages for the five-year period from 2020 to 2025, 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 2021-2022, Long Island school districts served 43,025 ELLs 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 program consultation services and professional development opportunities in L.I. districts targeted by NYSED's Accountability System. The L.I. RBERN also works collaboratively with NYSED staff and Regional Network Partners to conduct school improvement interventions. In addition, the L.I. RBERN provides multiple regional professional development opportunities for all 125 school districts and five charter schools in the catchment area. These opportunities include presenting the annual *Long Island Teachers' Institute*, five Bilingual/ENL Coordinators Meetings, as well as 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 national, statewide and regional conferences throughout the year as well.

Highlights of 2021-2022

Activities/Outcomes:

During 2021-2022 the L.I. RBERN planned and provided staff development workshops/presentations/conferences for over 5,000 educators, students, and families of ELLs. The L.I. RBERN maintained multiple email distribution lists and a dedicated list comprising over 1,300 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.

The L.I. RBERN's web site received over 39,000 views from Internet users seeking information and resources about regulations, memoranda, and professional development presentations on the education of ELLs in New York State.

The L.I. RBERN YouTube channel (www.youtube.com/c/lirbern), which showcases the work of the L.I. RBERN housing an archive of professional development, parent workshops and video instructional snapshots, reported 4,625 views totaling 583 hours of watch time.

The L.I. RBERN conducted research and product development on behalf of NYSED OBEWL as leaders or members of multiple NYSED workgroups and task forces. The L.I. RBERN leads the following Work Groups: Academic and Linguistic Demands of the Next Generation Learning

Standards, Digital Age Teaching and Learning for ELLs, Guide to Bilingual Education in NYS; and serves as a member of the following groups: ELL Graduation Rate Improvement, ELLs with Disabilities, NYS Seal of Biliteracy Task Force, NYS RBERN On Demand, ELL Leadership Council, Project Based Learning and Assessment, and NY Culturally Responsive Sustaining Education Professional Development Toolkit Workgroup.

The L.I. RBERN hosted its annual Long Island Teacher Institute online on March 9th. Approximately 515 registered participants attended, representing both New York State and national known bilingual and ESOL educators and administrators. Dr. Jose Medina served as the morning keynote, addressing “The Importance of Sociocultural Competence in Serving Diverse Student Communities”. Dr. Okhee Lee, and Theresa Ocol conducted the afternoon keynote, addressing “Integrating Science and Language for All Students with a Focus on English Language Learners/Multilingual Learners.” In addition, there were four “Spotlight” Breakout sessions featuring internationally recognized ESOL experts Dr. Maria Dove, Dr. Audrey Cohan and Dr. Carrie McDermott Goldman of Molloy College; nationally recognized social emotional learning presenters, Dr. Devin Thornburg and Dr. Lisa Minicozzi of Adelphi University; Mid-West RBERN Specialist Nicole Bell; and ESBOCES Assistant Administrative Coordinator Amanda Chansingh. Finally, there were 12 breakout sessions conducted by teachers from across the Long Island region.

Two L.I. RBERN staff members carried out the responsibilities for selecting and training 60 high school juniors and seniors for the annual Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) that took place virtually on March 13th and 14th. A total of 27 students attended as Delegates and eight (8) students won scholarships totaling \$12,200.

In 2021-22, the L.I. RBERN continued developing the L.I. Family Academy, leveraging Zoom to reach 410 parents who attended 31 workshops conducted in Spanish, Chinese, Haitian Creole and Turkish. Some workshop topic highlights included *Poison Prevention and Medicine Safety*, *How to Communicate with School about Your Child’s Needs*, *Parenting Adolescents*, *Immigrant Rights: What to Do if You are Stopped*, *Financial Aid Opportunities for Undocumented Students*, and *High School Graduation Requirements of NYS*.

