



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

2024 / 2025

Compiled as of June 2025 by the Eastern Suffolk BOCES Grants Management Office within the Department of Business Services.

Educational Services That Transform Lives

OVERVIEW

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

The Department of Business Services provides fiscal oversight and support to supervisors of grants and specially funded projects. Ongoing fiscal monitoring of grant projects, as well as preparation of interim and final financial reports, is the responsibility of the Specially-Aided Department through the supervision of the agency's Director of Business Services and with general direction of the Deputy Superintendent for Management Services. Over 30 million dollars of specially funded projects were facilitated in the 24-25 school year.

The Grants Management Office, within Business Services, managed over 14 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 2024-25 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 2025-26 school year.

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WIOA Title II – ABE and Literacy Services**Supervised by Keria Blue, Program Administrator****Project # 2338-25-1106****07/01/24 – 06/30/25****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 2024-25:**Activities/Outcomes:**

- Provided integrated and contextualized instruction for 117 dual enrolled students.
- Utilized a network of resources to enhance employment opportunities for participants.
- Provided digital literacy workshops for staff and students.
- Provided case management to enhance student support services.

Total Budget Funds for the 2024-25 Fiscal Year: \$650,000**Projections of Major Actions for 2025-26:**

- 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.
- Provide integrated and contextualized instruction for dual enrolled students.
- Enhance 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 Keria Blue, Program Administrator****Project # 0040-25-1204****07/01/24 - 06/30/25****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 2024-25:**Activities/Outcomes:**

- Provided integrated and contextualized instruction for 313 dual enrolled students.
- Utilized a network of resources to enhance employment opportunities for participants.
- Provided digital literacy workshops for staff and students.
- Provided case management to enhance student support services.
- Infused work-based learning opportunities that align with business, hospitality, and health occupations and construction trades.

Total Budget Funds for the 2024-25 Fiscal Year: \$300,000

Projections of Major Actions for 2025-26:

- 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.
- Provide integrated and contextualized instruction for dual enrolled students.
- Enhance 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 Keria Blue, Program Administrator****Project # 2396-25-1403****07/01/24- 06/30/25****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.
- Collaboration with community organizations to provide holiday meals, gifts and personal donations.

Highlights of 2024-25:**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.
- Cohosted Job fair with Brentwood Public Library.

Total Budget Funds for the 2024-25 Fiscal Year: \$147,036

Projections of Major Actions for 2025-26:

- Continue to create and support organizational processes to practice development and effective collaboration with key partners.
- Provide comprehensive support and referral services aligned with Literacy Zone initiatives and community needs

WIOA Title II Literacy Zone Riverhead Supervised by Keria Blue, Program Administrator Project # 2396-25-1404 07/01/24 - 06/30/25	CoSer: F 817 \$147,348
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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.
- Collaboration with community partners to provide holiday meals, gifts and personal donations.

Highlights of 2024-25:

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.
- Cohosted a Job fair with Riverhead Library.

Total Budget Funds for the 2024-25 Fiscal Year: \$147,348
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Projections of Major Actions for 2025-26:

- Create and support organizational processes to practice development and effective collaboration with key partners.
- Provide comprehensive support and referral services aligned with Literacy Zone initiatives and community needs.

Long-Island Metro Migrant Education Tutorial Services

**Supervised by Christian Bowen,
Program Administrator for
Family Education Outreach Programs (FEOP)**

Project # 0035-25-0009

09/01/24 - 08/31/25

CoSer: F831

\$890,419

Name of Funder: *ESEA Title I – Part C, Federal Funding through New York State*

Project Description:

The purpose of this project is to implement educational and support services 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 performance standards that all children are expected to master, and to graduate with career or college-ready skills. This project 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. This program provides advocacy and educational support services to agricultural migrant-eligible students, youth and families throughout Nassau, Suffolk, Queens, Kings, Bronx, Manhattan and Richmond Counties. The Long Island – Metro Migrant Education Tutorial Services is one of eight regional Migrant Education Programs in New York State.

Highlights of 2024-25:

Activities/Outcomes:

- During the 2024-2025 school year, the Long Island – Metro Migrant Education Tutorial Services (METS) provided advocacy and instructional support services to over 400 agricultural migrant-eligible students. In addition, several informative parent education meetings/workshops and field trips occurred during the year.
- Migrant Educators continue to provide educational support services to students during the academic day in Southold, Mattituck-Cutchogue and Riverhead school districts. Through continued partnership and collaboration with Riverhead's administration and ENL department, we have now expanded our tutoring services to all schools in the Riverhead CSD. Migrant Educators provided in-school support to over 85 Riverhead students each week.
- During the school year, the Long Island – Metro METS hosted a weekly fall and spring series called *Story Time* as part of our Early Childhood Program. This virtual

program included reading books, singing nursery songs, and introduced different shapes, colors, numbers and letter recognition. The students that attended *Story Time* were preschool-aged children living in the East End communities. Most of these students were not enrolled in a Head Start or pre-school program. These multi-week series were enjoyable for the children and provided an opportunity for educational growth at a very young age.

