



Eastern Suffolk
BOCES

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

Compiled as of June 2023 by the Eastern
Suffolk BOCES Grants Management Office
within the Department of Business Services.

2022 2023



Educational Services That Transform Lives

OVERVIEW

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

The Department of Business Services provides fiscal oversight and support to supervisors of grants and specially funded projects. Ongoing fiscal monitoring of grant projects, as well as preparation of interim and final financial reports, is the responsibility of the Specially-Aided Department through the supervision of the agency's Director of Business Services and with general direction of the Associate Superintendent for Management Services. Over 30 million dollars of specially funded projects were facilitated in the 22-23 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 2022-23 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 2023-2024 school year.

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Learning Technology Grant**Supervised by: Heather Ciccone, Program Administrator****Project # 0647-23-0106****07/1/22 – 06/30/23****CoSer: F 803****\$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 and 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 2022-23:**Activities/Outcomes:**

In year two of the grant, four full day training sessions were held during the year with district teachers and administrators in attendance. These sessions were comprised of half a day working with teachers in a Community of Practice (CoP) and a half day of professional development. In our efforts to support professional development in digitally, culturally and linguistically responsive teaching and learning, we coordinated with our ESBOCES Office of DEI who offered workshops to teachers on the NYSED Culturally Responsive -Sustaining Education framework.

Participating teachers were provided with the following:

- Apple iPad
- Apple Pencil
- Apple TV
- Keyboard case
- Book: “Culturally Responsive Teaching & the Brain” by Zaretta Hammond
- Headphones
- Mouse

This material was used during their professional development sessions as well as during the CoP.

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/ltg2021-2024/grant-summary>

Total Budget Funds for the 2022-23 Fiscal Year: \$52,783

Projections of Major Actions for 2023-2024:

For year three of the grant, we were awarded additional funding from the state of \$100,000. This will give us \$152,783 for year three. We will continue to strengthen the capacity of administrators and teachers in digitally, culturally and linguistically responsive teaching and learning and the NYSED Culturally Responsive and Sustaining Education framework. We are looking to partner with external organizations who offer instructional coaching support. Building upon last year’s training sessions, one goal is to push into participating LTG districts to assist administrators and teachers in turn keying the program in their home districts.

Employment Preparation Education (EPE)

Supervised by Barbara Egloff, Divisional Administrator

Project # N/A

7/1/22 – 6/30/23

CoSer: F 884

\$2,587,205

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 for adults throughout the Eastern Suffolk region. The program generated EPE aid in the following areas: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English for Speakers of Other Languages (ESOL).

Highlights of 2022-23: Activities/Outcomes:

- Approximately 2,215 adults were provided services.
- 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 2022-23 Fiscal Year: \$2,587,205

Projections of Major Actions for 2023-24:

- 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 career training and other services the agency and community offers.
- Provide professional development aligned with funding initiatives.

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

Supervised by Barbara Egloff, Divisional Administrator

Project # P425N200912

6/28/21 – 6/30/23

CoSer: F 922

\$113,902**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. Under Section 18004(a)(3) of the CARES Act, Eastern Suffolk BOCES was allocated \$226,406 in institutional funding.

Highlights of 2022-2023:**Activities/Outcomes:**

Eastern Suffolk BOCES has satisfied the developed plan of action by directing funding towards enhancing program goals to build Instructional Technology capacity, and strengthen our position for continued learning throughout the coronavirus pandemic and into the future. Laboratories were enhanced with simulation equipment to increase in-house clinical opportunities, and remote-learning opportunities were presented to students with ATI Complete.

Total Budget Funds for the 2022-2023 Fiscal Year: \$113,902**Projections of Major Actions for 2023-2024:**

No further actions will be taken. All funds have been expended.

Higher Education Emergency Relief Fund (HEERF) Student Funds

Supervised by Barbara Egloff, Divisional Administrator

Project # P425E205559

8/4/20 – 10/27/23

CoSer: F 806

\$229,141

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 2022-23 academic year, Eastern Suffolk BOCES had provided over 240 emergency financial aid grants to students.

Total Budget Funds for the 2022-2023 Fiscal Year: \$229,141

Projections of Major Actions for 2023-24:

No further action will be taken. Grant period has ended.

Perkins Vocational Post-Secondary Career and Technical Education

Supervised by Barbara Egloff, Divisional Administrator

Project # 8000-23-9025

7/1/22-6/30/23

CoSer: F 819

\$98,901

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 2022-23:**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.
- Provided additional instructional support outside of designated classroom hours for students in need of academic support.
- Purchased alternate language text books for classroom use to help develop trade-specific vocabulary and content.
- Provided Teach to Lead workshops for first and second year staff.

Total Budget Funds for the 2022-23 Fiscal Year: \$98,901**Projections of Major Actions for 2023-24:**

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 and simulated learning opportunities to enhance in-person instruction.
- Enhance simulated clinical experiences for students enrolled in health-related courses.
- Collaborate with Adult Literacy staff to assist with recruitment, retention and education of ELL students.