Total Budget Funds for the 2021-2022 Fiscal Year: \$1,753,695
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Projections of Major Actions for 2022-2023:

As the L.I. RBERN enters into year 3 of our contract cycle, we expect to continue and expand work in the following areas:

- Provide technical assistance, professional development events, and program consultations for all educators and administrators in the 125 school districts across Long Island through 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 will be designed to be delivered either remotely or in-person as circumstances permit.
- Continue leading projects on behalf of NYSED OBEWL including, the Academic and Linguistic Demands of the Next Generation Learning Standards, Digital Age Teaching and Learning for ELLs, and a Guide to Bilingual Education in NYS.

- Provide intensive support to NYSED districts and schools on Long Island in accountability status through implementing the Program Quality Review, individualized professional development sessions, on-site consultations (when allowable), and embedded coaching.
- Assist NYSED in all 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.
- Train all L.I. school districts on completing the 2022-2023 CR Part 154 Comprehensive ELL Education Plan.
- Offer regional professional development opportunities through continuation of five regularly scheduled Bilingual/ENL Coordinators meetings, planning and presenting the Long Island Teachers’ Institute.
- 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 2022 NYSESLAT.
- Expand offerings of asynchronous online professional development.
- 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. Explore opportunities for in-person events during the spring of 2023.
- Expand offerings in home languages to include high school-age students providing them information on the NYS Dream Act and applying for financial aid.

Long Island Title III Part A Consortium, Every Student Succeeds Act (ESSA)**Supervised by Christa Stevenson, Program Administrator****Project # 0293-22-3285****9/1/21-8/31/22****CoSer: F 976****\$472,104**

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 Long Island Title III Consortium was created to assist the English as a New Language (ENL) programs in 43 component districts in Nassau and Suffolk Counties through the incorporation of computer technology and software applications in order to improve the instruction of ELL students in grades K-12. As lead applicant, it is significant to note that the L.I. RBERN at Eastern Suffolk BOCES receives the Title III funding allocations for the 43 component districts and arranges for all activities related to the grant ensuring that 34% (43 of 125) of the school districts on Long Island had access to their allocated Title III funds this year. The professional development component is provided through a partnership with ESBOCES Model Schools, LogicWing, an educational consulting company and ESBOCES Regional Information Center. 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 are delivered to teachers, and the “*Celebration of Learning*” professional development symposium serves as the culminating activity in June. In addition, three days of embedded coaching for teachers in the 43 component districts are included in the program’s implementation. This year, 172 teachers of approximately 2,112 ELLs in the 43 districts received training during the 2021-2022 funding year.

Highlights of 2021-2022**Activities/Outcomes:**

All Consortium activities were conducted online through Zoom and Google Classroom to address the exigencies brought on by the pandemic.

In the fall, a *Consortia Introductory/Orientation Session* for all constituent districts in the Long Island Title III Consortia provided an overview of staff development modules and technology to be presented in 2021-2022, and featured demonstrations of lessons/learning experiences developed by teachers and students during the 2020-2021 academic years.

The theme of the 2021-2022 Long Island Title III Consortium activities was “Passport to Digital Citizenship.” Teachers received training on incorporating topics such as media balance and well-being, privacy and security, digital footprint, relationships and communication, cyberbullying, digital drama and hate speech, and news and media literacy into ENL instruction.

Each of the 43 districts was provided with three (3) on-site/virtual embedded coaching visits by the collaborating trainers to follow up on the professional development sessions that had been provided.

Teachers submitted NYS standards-aligned “learning experiences” for ELLs (either a lesson or thematic unit) 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 was the *Celebration of Learning & Teacher Symposium*. The morning session included a showcase of selected lessons and a keynote session conducted by John Spencer on Design Thinking. The afternoon included breakout sessions of teachers sharing lesson, instructional strategies and ideas gained through Consortium participation. Consortium teachers’ work is showcased at the following website: <http://bit.ly/TitleIIIConsortia>

The purchasing focus has shifted to providing web-based subscriptions such as BrainPop ESL, Nearpod, Bunccee and TumbleBooks and away from procuring equipment. Consortium activities positioned the ENL teachers in member districts to be well-prepared to supplement their instruction with technology to enhance language acquisition.

