



Eastern Suffolk BOCES Strategic Plan 2017-2024

Innovation & Service

August 2020 Update



Educational Services That Transform Lives

TABLE OF CONTENTS

Introduction 1-2

Mission of Eastern Suffolk BOCES 3

Vision Statement..... 3

Agency Beliefs 4

Eastern Suffolk BOCES Goals 2017-2024 5-6

Strategic and Operational Action Plans – Detailed

Strategic Action Plan I: Educational Outcomes 7-32

Strategic Action Plan II: Educational Outcomes – Adult Education..... 33-40

Strategic Action Plan III: Educational Support Services 41-86

Strategic Action Plan IV: Regional Technology Service..... 87-102

Strategic Action Plan V: Human Resources 103-130

Strategic Action Plan VI: Communications and Public Relations 131-144

Strategic Action Plan VII: Research, Program Improvement, and Regional Advocacy 145-158

Strategic Action Plan VIII: Operations, Management, and Finance 159-176

Strategic Action Plan IX: School Facilities Management 177-182

Introduction: The ESBOCES Journey *“Innovation and Service”*

As we reflect on the third year of our seven year reaccreditation period from the Middle States Association of Colleges and Schools (MSA) and focus on the implementation of our long-range strategic plan for 2017-24, it is important to remember the framework upon which the work is based.

In 1998, the Board of Eastern Suffolk BOCES embarked on an unprecedented journey that was destined to lead our agency into a new millennium of change and improvement. Now in the 2020-21 school year, we are continuing our strategies, based on unprecedented new challenges with a focus on diversity, equity, and inclusivity in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents a review of our focus and successes this past year. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this work stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find examples of how our agency enacts its vision.

Educational Services That Transform Lives

The “ESBOCES Journey” is a story about where we are going and how we are going to get there. The **destination of our ESBOCES journey is summarized in our Agency Mission Statement**. The conviction with which we follow our journey is outlined by our newly revised foundational documents. Our Journey’s itinerary is **specified through a set of twelve Agency Goals**. These goals have been re-established and reordered to frame our journey based on an analysis of our accomplishments, and the region’s continuing needs as revealed in our year-long self-study for the Middle States Reaccreditation.

In the following pages, you will learn that our focus continues to be on accessing innovation to provide the best possible service to each of our stakeholders. However, we also have a commitment to diversity, equity, and inclusivity as we support this region and the students that are educated here. The needs of the world are far different than they were in 1998. Our responsibility is to adapt to meet those needs while staying true to our Mission.

Staff effort and commitment is the vehicle that takes us on our journey. Through outstanding classroom and leadership practices, cutting edge instructional and management practices, and excellent governance, our BOCES family exhibits innovation and service that is unsurpassed by any organization, public or private, educational or other. Without a doubt, those who have chosen to make the ESBOCES journey have special qualities fueled by an agency climate and practices that are described by our reaffirmed Agency Beliefs.

We are convinced that the planning and work that has been done, and that remains to be done, through the ESBOCES journey is valuable and important.

In reflecting on the Eastern Suffolk BOCES Journey past and present, we are proud of our accomplishments and excited by our possibilities. We extend our invitation to you to travel along with us on this wonderful adventure that is the ESBOCES Journey.

July, 2020

Mission of Eastern Suffolk BOCES

Eastern Suffolk BOCES, an inclusive educational cooperative of 51 Long Island school districts, provides regional leadership and advocacy, direct instruction, management, and support through quality, cost-effective instructional programs, and shared services. These programs and services maximize inclusive educational and career opportunities and equitable access for Long Island's diverse community promoting lifelong learning for both children and adults, to achieve excellence and enhance the operational effectiveness of the region.

Amended by the Eastern Suffolk BOCES Board, January 2020

Vision Statement

Eastern Suffolk BOCES: Educational Services That Transform Lives

Adopted by the Eastern Suffolk BOCES Board, October 2001

Agency Beliefs

We believe that...