Suffolk County Workforce Innovation Opportunity Act (WIOA County)

Supervised by Barbara Egloff, Divisional Administrator

Project # MOU

7/1/22 - 6/30/23

CoSer: F 808

\$60,858

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 2022-23**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 2022-23 Fiscal Year: \$60,858**Projections of Major Actions for 2023-24:**

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 2023-24 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
- OHSA 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 2023-24 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.

WIOA Title II – ABE and Literacy Services**Supervised by John Frias, Program Administrator****Project # 2338-23-1106****7/1/22 – 6/30/23****CoSer: F 818****\$650,000****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 2022-23:**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 2022-23 Fiscal Year: \$650,000**Projections of Major Actions for 2023-24:**

- 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.
- Expand dual enrollment opportunities with Adult CTE for adult basic education students to earn an industry credential in addition to learning English or preparing for their HSE diploma.
- Modify student orientation process to align with funding requirements.
- Provide workforce preparation activities to assist students to acquire basic academic and employment readiness skills.

WIOA Title II – Integrated English Literacy & Civics Education

Supervised by John Frias, Program Administrator

Project # 0040-23-1204

7/1/22 - 6/30/23

CoSer: F 830

\$300,000

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 2022-23:

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 2022-23 Fiscal Year: \$300,000

Projections of Major Actions for 2023-24:

- 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.
- Modify student orientation process to align with funding requirements.
- Provide workforce preparation activities to assist students to acquire basic academic and employment readiness skills.

WIOA Title II Literacy Zone Brentwood

Supervised by John Frias, Program Administrator

Project # 2396-23-1403

7/1/22 - 6/30/23

CoSer: F 811

\$147,036**Name of Funder:** *New York State Education Department***Project Description:**

The purpose of the Workforce Innovation and Opportunity Act Title II Brentwood 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 2022-23:**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 2022-23 Fiscal Year: \$147,036**Projections of Major Actions for 2023-24:**

- 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.

WIOA Title II Literacy Zone Riverhead

Supervised by John Frias, Program Administrator

Project # 2396-23-1404

7/1/22 - 6/30/23

CoSer: F 817

\$147,348

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 2022-23:**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 2022-23 Fiscal Year: \$147,348**Projections of Major Actions for 2023-24:**

- 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.

Help Feed Kids Now

**Supervised by: Susan Maddi, Director of
Administrative Services**

Project # N/A

07/1/2022 – 06/30/2023

CoSer: F 804

\$5,000

Name of Funder: *School Nutrition Foundation*

Project Description:

The School Nutrition Association's charitable arm, the School Nutrition Foundation, awarded Eastern Suffolk BOCES a \$5,000 grant to help offset the costs of feeding students during the COVID-19 health emergency. The funds were to be spent on items such as equipment purchased to facilitate the set up and operation of grab and go stations and meal deliveries, personal protective equipment for the front-line food service workers, food, packaging and supplies.

**Highlights of 2022-23:
Activities/Outcomes:**

- Grant funds were used to purchase items that serve the dual purpose of aiding in current food service operations and could be used in an emergency feeding operations at any point in the future.
- Insulated food delivery bags were purchased which are used in current operations to deliver breakfast to students in classrooms and can be redeployed to be used to deliver meals to student homes if emergency feeding operations were reinstated.
- Remaining grant funds were used to offset the cost of purchasing a food warmer that is to be used in food service. The warmer can be redirected to keep food warm at a grab and go station if it becomes necessary to resume emergency feeding operations at any point in the future.

Total Budget Funds for the 2022-23 Fiscal Year: \$5,000

Projections of Major Actions for 2023-24:

- Continued supply chain challenges have delayed the delivery of commercial food service equipment. The food warmer has been ordered and delivery is expected in early fiscal year 2023-24.

Tyson Great Grant Giveaway Program

Supervised by: Susan Maddi, Director of
Administrative Services

Project # N/A

07/1/22 – 06/30/23

CoSer: F 816

\$5,000

Name of Funder: *Tyson K-12 Tyson Foods Inc.*

Project Description:

Tyson Foods Inc, awarded Eastern Suffolk BOCES \$5,000 in January 2021 as part of their annual Great Grant Giveaway. Attendees at the annual School Nutrition Association's National Conference can enter a sweepstake to win the grant. The Whitsons food service manager, Chris Fickbohm attended the conference virtually and won the grant on behalf of Eastern Suffolk BOCES. The grant can be used to purchase equipment or materials that can help enhance foodservice operations.

Highlights of 2022-23:**Activities/Outcomes:**

- Grant funds were used to help fund the purchase of two food warmers that are used to keep food fresh, moist and at the correct temperature after it comes out of the oven. This enables efficiencies in the food service as the cook is able to prepare meals prior to scheduled lunch times and is therefore available to assist serving meals to students on the serving line.
- Grant funds were also used to replace an aging cabinet at BLC used to securely store supplies and food service equipment.

Total Budget Funds for the 2022-23 Fiscal Year: \$5,000

Projections of Major Actions for 2023-24:

- Continued supply chain challenges have delayed the delivery of commercial food service equipment. One food warmer remains on order and delivery is expected in early fiscal year 2023-24.