Total Budget Funds for the 2021-2022 Fiscal Year: \$472,104
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Projections of Major Actions for 2022-2023:

The theme for the 2022-2023 Long Island Title III ELL Consortium professional learning sessions will be “Design Thinking for ELLs,” focusing on project-based learning and assessment for ELLs.

L.I. RBERN will continue collaboration with ESBOCES Models Schools, ESBOCES RIC and LogicWing, to provide professional development and embedded coaching.

The annual culminating activity, “*The Celebration of Learning: Exhibition and Presentation of Learning Experiences to Peers*” will be held in June 2023 for Consortium ENL teachers to share the learning experiences they had developed over the course of the year.

Perkins V Title I Secondary Basic Formula**Supervised by Robert Van Brunt, Program Administrator****Project # 8000-22-0012****7/1/21-6/30/22****CoSer: F 915****\$851,871**

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 consortium consisting of 36 school districts to enhance student success in district-based and Eastern Suffolk BOCES Career and Technical Education programs.

Highlights of 2021-22**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 in attempting to meet their needs.

Total Budget Funds for the 2021-22 Fiscal Year: \$834,312**Projections of Major Actions for 2022-23:**

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, 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 (ELL's)
- CTE Teacher training and support
- Improved work-based learning opportunities for all students
- Support students enrolled in CTE Programs with social and emotional learning activities

Supported Employment – Adult Career & Continuing Education Services (ACCES-VR)**Supervised by Robert Van Brunt, Program Administrator****Project # C013374****1/1/22-12/31/22****CoSer: F 921****\$73,269**

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 and adults 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 2021-22**Activities/Outcomes:**

Intensive Supported Employment Services have been provided to seven new referrals. All referrals were accepted and three were successfully placed in employment, the remaining four referrals were recently received and continue to work with vocational counseling staff to identify and secure employment. Extended Supported Employment Services have been available to six adults and two youth. Additionally, Tiered Placement Services have been provided to individuals as referred by ACCES-VR. Eight placement referrals were received and six referrals were accepted. Pre-Employment Transition Services (Pre-ETS), have continued to be offered to those students referred by ACCES-VR. Thirty-one Pre-ETS referrals were received and students participated in services such as counseling on post-secondary options, job exploration counseling, instruction in self-advocacy and workplace readiness training. Both in-person and virtual service delivery has been offered to accommodate student schedules.

Total Budget Funds for the 2021-22 Fiscal Year: \$73,269

Projections of Major Actions for 2022-23:

- Assist consumers in finding and maintaining employment in integrated employment opportunities earning a living wage, as well as stabilize all consumers within the expected timeframe.
- Explore and develop strategies to ensure our day-to-day practices are maximizing efficiency and are cost effective.
- 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.
- Allow for staff participation in statewide training initiatives to enhance the skill level of staff and provide for job specific professional development opportunities.
- Expand upon professional relationships within the vocational rehabilitation community to promote the objectives of the program.
- Utilize Pre-Employment Services to prepare students for future employment and development of vocational goals.

OPWDD Supported Employment**Supervised by Robert Van Brunt, Program Administrator****Project # C025051****7/1/21 – 6/30/22****CoSer: F 963****\$493,818**

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

Project Description:

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

Highlights of 2021-22**Activities/Outcomes:**

Services were provided to 93 individuals working at 72 business locations throughout Suffolk County. Despite the challenges of the COVID-19 Crisis, the program continued to assist individuals, both in-person as well as virtually, to maintain their employment, find new employment and manage new responsibilities and worksite changes related to the pandemic. For those that were unable to return to their previous employment sites, assessment services were provided and job placement assistance was offered. Ongoing virtual meetings have remained available so that individuals can support each other as they are seeking new employment opportunities and practice interview skills. Intensive job coaching services have continued to be provided to individuals to assist 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 2021-2022 Fiscal years: \$493,818**Projections of Major Actions for 2022-23:**

- 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, business engagement, and technology for virtual services 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 continue to 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 has proven beneficial in identifying opportunities for those that were 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.