- Successful inclusive organizations create effective operational systems and enable diverse individuals to take responsibility for their actions, be accountable for the programs and services they deliver, and use all of their expertise and resources to meet the expectations of those they serve.
- Everyone has the right to a safe, healthy, caring, and inclusive environment which fosters equity and cultural proficiency, respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the sharing of ideas.
- We are a diverse inclusive community of reflective, lifelong learners, both children and adults.
- Our diverse community of children and adult learners is a valuable resource entitled to high quality equitable instruction and services.
- Respect, inclusivity, honesty, trust, and integrity are essential in all of our interactions.
- The foundation of our organizational success is grounded in continuous evaluation, high standards, innovation, and effective communication through a lens of equity and inclusivity.
- The integrity, equity, and high standards of our educational programs are reflected in our student outcomes, and provide students with the skills they need to become responsible citizens and contributing members of the global society.
- Effective communication which provides space for all voices to be heard and accurate information to be exchanged, improves understanding, and enhances engagement of all stakeholders.
- Quality, equitable outcomes depend on the collective effort of a diverse, inclusive, well-developed, and motivated workforce that embraces the agency's mission and beliefs.

Amended by the Eastern Suffolk BOCES Board, January 2020

EASTERN SUFFOLK BOCES GOALS 2017-2024

In order to continue providing cost-effective equitable and inclusive programs and services that address the needs of our diverse learning communities and support the success of all students in the supervisory district, Eastern Suffolk BOCES has established the following goals for the 2017-2024 period:

I. HIGH STANDARDS FOR STUDENT ACHIEVEMENT

Eastern Suffolk BOCES will ensure that every student who is educated in an Eastern Suffolk BOCES program meets or exceeds expectations set by the New York State of Board of Regents and/or is prepared for career or post-secondary opportunities.

II. STAFF DEVELOPMENT

Eastern Suffolk BOCES will provide continued professional growth for current and future educators, leaders, and support staff through coordinated programs of effective, affordable, and accessible professional development based on regional needs.

III. SHARED SERVICES

Eastern Suffolk BOCES will promote and offer a wide array of inclusive services designed to meet the needs of school districts within the region, and facilitate partnerships between school districts, business and industry, municipalities, and institutions of higher education.

IV. PROGRAM AND SERVICES AVAILABILITY

Eastern Suffolk BOCES will be responsive to the diverse needs of the region through the creation and equitable delivery of high-quality, innovative programs and inclusive services.

V. COST-EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY

Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services, will utilize best management practices, and will actively seek new funding sources to aid in accomplishing its goals.

VI. TECHNOLOGY

Eastern Suffolk BOCES will continuously use an integrated system of technology to enhance operational and instructional effectiveness, efficiency, and equity to support improved outcomes for all members of the educational community.

VII. STRATEGIC PLANNING

Eastern Suffolk BOCES will regularly seek stakeholder input to identify, assess, prioritize, and communicate its goals and objectives using a flexible strategic planning and budgetary process to support this endeavor.

VIII. HEALTH, SAFETY, SECURITY, AND SPACE

Eastern Suffolk BOCES will ensure that all students and staff have a safe, secure, and healthy environment in which to learn and work, in appropriate space available throughout the region.

IX. PUBLIC INFORMATION

Eastern Suffolk BOCES will ensure that all stakeholders and their communities are knowledgeable about the full range and benefits of Eastern Suffolk BOCES programs and services in an effort to ensure equitable access.

X. INTERNAL COMMUNICATIONS

Eastern Suffolk BOCES will ensure that all staff are fully informed about programs, services, and our commitment to strategic planning.

XI. HUMAN RESOURCES

Eastern Suffolk BOCES will recruit and retain, and support a highly-qualified and diverse staff, and serve as a regional resource for human resource administration while promoting equity and inclusivity.

XII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

Eastern Suffolk BOCES will meet the present and future needs of its diverse stakeholders through outreach, research, program improvement, and regional advocacy.