Chemical Dependency Services Agreement – OASAS

Substance Abuse Prevention & Treatment

Supervised by Dr. Michael L. Miles, Program Administrator

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

1/1/22-12/31/22

CoSer: A525

\$1,416,539

CoSer: F905

\$152,121

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 2022-23:

Activities/Outcomes:

- Eighteen social workers/counselors provided substance abuse prevention services and specialized counseling services to over 6,215 students in 18 different school-based sites.
- Over 4,722 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 2,990 students over the 2022-23 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.

- 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 support districts in implementing restorative justice and/or become familiar with restorative circles.
- 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 2022-2023 Fiscal Year: \$1,416,539/\$152,121
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Projections of Major Actions for 2023-24:

- 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 by providing staff with training in Emotional Freedom Therapy (EFT).

- 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 and support the development of restorative justice in those school settings.
- SAS will take initial steps (including administrative training) for the program to become Certified by OASAS as an informed provider to meet the needs of LGBTQIA+ students.
- 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.

ESBOCES – American Rescue Plan (ARP)/ Homeless Children & Youth (HCY) Part I & Part II

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

Project # 5212-21-3090

Project # 5212-21-3091

Project # 5212-21-3092

Project # 5212-21-3093

Project # 5212-21-3094

Project # 5212-21-3095

Project # 5218-21-8230

CoSer: 995 - Central Suffolk/ \$43,705

CoSer: 997 – William Floyd/ \$54,745

CoSer: 999 – South Shore/ \$49,909

CoSer: 989 – Esperanza/ \$42,519

CoSer: 998 – Brentwood/ \$54,561

CoSer: 991 – East End/ \$31,570

CoSer: 885 – ARP/HCY II/ \$47,520

Grant Period: 3/13/20 – 9/30/24

Name of Funder: *Federal American Rescue Plan – Homeless Children and Youth (ARP – HCY Part I & Part II)*

Project Descriptions:

- The American Rescue Plan for Homeless Children and Youth (ARP-HCY Part I) includes funding for all past McKinney-Vento consortium partners that are reporting and serving enrolled homeless children and youth. ESBOCES applied and were selected as the Lead Educational Agency (LEA) to support students living in homelessness or chronic housing instability in 13 regional school districts across Long Island and 8 Migrant Education Programs across New York State. These funds are intended to expand a program's ability to provide services and goods to children and youth experiencing homelessness and housing instability through Summer 2024.
- The American Rescue Plan for Homeless Children and Youth (ARP-HCY Part II) includes funding for all NYS school districts reporting and serving enrolled homeless children and youth. These funds are intended to provide financial resources so that States can address urgent needs of homeless children and youth—including academic, social, emotional, and mental health needs—and so States and local educational agencies (LEAs) can increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies. ESBOCES approved scope of work includes initiatives designed to provide students with emergency clothing and instructional materials as well as support districts in making those purchases, arrange for transportation and access to co-curricular educational programming offered before and after school as well as through summer. Districts with allocations of less than \$5,000 needed to apply for ARP-HCY Part II funding as part of a consortium. ESBOCES applied and were selected as the Lead Educational Agency (LEA) to support students living in homelessness or chronic housing instability in 16 regional school districts across Long Island.

- FEOP also serves as a link to services, in collaboration with NYS-TEACHS (New York State Technical & Educational Assistance Center for Homeless Students). We assist consortium partners in connecting them with information and resources provided by NYS – TEACHS related to the success of homeless children in school.

Highlights of 2022-23:

Activities/Outcomes:

- During the 2022-2023 school year, FEOP partnered with a local laundry business to provide laundering services for students and families from Brentwood and Riverhead School Districts. FEOP also arranged for a taxi service for McKinney-Vento families to travel to laundromats, school events and medical appointments.
- FEOP shopped for emergency clothing and personal care items for families who experienced house fires, evictions and other devastating moves during the school year.
- During the academic year, FEOP provided funding for a Mentorship Program run by Brentwood School District teachers to support the social-emotional needs of their students throughout the school day. Brentwood also utilized a portion of their funding to hire a part-time Program Aid to assist the Social Work team with the needs of their McKinney-Vento families.
- William Floyd School District requested to use part of their funding to stock their emergency goods supply closet. These resources are to be used as needs emerge for their McKinney-Vento families during the school year. FEOP staff joined the District's McKinney-Vento Liaison at Walmart to purchase necessary goods such as blankets, personal care items, pajamas, sweatshirts, etc. These items were stored in their supply closet to be distributed to families in need and will serve school-aged McKinney-Vento students in preschool through High School. Additionally, FEOP has purchased snacks and refreshments for a "Transitional Housing Parent/Child Program" hosted by William Floyd's Social Workers. The purpose of this program was to facilitate long term changes in parenting behavior and to become positive role models for their children; to increase parental self-esteem; to increase personal growth in the parents; and to empower parents to be able to negotiate the educational system as advocates for their children.
- Riverhead requested that we utilize a portion of their funding to cover the cost for a "Girls and Boys Club" held afterschool for some of their McKinney-Vento students. Additionally, FEOP is funding and arranging for seven Riverhead Middle School students to attend the ESBOCES Summer Career Exploration Program held at HB WARD, in Riverhead. Transportation will also be provided for students attending this three – week summer program.
- Brentwood School District has planned some unique summer programs for their McKinney-Vento students. The district collaborated with the local shelter, Family Service League, to provide a Music Program. FEOP is supporting the district in using a portion of their ARP funds to rent guitars for students to use during this summer program. The program will be held at the shelter, which houses many Brentwood McKinney-Vento families. FEOP was able to secure the rental of 10 guitars on behalf of the District.