- The Long Island – Metro METS provided an on-going Out of School Youth (OSY) evening program held at Roanoke House. This class offered our 16 to 21-year-old school-aged and Out-of-School Youth an introduction into Basic English Language Skills, math support and Regents preparation. Secondary students from Riverhead were also encouraged to attend to further their academics. Educators used various online programs and recommended resources to introduce new vocabulary words, practice recognizing numbers and other life skills lessons. We provided supportive resources such as technology and school supplies, as well as meals and transportation for committed students on a bi-weekly basis.
- The Long Island – Metro METS Parent Advisory Council (PAC) participated in statewide and local meetings, assisting with operational and programmatic recommendations at both levels. FEOP hosted two PAC meetings during the 2024-2025 school year to engage the migrant parents in our program and to facilitate feedback on the services their children receive. Additionally, we gave our parents an opportunity to offer suggestions on future programming and agenda items, as well as offered informational resources. Our agendas included information about the resources provided on the New York State Migrant website, Parents' *Bill of Rights*, and information regarding upcoming virtual workshops held by the NYS Migrant Education Program. Additionally, we discussed our plans for summer programs and field trips. Towards the end of these meetings, we facilitated parent discussions and encouraged feedback from the parents. In addition to the PAC meetings, we also held two additional virtual meetings for all families to attend where we facilitated *Wage Rights* and *Know Your Rights* workshops.
- The Long Island-Metro METS hosted a successful field trip to the Long Island Riverhead Aquarium during the Spring Recess. We invited students in grades Pre-K - 8 that were Priority For Service (PFS) students, students in their first year of the program. We provided transportation for over 50 students from various areas of Suffolk County and we were joined by five parents. Upon arrival, the students were taken on a journey through a wide range of exhibits that brought undersea wonders to life. The trip included both indoor and outdoor exhibits along the Peconic River. Children and families enjoyed sea lion and seal shows as well as the butterfly exhibit. Lunch and refreshments were provided. This was an opportunity to engage in an educational and enjoyable experience over recess.
- During the month of July, the Long Island - Metro METS sent four migrant students in grades 10 and 11 to the week-long SUNY Oneonta Migrant Leadership Academy (SOMLA) where the students had an opportunity to experience "a week in the life of a college student." The students stayed in dorm rooms, interacted with college students and teachers, and participated in workshops that emphasized the benefits of attending continuing education programs.

- The Long Island-Metro METS sent eight students in grades 8 - 10 to attend the three-week Summer Career Exploration Program held at H.B Ward. The Summer Exploration Program offered students an opportunity to learn career-ready skills in Automotive, Cosmetology and Culinary Arts coursework. Our Migrant Educators pushed-in during this program to provide translations and support the academic learning of our enrolled students.
- The Long Island-Metro METS 2025 summer program theme was, "We All Belong!" Migrant Educators created age-appropriate lesson plans, books, songs, and projects that educated students on creating a welcoming and inclusive environment. Two groups of students in grades Pre-K - 8 from the Riverhead area were invited to H.B. Ward for a week-long summer camp experience during the month of July. We also hosted students from the North Fork at the Mattituck-Laurel Library for a week-long experience in August.
- The Long Island - Metro METS continued our partnership with Saint John's Parish Ministry by providing bi-weekly groceries to our migrant families. This collaboration has allowed us to provide food to many families each month as well many others around the holidays. Groceries were delivered by our Migrant Educators, which also gave us an opportunity to engage with our families, assess their needs, and connect them with additional resources provided by the MEP.

Total Budget Funds for the 2024-2025 Fiscal Year: \$890,419

Projections of Major Actions for 2025 - 26:

- We are entering the third year of a five-year contract to support the children and families of agricultural migrant workers. These working families and students across the region will be provided with a higher level of instructional support and advocacy services through expanding collaborative partnerships with school districts and community-based organizations during the 2025-2026 funding year.
- We also plan to continue to strengthen our parent partnership by hosting various parent events during the school year, particularly ways for them to create a support network for each other and strengthening family communication and well-being.

ESBOCES – McKinney-Vento Consortium (Homeless Children)

Supervised by Christian Bowen, Program Administrator for Family Education Outreach Programs (FEOP)

Project# 0212-25-3090

Project# 0212-25-3091

Project# 0212-25-3092

Project# 0212-25-3093

Project# 0212-25-3094

Project# 0212-25-3095

09/01/24 - 08/31/25

CoSer: F835 – Central Suffolk \$175,000

CoSer: F837 – William Floyd \$175,000

CoSer: F839 – South Shore \$175,000

CoSer: F841 – East End \$175,000

CoSer: F838 – Brentwood \$175,000

CoSer: F809 – Esperanza \$125,000

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

Project Descriptions:

- These programs are funded by a series of McKinney-Vento sub-grants offered through the New York State Education Department in collaboration with ESBOCES and 22 regional school districts. These state grant-funded programs collaborate with school districts, homeless shelters, and community-based organizations to provide a combination of advocacy and supplementary educational services to children and youth living in temporary or transitional housing in participating school districts throughout Suffolk County at no cost to districts.
- ESBOCES serves as the lead LEA for a one-year collaboration under six separate Consortium projects. Each McKinney-Vento Consortium serves as a collaborative venture on behalf of the various districts represented and ESBOCES. These Consortia were established to provide a variety of specific educational and advocacy services based on student needs. This year, the grants supported transportation assistance to supplement a District's capacity to fund otherwise unaided transportation costs for McKinney-Vento eligible students to enhance their opportunities to engage in school and related activities. In addition, services included: summer enrichment programs, shelter-based assistance to children and their families, emergency assistance such as clothing, school supplies, hygiene kits, technology to support learning, and educational field trips for Kinney-Vento eligible students.
- An inclusive network of school district McKinney-Vento Liaisons and agency professionals met via Zoom or collaborated regularly via phone and email to support this work during the past school year. They exchanged ideas, shared best practices, learned from and supported each other as they worked to responsibly accommodate the rights of children under the law.