Amended by the Eastern Suffolk BOCES Board, January 2020

Strategic Action Plan I: Educational Outcomes

Responsible Administrator: Associate Superintendent, Educational Services
Director, Special Education
Director, Career, Technical and Adult Education

Collaborators: Director, Educational Support Services
Divisional Administrators
Program Administrators
Building Principals
Curriculum Teachers
Lead Teachers
Teachers
Guidance Counselors
Shared Data Expert
ELA/Math Consultants
Student Management Systems Staff

Objective: By July 2024, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES Special Education and Career Education students.

The success of this objective will be measured by:

- State and industry assessments
- Diploma, endorsements, and credentials
- Community service
- Cultural proficiency
- Behavioral techniques
- New models of service and support
- Appropriate post-graduate outcomes

Strategy 1: Implementation of Curriculum and Assessments

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Establish/update/map curricula scope and sequence for all grade levels and programs offered.</p> <ul style="list-style-type: none"> • Utilize anti-bias criteria • Conducted program and curriculum self-study for the purpose of state recertification in 7 programs (CTE) • Creation of a second year curriculum for 2 programs (CTE) • Focus curricular reviews with a diversity, equity, and inclusivity lens • Explore the use of a cultural proficiency rubric to evaluate developed curriculum and resources 	<p>Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Teachers</p>	<p>June 2019</p>	<p>Shared, accessible, electronic, easily revisable curriculum documents</p>	<p>Ongoing and continuous</p> <p>May 2019</p> <p>May 2019</p>
<p>2. Ensure coordination of Professional Development related to curriculum and assessments via embedded coaching, collegial circles, grade level meetings, other teacher meetings, to ensure a focus on diversity, equity, and inclusivity.</p> <ul style="list-style-type: none"> • Mentoring Program • Induction Program • Suite of PD offered in Thinking Maps, instructional strategies and instructional technology in each of the CTE buildings (CTE) 	<p>Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals Curriculum Teachers</p>	<p>Annually and ongoing</p>	<p>Participation in Professional Development opportunities. Evaluation results of Professional Development activities.</p>	<p>Ongoing and continuous</p> <p>June 2019</p>

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>3. Develop local assessments to include multi measures of student growth.</p> <ul style="list-style-type: none"> CFM updated (CTE) 	Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators ELA/Math Consultants Building Principals Teachers	June 2020	Shared electronic bank of multiple assessments that measure growth in a variety of formats, (e.g. portfolio, project based assessment and digital documentation)	Ongoing Spec. Ed. Google doc implementation Industry assessments (CTE April 2019)
<p>4. Implement instructional strategies to improve student outcomes.</p>	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals Teachers	Annually and Ongoing	Industry Assessments: written and performance Certifications offered per course Post-graduation outcomes Classroom observations that provide implementation evidence Participation in the induction program	Ongoing and continuous
<p>5. Increase and/or maintain student performance on NYSAA and NWEA</p>	Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers	July 2024	New York State Alternate Assessment (NYSAA) and North West Evaluation Associates (NWEA) data	Ongoing
<p>6. Increase student performance on New York State Regents examinations</p>	Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers	July 2024	Regents scores passing/mastery rates	Ongoing