Total Budget Funds for the 2022-23 Fiscal Year: \$324,529
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Projections of Major Actions for 2023- 24:

- We are entering the final year of the three-year grant cycle for the Federal American Rescue Plan – Homeless Children and Youth (ARP – HCY Part I & Part II). We will continue to assess the ongoing needs of the McKinney-Vento students in each School District and allocate the remaining funds to best support these families. We will closely monitor the funds so that all resources are expended on behalf of each consortium grant.

Long-Island Metro Migrant Education Tutorial Services

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

Project # 0035-23-0009

9/1/22-8/31/23

CoSer: F 831

\$632,772

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 expand 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 2022-23: Activities/Outcomes:

- During the 2022-2023 school year, the Long Island – Metro Migrant Education Program (MEP) provided advocacy and instructional support services to over 375 Agricultural migrant eligible students. Informative parent education meetings/trainings 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.
- The Long Island – Metro Parent Advisory Council (PAC) participated in statewide and Local meetings, assisting with operational and programmatic recommendations. FEOP hosted two in-person PAC meetings during the 2022-2023 school year. We also invited the children of our PAC parents and prepared instructional activities for them to participate in. These events were well attended by both parents and students. The purpose of the Parent Advisory Council is to engage Migrant parents in our program and to facilitate feedback on the services their children are receiving. Additionally, we give parents the opportunity to offer suggestions on future programming and PAC agenda items. We prepared a full agenda of important items for discussion as well as offered informational resources for parents. Our agendas included information about the resources provided on the New York State Migrant website, Parents' "Bill of Rights", Cyber Security training, and information regarding upcoming virtual workshops held by the NYS Migrant Program. Additionally, we discussed our plans for Summer Activities and our upcoming programs. Towards the end of the meetings, we facilitate a parent discussion and encourage feedback from the parents.

- The Long Island – Metro MEP hosted a weekly Early Childhood Program at Roanoke House this year. This program prepared preschool-aged children for Kindergarten by simulating a true school experience. Students had the opportunity to practice their letters and numbers, complete art projects and play educational games in both Spanish and English. We also hosted a similar program through Zoom called - “Story Time”. This virtual program includes reading books, singing nursery songs, and provides an introduction in learning different shapes, colors, numbers and letter recognition. The students attending Story Time are primarily preschool-aged children living in the communities of Greenport, Southold and Mattituck. Most of these students were not enrolled in a Head Start or preschool program. This weekly educational event was not only enjoyable for the children, but also affords an opportunity for educational growth at the very young age of three and four.
- During the 2022-2023 school year, Migrant Educators provided educational services to students during the academic day in Southold, Mattituck and Riverhead School Districts. Tutors worked with students in small groups in their classrooms as well as separate locations. They also provided Advocacy support to the parents of these children providing translations during Parent – Teacher Conferences as well as reviewing report cards and transcripts.
- Migrant Educators also provided an afterschool homework program at Riverhead Middle School. We collaborated with their administration and arranged to utilize their classroom space and take advantage of the late bus provided by the District. Three Educators ran this program weekly afterschool to assist students with organizational skills, homework assignments and introduced new vocabulary.
- The Long Island – Metro MEP has provided an on-going Out of School Youth (OSY) evening program held at Roanoke House. This class offers an introduction of Basic English Language Skills for our migrant eligible students ages eighteen to twenty-one. We also have students who are preparing for their upcoming GED exam. We extended our resources to provide transportation for committed students. This program will continue throughout the summer months.
- During the Winter, the Long Island-Metro MEP collaborated with Suffolk Community College-Eastern Campus in providing a college day visit for Riverhead School District. Riverhead High School students were transported by the District to participate in a day of events that highlighted a college experience. Migrant Educators, college staff and SUNY student mentor representatives welcomed participants with a folder of brochures about the campus and refreshments. Charles Connolly, Assistant Dean of Student Affairs for Suffolk Community College, provided an overview presentation on their certificate programs and opportunities the college offers to its enrolled students. The campus also had a representative from their financial aid office who gave a brief presentation. Additionally, students had the opportunity to meet a panel of Alumni who are now in successful professional positions after starting their academic careers at Suffolk Community College. The event concluded with a campus tour, lunch and donated raffle prizes. The student participants expressed their enthusiasm and desire to learn more about the opportunities this college offers.
- FEOP continued our partnership with Saint John’s Parish Ministry in providing weekly groceries to our Migrant families. This collaboration has allowed us to provide food to over twenty families each month. Groceries are delivered weekly by our Migrant Educators, which also gives us an opportunity to engage with our families, assess their needs, and connect those with additional resources provided by the MEP.