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

Total Budget Funds for the 2024-2025 Fiscal Year: \$1,000,000
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Projections of Major Actions for 2025-26:

- The McKinney-Vento Sub-grant Applications for the 2025–2026 school years were submitted by ESBOCES as the Lead LEA.
- Once awards are announced by NYSED, ESBOCES will provide both administrative and fiscal oversight through Consortium Agreements with 22 school districts in Suffolk County.

Learning Technology Grant

**Supervised by: Heather Ciccone, Program Administrator
Jonathan Marron, Assistant Administrative Coordinator**

Project # 0647-25-9007

01/1/25 – 06/30/25

CoSer: F 803

\$200,000

Name of Funder: *New York State Education Department*

Project Description:

Eastern Suffolk BOCES was awarded the Learning Technology Grant by the New York State Education Department in the amount of \$200,000. This three-year grant runs from January 1, 2025 through June 30, 2027. The overarching goal of the Learning Technology Grant is to create a fully developed program that leverages educational technology to enhance teaching and learning. To support this goal, ESBOCES is creating a *Project-Based Learning and Artificial Intelligence Academy* that will build the capacity of district staff to deliver effective personalized learning. This will be achieved through a rigorous professional development program grounded in educational technology and aligned with the NYSED Culturally Responsive-Sustaining Education (CR-S) Framework. Eight districts will be participating in the program, including Patchogue-Medford UFSD, Riverhead CSD, Sachem CSD, Little Flower UFSD, Brentwood UFSD, South Country UFSD, Comsewogue SD and Victory Christian Academy.

The grant has five goals. The first goal is to increase personalized learning by aligning pedagogy with the NYSED Culturally Responsive-Sustaining Education (CR-S) Framework. The second goal is to 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. The third goal is to enhance teacher effectiveness in aligning pedagogy with the NYS Computer Science and Digital Fluency Learning Standards through professional development and ongoing support in personalized and project-based learning. The fourth goal is to provide evidence-based evaluation of programs throughout the two-and-a-half-year program and adjust as needed. The fifth and final goal is to publish all program materials and artifacts on the ESBOCES District website to support ongoing access and sustainability.

Highlights of 2024-25: Activities/Outcomes:

From January to June 2025, the LTG team established the foundation for a transformative program designed to integrate innovative teaching practices and technology. A comprehensive PBL and AI Academy model was developed to provide teachers with specialized courses, webinars, and curated resources that enhance instructional practice. The program aligns with the New York State Computer Science & Digital Fluency Standards to ensure students gain essential digital competencies while embedding the principles of the Culturally Responsive-Sustaining Education Framework to foster inclusive and equitable learning environments.

The official kickoff meeting on April 21, 2025, introduced participants to the program, outlined expectations, reviewed key grant timelines, and gathered district input on current PBL, AI, and technology integration practices. The Year 1 goal of formalizing the PBL/AI Academy was achieved by establishing its structure, selecting teachers for Cohorts 1 and 2, and designating a liaison from each district. To support implementation, essential equipment was purchased, including Apple iPads with Pencils and cases, Chromebook laptops, and 3D printers with filament.

All information and artifacts related to the NYSED Learning Technology Grant 2025-2027 from Eastern Suffolk BOCES are posted here:

<https://sites.google.com/gafe-esboces.org/ltg-2025-2027>

Total Budget Funds for the 2024-25 Fiscal Year: \$200,000
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Projections of Major Actions for 2025-2026:

For the 2025–2026 school year, participating teachers will participate in professional development focused on project-based learning (PBL) and artificial intelligence (AI), while a dedicated strand of training for administrators will also be introduced. The professional development modules will require participants to design and implement a PBL project with an accompanying AI-enhanced assessment, ensuring that learning translates directly into classroom practice.

Over the course of the year, the program will deliver more than 40 hours of professional development, support teachers in implementing their projects, and collect feedback through mid-cycle assessments. Additional equipment purchases will further strengthen technology integration in classrooms, providing the necessary tools to bring innovative teaching practices to scale across participating districts.

Employment Preparation Education (EPE)**Supervised by Barbara Egloff, Divisional Administrator****Project # N/A****07/01/24 – 06/30/25****CoSer: F 884****\$2,764,638****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 2024-25:**Activities/Outcomes:**

- Approximately 2,198 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 2024-25 Fiscal Year: \$2,764,638**Projections of Major Actions for 2025-26:**

- 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.

OPWDD Supported Employment**Supervised by Barbara Egloff, Divisional Administrator****Project # C00598GG-3660243****07/01/24 – 06/30/25****CoSer: F 863****\$539,941**

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 2024-25**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 2024-2025 Fiscal Years: \$539,941

Projections of Major Actions for 2025-26:

- Staff will continue to attend required trainings through the Innovations in Employment Supports statewide 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.