Strategy 2: Improving student transition planning and practices

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Develop an electronic method for tracking transition planning</p> <ul style="list-style-type: none"> Built Employability Profiles for each SCE class in eSchool (CTE) 	Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals Guidance Counselors Student Management Systems Staff	July 2020	Successful implementation of an electronic format	Frontline Document Repository Activated July 2020 June 2019 (CTE)
<p>2. Develop and implement a comprehensive guidance plan</p>	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Guidance Counselors	September 2019	K-12 comprehensive guidance plan	Ongoing
<p>3. Ensure staff and students understanding of graduation requirements</p>	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers Guidance Counselors	Ongoing	Increased graduation/endorsement outcomes	Ongoing
<p>4. Increase opportunities for students to successfully complete individualized graduation requirements through development of coordinated guidance, scheduling, and engagement in developing a</p>	Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals	Annually and Ongoing	Increased graduation/endorsement outcomes	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
pathway toward graduation/endorsements <ul style="list-style-type: none"> • Increased access to business partners and internship opportunities in CTE (CTE) • Increased number of courses with assessments approved for CTE 4+1 pathways to graduation (CTE) 	Teachers Guidance Counselors			June 2019 (CTE) June 2019 (CTE)
5. Further develop relationships with post-secondary institutions and business and industry partners for the successful transition of every student.	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Principals	Annually and Ongoing	Number of dual enrollments per course Number of articulations per course Number of internship sites Number of post-graduation outcomes Number of students in an internship Number of dual enrollment courses purchased	Ongoing and continuous
6. Continue to develop new models of service delivery to support all students in the region participating in CTE or career planning as an exit outcome of middle school and high school	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Principals	July 2024	Number of district based CTE programs New initiatives	Shared work experience expert, shared CTE expert services offered
7. Increase communication with parents	Director of CTE Director of Special Ed Principals	July 2019	Newly developed methodologies for communicating	Use of parent portal, blackboard connect, emails

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> Created a scholarship center using Remind app – increased communication with parents (CTE) 	Teachers			2018-19 (CTE)

Strategy 3: Analyzing student data and measuring program effectiveness

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Provide Professional Development on data analysis and data driven instruction</p>	Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Lead Teachers Shared Data Expert	Annually and Ongoing	Data-driven goals Data-driven curricula and assessments	Ongoing PD offered in formative assessment, linkit, AFG data, industry assessments
<p>2. Home/school, teacher/student contact and use of data through the use of an electronic communication system</p> <ul style="list-style-type: none"> Providing CTE/SCE access to IEP's in eSchool to improve instruction and communication (CTE) 	Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Teachers Shared Data Expert Student Management Systems Staff	Annually and Ongoing	Fluent use of electronic communication systems and information	Ongoing Blackboard connect, parent portal, email June 2019 (CTE)
<p>3. Improve student readiness by creating opportunities to secure employment</p> <ul style="list-style-type: none"> Created mechanisms that improve work-based learning opportunities (alumni and 	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	Annually and Ongoing	Number of internships Number of employment offers from internships Number of business and industry partners	Ongoing and continuous

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
business and industry speakers)			Number of students in an internship	
4. Initiate Research & Development and provide instructor support to pursue and maintain industry certifications and access to new technologies	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	July 2024	Number of teachers with industry certifications (not teacher cert) Number of classrooms with innovative technologies infused	Development and use of a tracking system in process
5. Manage data in fewer systems	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	July 2024	Reduce the number of data systems used All data pulled from one source	Seeking products with greater capacity
6. Research NY State Regulations and use information to revise the guidelines for effective development of Functional Behavioral Assessments and Behavior Intervention Plans	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers Social Workers Psychologists	Annually and Ongoing	Implementation analysis to inform ongoing development of guidelines	Ongoing
7. Develop continuity of practice for observations/evaluations, and for providing feedback to staff	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals	Annually and Ongoing	Evidence based observation/evaluation reports	Ongoing and continuous

Strategy 4: Improving cultural proficiency in staff and students

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Ensure required annual Crisis Prevention Intervention training is provided to all required staff members</p>	<p>Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Teachers CPI Instructors</p>	<p>July 2018 and ongoing</p>	<p>Yearly review of participation records</p>	<p>Ongoing</p>
<p>2. Ensure compliance with Board policy/state regulations and Educational Law regarding Dignity for All Students Act (DASA)</p>	<p>All building staff</p>	<p>Annually and Ongoing</p>	<p>Agency committee/annual policy review Quarterly DASA coordinator meetings/training Ongoing Professional Development</p>	<p>Ongoing</p>
<p>3. Increase participation in Character Education with a focus on developing cultural proficiency through encouraging self-development and reflection.</p>	<p>Director of Special Education Educational Divisional Administrators Program Administrators Building Principals Classroom Teachers</p>	<p>July 2024</p>	<p>Analysis of student participation • Climate survey results</p>	<p>Ongoing and continuous</p>
<p>4. Increase student engagement in cultural competence activities and diversity, equity, and inclusivity through student voice.</p> <ul style="list-style-type: none"> • Create culture of open-mindedness and objectivity 	<p>Director of Career, Technical, and Adult Education, Director of Special Education Divisional Administrator Program Administrators Principals</p>	<p>Annually and Ongoing</p>	<p>Analysis of opportunities available to students and participation</p>	<p>Ongoing and continuous</p>