- The Long Island-Metro MEP grant is in its last year of a five-year grant cycle. During the month of March, FEOP submitted an application, which included detailed information of our plan to support the Migrant students and families in this region over the next five years. Our region's allocations have increased to over \$250,000 for the upcoming year- as compared to previous years. This will give our program the opportunity to expand our fulltime team hiring a Certified Bilingual Teacher, adding tutoring hours to provide more instructional lessons for students, additional field trips, presenters and the purchase of instructional supplies and tools such as academic subscriptions. In early June, ESBOCES was notified by NYSED that we have been awarded the Long Island – Metro Migrant Education Tutorial and Support Services grant in the amount of \$890,419. This five-year grant cycle runs from September 1, 2023 to August 31, 2028.

Total Budget Funds for the 2022-2023 Fiscal Year: \$632,772
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Projections of Major Actions for 2023- 24:

- We are entering year one of a five-year contract that 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 2023-2024 funding year.
- During the upcoming program year, we plan to provide additional academic services to Migrant students during their school day through a "push-in model". We will be hosting After School Homework clubs at the middle schools, continuing our ENL classes at our regional office in Riverhead for our Out of School Youth, and we will continue to provide instructional services to all available Migrant students either in the home, at local libraries or through virtual platforms such as Zoom. We also plan to continue to provide educational field trips during school breaks and throughout the summer months as well as host BOCES approved character education presenters. We will also host multiple Parent Advisory Council meetings throughout the program year to elicit feedback from our parents to help create the most effective and needed support services for their children and families.

Adaptive Driver Training**Supervised by: Erin Sellek, Program Administrator****Project # C013374****07/1/22 – 06/30/23****CoSer: F 990/890****\$59,601 / \$47,177****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 2022-23:**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 2022-23 Fiscal Year: \$106,778**Projections of Major Actions for 2023-24:**

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

Jail Education Program**Supervised by: Erin Sellek, Program Administrator****Project # N/A****07/1/22 – 06/30/23****CoSer: F 871****\$798,004****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 GED® 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 Jail Education Program includes but is not limited to:

- 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 2022-23:**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.

Total Budget Funds for the 2022-23 Fiscal Year: \$798,004
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Projections of Major Actions for 2023-24:

- Incorporate jail-based work experience opportunities to align with career pathway curriculum to enhance employment opportunities.
- Increase the number of career training courses available to students in each facility.

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

Supervised by Erin Sellek, Program Administrator

Project # C014004

7/1/22 - 6/30/23

CoSer: F 902 / 802

\$25,204 / \$31,580

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 nonpaid 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 2022-23:

Activities/Outcomes:

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

Total Budget Funds for the 2022-23 Fiscal Year: \$56,784

Projections of Major Actions for 2023-24:

- Expand opportunities to ESBOCES Special Education programs and additional school districts.
- Continue to provide pre-employment services to potentially eligible students who are not currently receiving ACCESS-VR supports and services.

Workforce Development Demonstration Project**Supervised by Erin Sellek, Program Administrator****Project # C028509****7/1/22 - 6/30/23****CoSer: F 826****\$6,340**

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 2022-23:**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 2022-23 Fiscal Year: \$6,340
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Projections of Major Actions for 2023-24:

No further action will be taken – Grant period has ended.

**Workforce Innovation Opportunity Act (WIOA) Title II
Incarcerated Education**

Supervised by Erin Sellek, Program Administrator

Project # 0138-23-1300

7/1/22 – 6/30/23

CoSer: F 829

\$250,000

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 2022-23:

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 2022-23 Fiscal Year: \$250,000

Projections of Major Actions for 2023-24:

- Integrate project-based learning activities into the curriculum.
- Introduce career pathway curriculum to ensure students earn recognized industry credentials prior to their release.
- Modify student orientation processes to align with funding requirements.
- Provide workforce preparation activities to assist students to acquire basic academic skills and employment readiness skills.
- Modify student orientation process to align with funding requirements.
- Provide workforce preparation activities to assist students to acquire basic academic and employment readiness skills.

Long Island Regional Bilingual Education Resource Network (RBERN)

Supervised by Christa Stevenson, Program Administrator

Project # C014089

7/1/22-6/30/23

CoSer: F 858

\$1,803,693

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) to the 125 Nassau and Suffolk County school districts across all three L.I. BOCES service areas. In 2022-2023, Long Island school districts served 43,153 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 strategic planning and school improvement interventions. L.I. RBERN staff regularly present workshops at national, statewide, and regional conferences throughout the year as well.

Highlights of 2022-2023

Activities/Outcomes:

- Planned and provided staff development workshops/presentations/conferences for 5,956 educators, students, and families of ELLs.
- Conducted research and product development on behalf of NYSED OBEWL as leaders or members of multiple NYSED strategic planning groups. The L.I. RBERN leads the following OBEWL strategic planning groups: *Academic and Linguistic Demands of the Next Generation Learning Standards* and *ELL Graduation Rate Improvement*; and serves as a member of the following groups: *Bilingual Education Advisory Panel*, *ELLs with Disabilities*, *NYS Seal of Biliteracy*, *NYS RBERN On Demand*, *ELL Leadership Council*, *Co-Teaching for ELLs*, *CTE for ELLs*, and *Immigrant Students*.
- Authored, revised and submitted a final draft of a NYSED OBEWL resource to support implementation of the NYS Next Generation English Language Arts Learning Standards in ELL instruction entitled, *Academic and Linguistic Demands of the NYS Next Generation Learning Standards for English Language Arts in Reading, Writing, and Speaking and Listening*.
- Authored an *Administrators Guide to Co-Teaching for ELLs* as part of the Co-Teaching strategic planning group on behalf of NYSED OBEWL for use in statewide training sessions and in support of the integrated ENL program model under CR Part 154.