Perkins Vocational Post-Secondary Career and Technical Education**Supervised by Barbara Egloff, Divisional Administrator****Project # 8000-25-9025****07/01/24-06/30/25****CoSer: F 819****\$189,697****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 2024-25:**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.
- Completed Comprehensive Needs Assessment to help drive meaningful progress towards improving performance of all CTE students, specifically addressing equity gaps by gender, race, and ethnicity, migrant status, and each demographic of special populations.

Total Budget Funds for the 2024-25 Fiscal Year: \$189,697

Projections of Major Actions for 2025-26:

The program will utilize the comprehensive needs assessment to:

- Provide equitable access to CTE programs for all students
- Continue to enhance staff training and retention practices utilizing Teaching to Lead curriculum
- Provide individual and small group case management services for students with barriers
- Provide academic readiness and remediation support to reduce student attrition rate and increase program success
- Provide professional development to enhance student engagement through innovative project-based learning strategies, with an emphasis on supporting English language learners and other special populations
- Continue to update culinary curriculum to align with the food manager's certification

**Suffolk County Workforce Innovation Opportunity Act
(WIOA County)**

Supervised by Barbara Egloff, Divisional Administrator

Project # 320-6300-4560-63-9000-28

07/01/24 - 06/30/25

CoSer: F 808

\$65,957

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

Project Description:

The Adult Education program offers 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 2024-25

Activities/Outcomes:

Fourteen (14) 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 2024-25 Fiscal Year: \$65,957

Projections of Major Actions for 2025-26:

The Adult Education program will continue to provide training opportunities for DOL approved students. The following 24 courses in the Career and Technical Education program were approved for the 2025-26 school year:

- Auto Body Technician
- Automatic Heating Program
- Auto Repair Industry Certification Prep (ASE)
- Automotive Skills
- Certified Personal Trainer
- Clinical Medical Assistant – Day/Evening

- Commercial Culinary Arts
- Cosmetology
- Dental Chairside Assistant
- Digital Literacy Global Standards
- EKG Technician
- Esthetician
- Home Health Aide
- NCCER Electric I
- NCCER HVAC I
- NCCER Plumbing I
- Nurse Assistant
- Phlebotomy Technician
- Physical Therapy Aide
- Practical Nursing Level I & II (Full-time)
- Refrigeration and Air Conditioning Part I
- Refrigeration and Air Conditioning Part II
- Veterinary Assistant
- Universal Welding

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

Supported Employment, Pre-Employment Transitional Services for Students with Disabilities, and Adaptive Driver Training (ACCES-VR)

Supervised by Barbara Egloff, Divisional Administrator

Project # C014973

01/01/25-12/31/25

CoSer: F 821

\$340,760

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

Project Description:

Adaptive Driver Training and Pre-Employment Transitional Services for Students with Disabilities merged with Supported employment as of 01/01/2025 due to NYSED Core Rehabilitation Services consolidation.

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.

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.

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 2024-25

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.

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.

Provided activities necessary for the identification of specific vehicle modification required to enable an individual to safely operate a vehicle. Provide evaluation and training necessary for the individuals to completely operate their modified vehicle.

Total Budget Funds for the 2024-25 Fiscal Year: \$340,760
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Projections of Major Actions for 2025-26:

- 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.
- 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.
- Continue to meet the contract requirements and benchmarks for the current contract period.

Ticket to Work

Supervised by Barbara Egloff, Divisional Administrator

Project # 5500-12-E2667

07/01/24-06/30/25

CoSer: F 972

\$32,849.61

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 to 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 2024-25:
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 2024-25 Fiscal Year: \$32,849.61

Projections of Major Actions for 2025-26:

- 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.

Teacher Residency Grant

Supervised by:
Krystle Hernandez-Barnett Divisional Administrator

Contract # DOL01-C23702GG-3550000

05/13/24 – 6/30/27

CoSer: F934

\$209,219.10

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

Project Description:

Eastern Suffolk BOCES was awarded \$4.6 million to provide tuition assistance for a Master's in Education program. This grant is funded by the NYS Department of Labor. The purpose of this grant is to provide tuition assistance to people who want to become teachers in certification areas with teacher shortages. Eastern Suffolk BOCES is targeting the grant to Teaching Assistants and Aides that are employed at Eastern Suffolk BOCES. The grant will offer tuition assistance toward a Master's and certification in Special Education. Eastern Suffolk BOCES has partnered with SUNY Empire. SUNY Empire has a two-year Teacher Residency Master's in Special Education program. Through a teacher residency program the student participates in a yearlong residency with a cooperating teacher instead of a typical 6-week student teaching experience.

Highlights of 2024-2025:**Activities/Outcomes:**

Eastern Suffolk BOCES has worked with SUNY Empire and enrolled 45 Teaching Assistants in the program. Currently 24 Teaching Assistants have completed the first year of the program and are moving on the yearlong residency.

Total Budget Funds for the 2024-2025 Fiscal Year: \$209,219.10

Projections of Major Actions for 2025-2026:

We are anticipating 24 Teaching Assistants will complete the program. We also anticipate registering more Teaching Assistants in the program.