Ticket to Work**Supervised by Robert Van Brunt, Program Administrator****Project #5500-12-E2667****7/1/21-6/30/22****CoSer: F 972****\$50,559****Name of Funder:** *New York Employment Services System (NYESS)***Project Description:**

Ticket to Work is an employment support program for individuals with disabilities who want to work and earn enough to become self-supporting. The Ticket program is sponsored by the Social Security Administration. It is a voluntary program, for individuals with disabilities seeking to increase their independence through employment. Individuals can assign their “ticket” and sign up with an employment network. Eastern Suffolk BOCES is registered with the Social Security Administration as an Employment Network (EN) agreeing to assist SSA beneficiaries (ages 18-64 years), with employment, Vocational Rehabilitation (VR) and/or other disability support services under the Ticket to Work Program. Services are coordinated and delivered to help the individual locate and maintain employment.

The services provided under the Ticket to Work Program are reported into the New York Employment Services System (NYESS). Eastern Suffolk BOCES works to enroll new clients in NYESS, 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.

Highlights of 2021-22:**Activities/Outcomes:**

Eastern Suffolk BOCES has utilized the Ticket to Work Program and reported into the New York Employment Services System (NYESS) on a monthly basis. All new clients referred have been enrolled in the system so that service delivery can be documented. Staff have received training on the data entry process to ensure that individuals receiving services have assigned their ticket to Eastern Suffolk BOCES and relevant reports can be generated.

Total Budget Funds for the 2021-22 Fiscal Year: \$50,559

Projections of Major Actions for 2022-23:

- Work with referred individuals who choose to assign their Ticket to Work with the NYESS System and select Eastern Suffolk BOCES as their employment network.
- Offer employment and related vocational services to enhance the employment outcomes for people with disabilities.

School Library Systems – Categorical Aid for Automation**Supervised by Carl Vitevitch, Administrative Coordinator****Project #0364-22-0009****7/1/21-6/30/22****CoSer: F920****\$19,985****Name of Funder:** *New York State Education Department***Project Description:**

Expanding resource sharing through the Virtual Reference Collection is the primary objectives for the Categorical Aid for Automation funds.

Highlights of 2021-22**Activities/Outcomes:**

Categorical Aid for Automation was used for contract server hosting services with Eastern Suffolk BOCES.

Total Budget Funds for the 2021-2022 Fiscal Year: \$19,985**Projections of Major Actions for 2022-23:**

Categorical Aid for Automation carryover will be used to purchase eBooks for the Virtual Reference Collection.

School Library Systems – Operating Aid**Supervised by Carl Vitevitch, Administrative****Coordinator Project # 0365-22-0009****7/1/21-6/30/22****CoSer: F 960****\$199,853****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 2021-2022**Activities/Outcomes:**

Operating Aid has been expended on salaries and benefits for School Library System staff, Indirect Costs and conference travel.

Total Budget Funds for the 2021-2022 Fiscal Year: \$199,853**Projections of Major Actions for 2022-23:**

Operating Aid carryover will be used to add eBooks to our Virtual Reference Collection.

School Library Systems – Supplemental Aid**Supervised by Carl Vitevitch, Administrative Coordinator****Project #0364-22-0009****7/1/21-6/30/22****CoSer: F920****\$57,670****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 2021-22**Activities/Outcomes:**

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

Total Budget Funds for the 2021-2022 Fiscal Year: \$57,670**Projections of Major Actions for 2022-23:**

Supplementary Aid carryover will be used to purchase eBooks for our Virtual Reference Collection



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