- Hosted the annual Long Island Teacher Institute on March 29, 2023, under the theme: *Embracing the ELLephant in the Room: Empowering English Learners through Integrated Practices*. Approximately 502 registered participants attended, representing both New York State and national bilingual and ESOL educators and administrators. Presenters included NYSED OBEWL Associate Commissioner Elisa Alvarez, Juliana Urtubey, the 2021 National Teacher of the Year, and Dr. Andrea Honigsfeld. In addition, there were three breakout sessions, each offering five concurrent workshops presented by local K-12 ENL and Bilingual Education teachers, administrators, and educational consultants.
- Recruited and trained 70 high school juniors and seniors for the annual Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) that took place on March 11th to 13th. A total of 45 students attended the mock assembly session in Albany as Delegates and ten (10) students won scholarships totaling \$14,500.
- Continued developing the L.I. RBERN Family Academy, reaching 331 parents who attended 25 workshops conducted in Spanish, Chinese, and Haitian Creole. Some workshop topic highlights included *Family School Partnerships*, *How to Communicate with School about Your Child's Needs*, *Parenting Adolescents*, *What is your parenting style?*, *Financial Aid Opportunities for Undocumented Students*, and *High School Graduation Requirements of NYS*.
- L.I. RBERN Family Academy presented, *Resources & Tools for Dual Language Success*, a program exclusively for both English- and Spanish-speaking parents of children in dual language programs. The topics of the four session Saturday series included an overview of the importance of dual language programs and biliteracy, strategies to support children's language learning when you don't speak the language, the Seal of Biliteracy, and reading comprehension in two languages.
- Offered *Financial Aid Opportunities for Undocumented Students* session in Spanish to students as well as parents.
- Collaborated with the Migrant Education Program/Family Education Outreach Program to recruit parents for the in-person NYS Association for Bilingual Education Parent Institute held in Wading River in March. More than half of the 175 parents in attendance were from the Long Island region.
- Provided support for implementation of dual language programs at the Hempstead UFSD and Uniondale UFSD. Support in both districts included full day professional development sessions followed by embedded coaching for participating teachers to reinforce the concepts learned at the full-day sessions.
- Conducted four (4) cohorts of a 3-session co-teaching professional development series reaching 40 school districts and 120 participants in support of implementing the Integrated ENL program model under CR Part 154.
- Maintained multiple email distribution lists and a dedicated listserv 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.
- Maintained the L.I. RBERN YouTube channel (www.youtube.com/c/lirbern) to showcase the work of the L.I. RBERN, housing an archive of professional development, parent workshops and video instructional snapshots

<p>Total Budget Funds for the 2022-2023 Fiscal Year: \$1,803,693</p>

Projections of Major Actions for 2023-2024:

As the L.I. RBERN enters into year 4 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.
- Continue leading projects on behalf of NYSED OBEWL including developing training and implementation materials for the *Academic and Linguistic Demands of the Next Generation Learning Standards*, *Administrators Guide to Co-Teaching for ELLs*, and resources to increase graduation rates of ELLs.
- Provide intensive support to 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 2023-2024 CR Part 154 Comprehensive ELL Education Plan.
- Hold a steering committee to ensure L.I. RBERN activities address regional needs pertaining to ELL education.
- Offer regional professional development opportunities through continuation of five regularly scheduled Bilingual/ENL Coordinators’ networking meetings, planning and presenting the Long Island Teachers’ Institute, and other topics as identified by the L.I. RBERN steering committee.
- Respond to as many requests to provide individualized professional development in “non- targeted” districts and schools as staffing and resources allow.
- Schedule regional training sessions for all L.I. school districts regarding the administration and scoring of the 2024 NYSESLAT.
- Expand offerings of asynchronous online professional development.
- Recruit and train students who wish to participate in the annual Puerto Rican/Hispanic Youth Leadership Institute, and accompany them to the three-day Institute in Albany.
- Transition the L.I. RBERN website to its own domain on a new platform.
- 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 2024.

Long Island Title III Part A Consortium, Every Student Succeeds Act (ESSA)**Supervised by Christa Stevenson, Program Administrator****Project # 0293-23-3285****09/1/22 – 8/31/23****CoSer: F 876****\$524,900**

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, Nassau BOCES Model Schools, LogicWing, an educational consulting company and ESBOCES Regional Information Center. Member school districts receive a comprehensive, thematic professional development program focused on digital age teaching and learning strategies.