Perkins V Title I Secondary Basic Formula**Supervised by Tanya Long, Program Administrator****Project # 8000-25-0012****07/01/24-06/30/25****CoSer: F 815****\$740,871**

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

Project Description:

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

The purpose of funding under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act is to develop more fully the academic knowledge, technical skills, and employability of secondary education students who elect to enroll in career and technical education programs by:

- Preparing students for high-skill, high-wage, in demand occupations,
- Integrating rigorous and challenging academic and CTE instruction that link secondary and post-secondary,
- Providing technical assistance that improves the quality of CTE faculty, teachers, counselors, and administrators,
- Supporting partnerships between secondary, post-secondary, local workforce boards, and business and industry,
- Providing individuals with opportunities and skills to keep competitive in the current labor market through the development and improvement of work-based learning programs and activities,
- Support Students with Disabilities (SWD) and English Language Learners (ELL's)
- Improved work-based learning opportunities for all students,
- Supporting students enrolled in CTE Programs with social and emotional learning activities.

Highlights of 2024-2025**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.
- This year, we are focusing our efforts to improve some of the equipment in our Welding, Dental, Medical, Aviation, and Arts programs in direct response to the workforce needs in our region. In addition, this grant will also support the social and emotional needs of our students by funding salaries for a number of support staff positions including School Counselors, Social Workers and Staff Developers.
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Total Budget Funds for the 2024-25 Fiscal Year: \$740,871
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Child Nutrition Equipment Assistance**Supervised by: Susan Maddi, Administrative Coordinator****Project # 0005-24-0074****07/01/24 – 06/30/25****CoSer: F807****\$43,334****Name of Funder:** *New York State Education Department***Project Description:** FY2023 National School Lunch Program Equipment Assistance Grant for School Food Authorities**Highlights of 2024-25****Activities/Outcomes:** Purchased 6 commercial refrigerators, 1 commercial freezer, and 2 heated holding cabinets for which grant was awarded and filed for reimbursement from the NYSED.**Total Budget Funds for the 2024-2025 Fiscal Year: \$43,334****Projections of Major Actions for 2025-26:**

Will apply for FY 25 National School Lunch Program Equipment Assistance Grant for School Food Authorities if the grant is offered and ESBOCES meets eligibility requirements.

Chemical Dependency Services Agreement – OASAS

Substance Abuse Prevention & Treatment

Supervised by Dr. Michael L. Miles, Program Administrator

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

01/01/25-12/31/25

CoSer: A525

\$1,508,030.00

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 complement 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 2024-25:

Activities/Outcomes:

- Social workers/counselors provided substance abuse prevention services and specialized counseling services to over 8,812 students in 19 different school-based sites. Along with oversight by two ES BOCES administrators who provided support and guidance to participating district leaders.
- Over 3,054 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 almost all students in a host site.
- Individual assessments for suicide, trauma or other serious social emotional concerns were made to over 2,417 students over the 2024-25 school year.

- Assisted smaller districts with limited mental health staff in meeting the compliance requirements for guidance plans and programs at the elementary level. This sometimes included bi-lingual translation/family support services and/or developing a Mental Health Guidance Plan.
- Trained counselors in a trauma informed practice entitled *Connecting Trauma and Substance Use: Embodied Interventions* for School Mental Health Professionals through State University of New York, Stony Brook School of Social Work.
- Trained all program staff in the compliance with the updated training, Child Protective Services Mandated Reporter Training Program (Chapter 25 of 2024) requiring reporters to identify abuse/maltreatment in children with disabilities.
- 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.
- 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 92% 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 9 districts in need of support due to a staff/student death.

Total Budget Funds for the 2024-2025 Fiscal Year: \$1,508,030.00
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Projections of Major Actions for 2025-26:

- Trained all program staff in the compliance with the updated training, Child Protective Services Mandated Reporter Training Program (Chapter 25 of 2024) requiring reporters to identify abuse/maltreatment in children with disabilities.
- Expand prevention efforts and increase staff proficiency in best practices through clinical supervision, updates on local service bulletins and strengthening communication at faculty/staff.
- Trained counselors in a trauma informed practice entitled *Connecting Trauma and Substance Use: Embodied Interventions* for School Mental Health Professionals through State University of New York, Stony Brook School of Social Work.

Improving Reentry & Employment Outcomes**Supervised by Erin Sellek, Program Administrator****Project # 15PBJA-22-GG-04616-SCAX****10/01/24 – 09/30/25****CoSer: F 852****\$455,812**

Name of Funder: *United States Department of Justice*

Project Description:

The Improving Reentry Education and Employment Outcomes grant focuses on enhancing education and employment outcomes for individuals reintegrating into society after incarceration.

The Jail Education program will utilize funding to enhance current services for individuals by providing essential skills and vocational training; two crucial components for inmates in the Suffolk County Correctional Facilities (SCCF) to reintegrate into society successfully.

By addressing educational and employment gaps, the program will strengthen efforts to develop a comprehensive contextualized curriculum where students will obtain high school equivalency, focus on a career, obtain stackable credentials, certification, and transition into employment. Our Career Training aligns with work opportunities available to inmates within the correctional facilities including Construction Trades, Hospitality/Food Service, and Facilities Maintenance. Our aim is to empower these individuals and increase their chances of securing employment and a sustainable wage.