Strategy 5: Increasing participation in service learning and co-curricular activities

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Increase participation in service learning and co-curricular activities	Associate Superintendent, for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Administrators Special Education/SCE/TSP/CTE Teachers	July 2024	Increased number of participating students	Ongoing and continuous
2. Increase opportunities for students to participate in community projects, service learning, leadership activities and competitive endeavors that directly relate to their CTE programs (professional associations)	Director of Career, Technical and Adult Education Divisional Administrator Program Administrators Principals	July 2024	Number of community service projects Number of service learning opportunities Number of leadership activities Number of competitions entered Percentage of students involved	Ongoing and continuous

Resources Required:

- Personnel
- Staff development
- Equipment and technology
- Classroom space
- Collaboration with component districts, higher education, business partners

Measurement - Assessments

NWEA MAP Assessment in Reading and Math percentage by RIT for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students that increase their RIT score on the NWEA MAP Assessment in Reading and Math by 5% will increase by 5%

	BASELINE 2015-16	PROJECTION 2024	RESULTS – NWEA							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Reading	32.63%	37.63%	39.18%	33.62%	31.82%	N/A				
Math	32.44%	37.44%	34.66%	29.68%	29.28%	N/A				

NYS Alternate Assessment in English Language Arts and Math percentage by level for students in ESBOCES Instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students that increase or maintain their level will increase by 5%

	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYSAA							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ELA	92%	97%	75%	67%	78%	N/A				
Math	92%	97%	77%	67%	76%	N/A				

NYS Regents Physical Setting/Earth Science percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/ Earth Science will increase by 5%

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents Physical Setting/Earth Science							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	54%	Increase by 5%	59%	36%	54%	N/A				
55-64	20%		9%	16%	16%	N/A				
65-84	24%		22%	36%	20%	N/A				
85-100	2%		10%	12%	10%	N/A				
Total	100%		100%	100%	100%	100%				

NYS Regents ELA Common Core percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-16

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents ELA Common Core will increase by 8%.

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents ELA Common Core							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	50%	Increase by 8%	42%	54%	47%	N/A				
55-64	10%		15%	11%	14%	N/A				
65-78	22%		20%	19%	19%	N/A				
79-84	7%		11%	6%	8%	N/A				
85-100	11%		12%	10%	12%	N/A				
Total	100%		100%	100%	100%	100%				

NYS Regents Global History and Geography percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 5%

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents Global History and Geography							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	60%	Increase by 5%	56%	49%	38%	N/A				
55-64	15%		19%	19%	19%	N/A				
65-84	21%		21%	24%	38%	N/A				
85-100	4%		4%	8%	5%	N/A				
Total	100%		100%	100%	100%	100%				

NYS Regents Living Environment percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 5%

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents Living Environment							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	39%	Increase by 5%	40%	45%	36%	N/A				
55-64	25%		22%	13%	14%	N/A				
65-84	28%		29%	32%	37%	N/A				
85-100	8%		9%	10%	13%	N/A				
Total	100%		100%	100%	100%	100%				

NYS Regents Algebra I Common Core percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Algebra 1 (Common Core) will increase by 8%

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents Algebra I Common Core							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	44%	Increase by 8%	30%	43%	44%	N/A				
55-64	26%		32%	27%	22%	N/A				
65-73	28%		32%	27%	30%	N/A				
74-84	1%		5%	3%	4%	N/A				
85-100	1%		1%	0%	0%	N/A				
Total	100%		100%	100%	100%					