Highlights of 2022-20223**Activities/Outcomes:**

- Provided training to 205 teachers of approximately 2,459 ELLs in the 43 member districts during the 2022-2023 funding year.
- Conducted the *Consortium Introductory/Orientation Session* for all constituent districts in the Long Island Title III Consortium to provide an overview of staff development modules and technology to be presented in 2022-2023, and featured demonstrations of lessons/learning experiences developed by teachers and students the previous year.
- The theme of the 2022-23 Title III ELL Consortium professional learning sessions was “*Let’s Create! An Introduction to the Principles of Design Thinking.*” Teachers received training on design thinking which empowers students to be creative problem-solvers. It is a flexible project-based approach to learning that works within the standards of every subject-area.
- 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 day included two keynote sessions conducted by Dr. Andrea Honigsfeld to introduce the theme for 2023-2024 and breakout sessions in which teachers shared lessons, instructional strategies and ideas gained through Consortium participation. Consortium teachers' work is showcased at the following website: <http://bit.ly/TitleIIIConsortia>
- In February 2023, a pilot program through Fullmind (formerly iTutor) was conducted for six (6) member districts. It offered live, small group supplemental instruction and enrichment conducted by certified ENL teachers for English Language Learners (ELLs) from the participating member districts.
- Seven (7) member districts were provided the ELL benchmarking assessment LAS Links, to monitor progress of their ELLs.
- The purchasing focus has shifted to providing web-based subscriptions such as Book Creator, Nearpod, Fathom Reads, Flocabulary and Thinglink, 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 2022-2023 Fiscal Year: \$524,900
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Projections of Major Actions for 2023-2024:

- The theme for the 2023-2024 Long Island Title III ELL Consortium professional learning sessions will be "*Content and Language Integration in K-12 Classrooms through Co-Teaching for ELLs*," focusing on implementing co-teaching and integrated language instruction.
- L.I. RBERN will continue collaboration with ESBOCES Models Schools, Nassau BOCES Model 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 2024 for Consortium ENL teachers to share the learning experiences they had developed over the course of the year.
- Fullmind (formerly iTutor) after school supplemental instruction will be offered to all Consortium member school districts.
- iLit ELL, an online English language development intervention program, will be offered to all Consortium member districts.

**21st Century Community Learning Center – Project S.P.A.R.K.
(21st CCLC)**

**Supervised by Christa Stevenson, Program Administrator
Project # 0187-23-8084**

7/1/22-6/30/23

CoSer: F 814

\$1,200,000

Name of Funder: *New York State Education Department, Student Support Services (SSS) via 21st CCLC funding from the U.S. Department of Education Office of Elementary and Secondary Education.*

Project Description:

The 21st Century Community Learning Centers, Project S.P.A.R.K (Service, Personal Achievement, Responsibility, & Knowledge), is a five-year, \$1.2 million annual grant that provides after school and weekend tutoring and other academic enrichment activities along with a broad array of youth development opportunities that complement the regular academic program. In partnership with the Brentwood UFSD, ESBOCES and other supporting agencies will serve a minimum of 575 middle and high school age students to provide transformative experiences that promote lifelong learning for both children and adults. Project S.P.A.R.K offers culturally responsive programming that empowers vulnerable students with academic, linguistic, and socio-emotional skills, builds character, and encourages innovation that ignites the spark for all children to reach their full potential in a diverse global society. S.P.A.R.K will offer summer career exploration, a summer leadership program, literacy enrichment, COPA: social emotional learning through leadership development, service projects, athletics and dance, as well as family enrichment activities. The impact from this program is to increase achievement and engagement in the day school among all participants.

Highlights of 2022-20223

Activities/Outcomes:

- COPA (Community, Obligation, Professionalism, Achievement), an existing extracurricular program initially focusing on sports and leadership, was able to add a focus on academics and SEL activities with the support of 21st CCLC funding. The supplies and expanded offerings propelled the program to evolve into a “whole child” experience, helping students feel a sense of belonging and connection to the school community.
- Facilitated a donation of books by Attanasio & Associates to the Brentwood UFSD 21st CCLC COPA program.
- COPA students distributed the books to younger children attending local parades in Brentwood.
- COPA held a full-day soccer tournament which brought together over 400 students as well as parents and many community-based organizations, including Fidelis Care, Pronto, Brentwood Legion Ambulance and YES.

- Offered successful and popular activities that engaged middle school students through program partner, Youth Enrichment Services (YES). Activities offered included, *Exploring Animated Movies, Mandala & the Beauty of Starting Over, The Science Behind Cooking and Baking, Community Involvement in the Brentwood's St. Patrick's Day Parade, Brentwood's Memorial Day Parade and Brentwood's Hispanic Parade, Disabilities and Inclusivity Workshop, Family Night & Celebration of Student Accomplishments, Theater Skits, Building Beautification, School Garden Management and Mentoring.*
- Hosted family engagement and student celebration workshops throughout the year at all four middle schools to increase parent involvement in partnership with YES.
- Conducted a Saturday Program - *Literacy through the Arts* - for middle school ELL students in partnership with YES.
- The final data report for 2022-2023 noted that the program was very successful. Even though funding was not released until November, the program provided 15 or more hours of programming to 584 students, exceeding its goal of 575 students, and 916 students received at least one hour of programming. In addition, the target of 160 parents attending family engagement and/or literacy workshops was exceeded with the program serving 172 families. Achievement and engagement in students' day school program increased as a result of participating in the 21st CCLC afterschool program.