Services include:

- Create a career-pathway system connecting educational, vocational and support services enabling participants to secure post-release employment
- The program utilizes a comprehensive contextualized program where students will obtain high school equivalency, focus on a career, obtain stackable credentials, certification, and transition into employment
- Career offerings align with work opportunities available to inmates within the correctional facilities including Construction Trades, Hospitality/Food Service, and Facilities Maintenance

**Highlights of 2024-25:
Activities/Outcomes:**

- Expanded support services to include counseling, transition planning, resume preparation, job search assistance, stress reduction, anger management, and cognitive behavioral intervention programs to better serve the needs of program participants
- Expanded current jail-based educational and vocational programs to improve educational outcomes, as measured by literacy attainment, high school equivalency, certifications, and credentials in an effort to reduce recidivism and enhance reentry success
- Vocational training included restaurant server and breakfast attendant
 - A total of 58 students earned a National Credential from the American Hotel and Lodging Educational Institute
 - 38 of these students also earned their High School Equivalency Diploma

Total Budget Funds for the 2024-25 Fiscal Year: \$455,812
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Projections of Major Actions for 2025-26:

- Continue to expand vocational services to include the following nationally recognized credentials:
 - NCCER CORE - a training program that provides students with the fundamental skills required in construction trades
 - Certified Facilities Maintenance - includes how to perform regular preventative maintenance, OSHA regulations, benefits of green initiatives, tool and supply inventory
 - Customer Service Representative – focuses on written and verbal communication, organization, and problem-solving skills
 - Entrepreneurship and Small Business - includes fundamentals of entrepreneurship, starting and operating a business, managing sales and basic financial management

Jail Education Program**Supervised by: Erin Sellek, Program Administrator****Project # N/A****07/01/24 – 06/30/25****CoSer: F 871****\$1,188,495****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 2024-25:**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 2024-25 Fiscal Year: \$1,188,495

Projections of Major Actions for 2025-26:

- 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.
- Host a career and networking fair for students preparing to transition into the community.

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

Supervised by Erin Sellek, Program Administrator

Project # 0138-25-1300

07/01/24 – 06/30/25

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 2024-25:

Activities/Outcomes:

- Provided integrated and contextualized instruction for 112 dual enrolled students.
- Utilized a network of resources to enhance employment opportunities for participants.
- Provided digital literacy workshops for staff and students.
- Provided case management to enhance student support services.
- 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 2024-25 Fiscal Year: \$250,000

Projections of Major Actions for 2025-26:

- 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.
- Provide integrated and contextualized instruction for dual enrolled students.
- Enhance student orientation process to align with funding requirements.
- Provide workforce preparation activities to assist students to acquire basic academic and employment readiness skills.

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

**Supervised by Christa Stevenson, Program Administrator
Project # 0187-25-8084**

07/01/24-06/30/25

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 2024-2025

Activities/Outcomes:

- This year, 21st CCLC participants developed their skills and passion for various arts, and were recognized on multiple levels. At Brentwood High School, COPA (Community, Obligation, Professionalism, Achievement) Photography students learned how aperture, shutter speed, and ISO interact to control exposure and the creative qualities of a photograph (e.g. motion blur vs sharp freeze frames). Students also used software such as Lightroom and Photoshop to post-process images- crop, color correct, dodge/burn virtually, and adjust contrast and exposure. The hands-on experience with entry-level cameras to advanced DSLR or mirrorless systems, and access to well-equipped photography labs and studio spaces including backdrops and studio lights, contributed to meaningful student learning. Students were invited to showcase their skills by photographing school and community

events including: Brentwood's Welcome Center "Photos with Santa" and annual Christmas Tree Lighting ceremony, COPA's Fall and Spring Soccer Tournaments, and Town of Islip's Memorial Day Parade. Additionally, photography students planned photo events- coordinating shoots and collaborating on visual projects, building both technical and social skills. In June, students displayed their art at the 2nd Annual Photography Expo, and many of the pieces were selected to be displayed in the Brentwood School District's Central Administration offices.

- This year Morrison Mentors expanded their services to all three 21st CCLC middle school sites. Morrison Mentors plays an important role in supporting academic and social-emotions learning through its STEM-focused programming, mentorship, and hands-on enrichment activities. Students from North, South, and East Middle School engaged in STEM activities including coding, robotics, game design, video production, and 3D modeling encouraging creativity and problem-solving through real-world applications. Brentwood high school students, trained by Morrison Mentors, worked directly with the middle school serving as role models, helping students improve confidence, communication, and leadership skills. In March, 21st CCLC collaborated with Stony Brook University and SHPE Jr. to organize a local "Dia de Ciencias" community event where students showcased their STEM learning and mentorship skills.
- Throughout the year, the 21st CCLC participants engaged in various enrichment experiences including field trips to the Intrepid Museum, RiseNY, One World Observatory, Ellis Island Immigration Museum, New York City Football Club (Major League Soccer) match, Six Flags Great Adventure, and the Bronx Zoo. Each of these destinations were approved by NYSED and leant to real-world learning for students.
- The program far exceeded the 575-student goal providing at least 15 hours of programming to 750 students. An additional 423 students received at least one hour of service thus overall the program served 1173 students throughout the year.
- In addition, the program provided family engagement activities to 206 parents/caregivers, greatly exceeding the goal of 160.