NYS Regents US History and Government percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in US History and Government will increase by 5%

SCORE RANGE	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYS Regents US History and Government							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-54	47%	Increase by 5% per year	39%	45%	53%	N/A				
55-64	12%		16%	18%	10%	N/A				
65-84	29%		33%	27%	23%	N/A				
85-100	12%		12%	10%	14%	N/A				
Total	100%		100%	100%	100%					

Measurement - Pathways to Graduation/Commencement Credentials - Diploma Status

Baseline Year: 2015-2016

2024 Projection:

- The percent of Special Education students receiving a Regents Diploma, Local Diploma, Advanced Regents Diploma, CDOS Credential, or a SACC Credential will increase by the percentages indicated below.

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Diploma Status							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Receiving a Regents Diploma	23.91%	10% per year	22.86%	25.56%	38.46%	72.38%				
Receiving a Local Diploma	34.05%	10%per year	22.14%	43.33%	57.69%	21.90%				
Receiving an Advanced Regents Diploma	<1%	10% per year	4.29%	4.44%	2.88%	3.80%				
Receiving a CDOS Credential	<1%	15% per year	8.57%	29.44%	50.96%	42.85%				
Receiving a SACC Credential	39.13%	12% per year	42.14%	25.00%	97.56%	100%				

Measurement - Cultural Competence Activities

Baseline Year: 2015-2016

2024 Projection:

- The percentage of staff and students participating in Cultural Competence Activities will increase by 5%.

STUDENT	BASELINE 2015-16	PROJECTION 2024	RESULTS – Cultural Competence Activities							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Character Counts	*	5%	7.5%	8.6%	11.3%	10.6%				
Olweus	*	5%	10.0%	9.9%	7.1%	8.1%				
CPI	100%	Maintain 100%	100%	100%	100%	100%				
DASA	100%	Maintain 100%	100%	100%	100%	100%				

*2015-16 Data not available

Measurement - Participation in Special Career Education, Career and Technical Education, Embedded CTE Model, and TSP.

Baseline Year: 2015-2016

2024 Projection:

- The percentage of ES BOCES Special Education students participating in Special Career Education, Career and Technical Education, Embedded CTE Model and TSP will increase by 8%

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Participation in SCE, CTE, Embedded CTE Model and TSP							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SCE	66.7%	8%	58.7%	60.5%	63.9%	59.3%				
CTE	6.5%	8%	5.3%	4.3%	6.5%	5.9%				
Embedded CTE Model	42.1%	8%	43.8%	96.9%	100%	100%				
TSP	22.5%	8%	100%	100%	100%	100%				

Measurement - Participation in Professional Development Activities

Baseline Year: 2015-2016 or 2016-2017 when 2015-16 was not available*

2024 Projection:

- The number of participants in professional development activities related to Curriculum Maps, Graduation Requirements, Commencement Credentials, Data Analysis, Data-Driven Instruction, Functional Behavioral Analysis, Behavior Intervention Plans, CPI, and DASA will increase by 5%.

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Participation in Professional Development Activities							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Curriculum Maps-ELA and Math	694*	729	694	716	723	587				
Graduation Requirements/Commencement Credentials	16*	17	16	42	40	26				
Data Analysis/Data Driven Instruction	250*	263	250	237	268	182				
FBA's/BIP's	93*	98	93	630	621	426				
CPI	1503	1578	1277	1123	1263	1110**				
DASA	1019	1070	1302	1271	1603	1407**				

*2015-16 Data not available, 2016-17 data used as a baseline

**CPI and DASA Trainings were unable to happen from March – June 2020 due to the COVID-19 Pandemic.

Eastern Suffolk BOCES Induction Program percentage of participation

Baseline Year: 2017-2018

Baseline Data: See chart below

2024 Projection:

- The rate of newly hired teachers and administrators participating in the induction program will meet or exceed 80% by June 2021