<p>Total Budget Funds for the 2022-2023 Fiscal Year: \$1,200,000</p>

Projections of Major Actions for 2023-2024:

- 40 Brentwood UFSD students, targeting SIFE, ELLs and newcomers, will attend ESBOCES Summer Career Exploration CTE Program. The program offers students the opportunity to explore careers in cosmetology, welding, automotive technology, culinary arts, carpentry and computer science over 3-weeks.
- 20 Brentwood UFSD students will attend the Frank Covey *The 7 Habits of Highly Effective teens* ® and *Leader in Me* ® summer program hosted at ESBOCES.
- Morrison Mentors will join 21st CCLC S.P.A.R.K. program as a service provider to achieve grant objectives at the high school pertaining to STEM, Academics, and SEL. Through enrichment activities, workshops and experiences will guide 9-12th grade students through hands-on, practical activities and applications that provide them with the necessary skills and an understanding of STEAM intended to supplement formal, academic learning. These programs not only aim to improve students' STEAM literacy and develop 21st century skills, but also to cultivate their STEAM identity by helping them develop a sense of belonging, confidence, interest, and academic achievement in STEAM.
- Nuestro Terreno Común (NTC) will provide create parent literacy workshops hosted throughout the year that will encourage parents and students to communicate more efficiently together, create relationships among the school community and families in the Brentwood UFSD.

Perkins V Title I Secondary Basic Formula**Supervised by Robert Van Brunt, Program Administrator****Project # 8000-23-0012****7/1/22-6/30/23****CoSer: F 915****\$785,029**

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 2022-23**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.
- Collaborated 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 2022-23 Fiscal Year: \$785,029

Projections of Major Actions for 2023-24:

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.
- Developing and improving work-based learning programs and activities.
- Support Students with Disabilities (SWD) and English Language Learners (ELLs).
- Provide 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.
- Utilize Teach to Lead professional development for new teachers, and other training opportunities / support for all teachers.

Supported Employment – Adult Career & Continuing Education Services (ACCES-VR)**Supervised by Robert Van Brunt, Program Administrator****Project # C013374****1/1/23-12/31/23****CoSer: F 821****\$75,466**

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. 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. Prior to Supported Employment services, Pre-Employment Transition Services are available to youth ages 14 to 21 enrolled in an academic program; services include counseling on post-secondary options, job exploration counseling, workplace readiness training and instruction in self advocacy. Job Placement Services are also available for those eligible and referred individuals that do not require long term coaching services.

Highlights of 2022-23**Activities/Outcomes:**

Intensive Supported Employment Intake Services were provided to five referrals. Four referrals were accepted and two individuals are successfully employed. The remaining cases 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. Two placement referrals were received and one referral was accepted and successfully placed. Pre-Employment Transition Services (Pre-ETS), have continued to be offered to those students referred by ACCES-VR. Twenty-four 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. Additionally, services were offered to students within their home district, and vocational staff meet regularly at four local high schools conducting both individual and group services each month.

Total Budget Funds for the 2022-23 Fiscal Year: \$75,466

Projections of Major Actions for 2023-24:

- 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 7/1/22 – 6/30/23	CoSer: F 863 \$497,565
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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 2022-23
Activities/Outcomes:**

Services were provided to 87 individuals working at 67 business locations throughout Suffolk County. The program has continued to assist individuals, both in-person as well as virtually, to maintain their employment, find new employment and manage new/added responsibilities and worksite changes following the pandemic. For any individual unable to return to their previous employment site or in need of new employment, both assessment services and job placement assistance was offered. The employed individuals were serviced at business sites throughout Suffolk County both in-person and virtually; services remain available both virtually and in-person depending upon individual need and request. Individuals worked various hours per week in both part-time and full-time positions. These individuals work in competitive community-based employment settings performing various positions including retail, food service, custodial, and warehouse. Two program individuals were selected for a Person-Centered Review, where OPWDD auditors reviewed individual case records, interviewed staff and the individual; as well as conducted worksite observations. In both case reviews, positive feedback was provided to the program and no deficiencies were noted.

Total Budget Funds for the 2022-2023 Fiscal Years: \$497,565

Projections of Major Actions for 2023-24:

- Staff will continue 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 have continued to be available for staff through a virtual platform to further enhance their skills and provide for job specific professional development opportunities. Additional trainings will be available for staff including topics such as incident reporting, supporting positive relationships, and core competencies.
- 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.

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****7/1/22-6/30/23****CoSer: F 972****\$35,245**

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 2022-23:
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 2022-23 Fiscal Year: \$35,245

Projections of Major Actions for 2023-24:

- 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 # 0364-23-0009****7/1/22-6/30/23****CoSer: F820****\$20,731****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 2022-23**Activities/Outcomes:**

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

Total Budget Funds for the 2022-2023 Fiscal Year: \$20,731**Projections of Major Actions for 2023-24:**

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 # 0365-23-0009

7/1/22-6/30/23

CoSer: F 860
\$207,309

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 2022-2023**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 2022-2023 Fiscal Year: \$207,309

Projections of Major Actions for 2023-24:

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 # 0317-23-1009****7/1/22-6/30/23****CoSer: F868****\$59,574****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 2022-23**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 2022-2023 Fiscal Year: \$59,574**Projections of Major Actions for 2023-24:**

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



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