Total Budget Funds for the 2024-2025 Fiscal Year: \$1,200,000
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Projections of Major Actions for 2025-2026:

- Increase the enrollment of Brentwood UFSD students, targeting SIFE, ELLs and newcomers, attending the ESBOCES Summer Career Exploration CTE Program. The program offers students the opportunity to explore careers in cosmetology, welding, automotive technology, culinary arts, carpentry and audio over 3-weeks.

- New Vendor- Dorothy Henry will provide parent literacy workshops hosted throughout the year, in Spanish, that will encourage parents and students to communicate more efficiently together, create relationships among the school community and families in the Brentwood UFSD.
- At the request of students, an Italian language and culture course will be added to the activities offered at Brentwood High School in September 2025. Students will be encouraged to use their home language and language learning skills, and to seek the New York State Seal of Biliteracy.

Long Island Regional Bilingual Education Resource Network (RBERN)

Supervised by Christa Stevenson, Program Administrator

Project # C014089

07/01/24 - 06/30/25

CoSer: F 858

\$1,908,579

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 2024-2025, Long Island school districts served 46,598 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 2024-2025

Activities/Outcomes:

- Planned and provided staff development workshops/presentations/conferences for 4,097 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 *Academic and Linguistic Demands of the Next Generation Learning Standards* and *ELL Graduation Rate Improvement* strategic planning groups, and serves as a member of the *Bilingual Education Advisory Panel*, *ELLs with Disabilities*, *NYS Seal of Biliteracy*, *ELL Leadership Council*, *Co-Teaching for ELLs*, *CEEP*, and *Immigrant Students* strategic planning groups.
- Hosted the Associate Commissioner for Bilingual Education and World Languages at the L.I. Bilingual/ENL Coordinators Networking Meeting and Teacher Town Hall on October 17th.
- Hosted the statewide *NYSED OBEWL ELL Leadership Council* in-person meeting at Sequoya ISCS on June 10th.

- Supported statewide roll-out of the *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 Long Island Teacher Institute (LITI) on March 5, 2025 at the Melville Marriott. LITI 2025 was attended by approximately 500 Long Island educators and administrators representing more than 70 public school districts throughout the Long Island region and beyond. The theme of this year's event was Glob-ELL Perspectives: Embracing Inclusivity through Multilingualism & Multiculturalism. The conference featured welcoming remarks from ESBOCES Program Administrator/L.I. RBERN Executive Director Christa Stevenson, NYSED OBEWL Bilingual Instructional Associate Dr. Mariana Gil, and ESBOCES District Superintendent Dr. Jasmin Varela. Long Island native Dr. Dorina Sackman-Ebuwa delivered an inspiring and motivating keynote presentation in the morning as well as three afternoon breakout workshops. The day also featured a phenomenal student performance by the Freeport UFSD Mariachi Band from Atkinson Middle School and three afternoon breakout sessions showcasing 18 unique workshop presentations delivered primarily by Long Island regional ENL and Bilingual educators and administrators.
- 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 8th to 10th. A total of 45 students attended the mock assembly session in Albany as Delegates and seven (7) students won scholarships totaling \$11,550.
- L.I. RBERN Family Academy presented a variety of sessions supporting families including, *Overview of Graduation Requirements for ELLs*, *Understanding and Supporting our Children – A Guide for Latino Families Navigating Immigration Stress*, *Getting Ready for Kindergarten*, and *Financial Aid Opportunities for Undocumented Students* session in Spanish to students as well as parents.
- 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 three (3) cohorts of a 4-session co-teaching professional development series reaching 10 school districts and 65 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 1,500 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

Total Budget Funds for the 2024-2025 Fiscal Year: \$1,908,579
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Projections of Major Actions for 2025-2026

Eastern Suffolk BOCES was awarded the contract to continue operation of the L.I. RBERN for 2025-2030. As the L.I. RBERN enters into year one (1) of a new 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 turnkey 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 Science of Reading for ELLs Literacy Briefs, , 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 2025-2026 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.
- Continue offering the New Administrators’ PLC and Principals’ Collaborative for ELL Success professional learning groups. Expand offerings to other stakeholder groups such as new ENL teachers, bilingual education teachers and school counselors.
- Schedule regional training sessions for all L.I. school districts regarding the administration and scoring of the 2026 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.
- 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.

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

Supervised by Christa Stevenson, Program Administrator

Project # 0293-25-3285

09/01/24 – 08/31/25

CoSer: F 876

\$436,810

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 the Next Generation learning standards with teaching methodologies for English Language Learners through the integration of instructional technology. The Long Island Title III Consortium was created to assist the English as a New Language (ENL) programs in 45 component districts in Nassau and Suffolk Counties through the integration of instructional technology and digital learning resources in order to support the language and content instruction for 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 45 component districts and arranges for all activities related to the grant ensuring that 36% (45 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, Western Suffolk 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 2024-2025

Activities/Outcomes:

- *Educator Capacity Building:* Provided training to 249 teachers serving approximately 2,470 ELLs across 45 member districts, emphasizing culturally responsive teaching methodologies and technology-enhanced instruction.
- *Consortium Launch:* Conducted a comprehensive Introductory/Orientation Session featuring an overview of staff development modules and technology to be presented in 2024-2025, and featuring demonstrations of lessons/learning experiences developed by teachers and students the previous year.
- *Thematic Focus:* The theme of the 2024-2025 Title III ELL Consortium professional learning series was “Connecting Communities through Digital Storytelling,” Teachers received training by Educational Technology expert Leslie Fisher on to learn how to craft digital storytelling projects that allow students to explore the definition of culture and express their unique identity through a variety of digital storytelling options. These strategies were used as a foundation for educators to co-design a unit of study for their students using a flexible project-based approach

- that works within the standards of every subject-area.
- *Personalized Professional Learning*: Each of the 45 districts was provided with three (3) on-site/virtual embedded coaching visits by the collaborating trainers and or data specialist to provide personalized support related to the professional development sessions that were provided.
 - *Standards-Aligned Learning Experiences*: Teachers developed and submitted NYS standards-aligned instructional units incorporating multimedia tools, collaborative platforms, and digital storytelling resources to create authentic, culturally relevant learning opportunities.
 - *Celebration of Learning Symposium*: The culminating activity of the year was the Celebration of Learning Symposium. The day included two keynote sessions conducted by Leslie Fisher, a cutting edge EdTech consultant, to introduce the theme for 2024-2025 as well as breakout sessions in which teachers shared lessons, instructional strategies and ideas gained through Consortium participation.
 - *Digital Showcase*: Consortium teachers' work is showcased at the following website: <http://bit.ly/TitleIIIConsortia>
 - *iLit Pilot Program*: Saavas iLit pilot program was established and provided access to the iLit and iLitELL learning platform for 25 member districts with 12 iLit professional development sessions for all enrolled teachers. iLit is a comprehensive literacy program that is delivered in a blended format (digital and print). It is designed to accelerate reading and language development for students grades 4-12. It provides a variety of features to support English Language Learners (ELLs).
 - *Multimodal Learning Ecosystem*: Enhanced web-based subscriptions portfolio including Book Creator, Nearpod, Fathom Reads, Flocabulary, Pixton, and Tumblebooks continues to enhance teachers' abilities to provide multimodal learning experiences to their ELL students. 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 2025-2026: \$356,963 (est. based on preliminary allocations)

Projections of Major Actions for 2025-2026:

The theme for the 2025-2026 Long Island Title III ELL Consortium professional learning sessions will be "Bridging History through Digital Storytelling and Civic Readiness", and will focus on culturally-responsive practices that allow students to express themselves through a variety of digital storytelling options.

L.I. RBERN will continue to collaborate with Eastern Suffolk BOCES Model Schools, Nassau BOCES Model Schools, Western Suffolk BOCES Model Schools, Eastern Suffolk BOCES RIC, and LogicWing, an educational consulting company, to provide professional development and embedded coaching. Additional professional development Book Study will be led by SupportEd based on the book: *Unlocking Multilingual Learners' Potential Strategies for Making Content Accessible* 2nd ed. by Diane Staehle-Fenner

The annual culminating activity, "The Celebration of Learning Symposium" will be held in June 2026 for Consortium ENL teachers to share the learning experiences they developed over the course of the year.

Kanpp Swezey Scholarship

Supervised by Judith Vignola, Associate Administrator

Project # N/A

07/01/24 – 06/30/25

CoSer: F 827

\$20,000**Name of Funder:** *Knapp Swezey***Project Description:**

The Knapp Swezey Scholarship, administered by the New York Community Trust, is awarded to select students from Patchogue-Medford High School or Bellport High School who plan to continue their education at Suffolk County Community College or Eastern Suffolk BOCES. The scholarship provides tuition assistance and may also cover support services such as tutoring, tools and supplies, transportation, and meal assistance.

Highlights of 2024-2025:**Activities/Outcomes:**

An adult cosmetology student was awarded the \$20,000 scholarship and successfully completed her class. Scholarship funds were used for tuition, classroom tools, and registration for the New York State Board exam among other day-to-day expenses. The Foundation has authorized the use of the remaining funds to cover tuition for another class in the 2025 - 2026 school year.

Total Budget Funds for the 2024-2025 Fiscal Year: \$20,000**Projections of Major Actions for 2025-2026:**

- Current student will apply balance of funds to pursue another ESBOCES program
- Two additional students will receive \$20,000 scholarships

School Library Systems – Categorical Aid for Automation**Supervised by Carl Vitevitch, Administrative Coordinator****Project # 0364-25-0009****07/01/24-06/30/25****CoSer: F820****\$21,591****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 2024-25**Activities/Outcomes:**

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

Total Budget Funds for the 2024-2025 Fiscal Year: \$21,591**Projections of Major Actions for 2025-26:**

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 # 0365-25-0009****07/01/24-06/30/25****CoSer: F 860****\$215,915****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 2024-2025**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 2024-2025 Fiscal Year: \$215,915**Projections of Major Actions for 2025-26:**

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 # 0317-25-1009****07/01/24-06/30/25****CoSer: F868****\$62,071****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 2024-25**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 2024-2025 Fiscal Year: \$62,071**Projections of Major Actions for 2025-26:**

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



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