	BASELINE 2017-18	PROJECTION 2024	RESULTS – Participation Percentage							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Teacher Induction Program	90.22%	80%	N/A	90.22%	90.19%	92.51%				
Administrator Induction Program	100%	80%	N/A	100%	100%	100%				

Measurement - Participation in Service Learning and Co-Curricular Activities

Baseline Year: 2015-2016

Baseline Data: See chart below

2024 Projection:

- The percentage of Eastern Suffolk BOCES Special Education students participating in Service Learning and Co-Curricular activities will increase by:

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Participation in Service Learning and Co-Curricular Activities							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Bellport Academic Center formerly IAC & IAC @CC	72.3%	10%	43.2%	44.1%	43.8%					
Brookhaven Learning Center	86.2%	5%	87.2%	84.0%	88.2%					
Brookhaven Learning Center – Transition Services Program	100%	Maintain >90%	100%	100%	100%					
Islip Academic Center formerly CAC	100%	Maintain >90%	100%	91.0%	89.5%					
Jefferson Academic Center	28.0%	30%	49.5%	100%	92.4%					
Sayville Elementary School – formerly Masera Learning Center	100%	Maintain >90%	100%	100%	100%					
Premm Learning Center	100%	Maintain >90%	100%	100%	100%					
Tecumseh Elementary School – formerly Sayville Academic Center	100%	Maintain >90%	100%	96.9%	94.3%					
Sequoia High School formerly BAC and BAC @ SH	48.8%	25%	58.8%	54.9%	49.6%					
Sequoia High School @ Patchogue/Medford H.S. formerly BAC @Pat/Med H.S.	43.1%	25%	54.5%	57.1%	51.7%					
Westhampton Beach Learning Center	89.4%	5%	100%	100%	100%					

Measurement: CTE Industry Assessments and Certifications

Baseline Year: See charts below

Baseline Data: See charts below

	BASELINE 2016-17	PROJECTION 2024	RESULTS – CTE Industry Assessments							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Avg. IA Written Score	68.0	75	71	71.24						
Avg. IA Performance Score	88.6	90	90	89.99						
Avg. IA Student Project/Portfolio Score	87.7	87	88	82						

CTE	BASELINE 2015-16	PROJECTION 2024	RESULTS - Number of Industry Certifications Offered							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# Industry Certifications	24	40	30	33	46					
# of CTE Courses with Industry Certifications	28/30	30/30	28	28	30					

SPECIAL ED	BASELINE 2016-17	PROJECTION 2024	RESULTS - Number of Industry Certifications Offered							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
# Industry Certifications	5	10	5	5						
# of SCE Courses with Industry Certifications	5	10	5	5						

Measurement: Post-Graduation Outcomes

Baseline Year: 2015-16

Baseline Data: See chart below

	BASELINE 2015-16	PROJECTION 2024	RESULTS - CTE Concentrators							2023-24
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
Related Employment	13%	20%	14%	17%	19% 302/1611					
Unrelated Employment	44%	45%	42%	41%	44% 706/1611					
Military	2%	3%	7%	7%	7%					
2 Year College	32%]	35%]	38%]	39%]	32.08%					
4 Year College	42%] 84%	42%] 87%	50%] 93%	44%] 94%	38.97%					
Trade School	10%]	10%]	5%]	11%]	6.71%					
Full Time Employment	N/A	10%	N/A	N/A	14%					
Unknown	5%	5%	5%	3%	0%					

Baseline Year: 2015-16

Baseline Data: See charts below

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Post-Secondary Articulations							2023-24
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
# of Articulations	89	115	106	111	110					
# of Schools	33	50	37	43	41					
# of Courses	29	30	29	29	31					
Avg. Per Course	3	4	4	4	3.54					

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Student Transition Planning and Practices Dual Enrollment							2023-24
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
# of Dual Enrollment Courses Purchased	0		6	3	53					
# of Schools	0	6	1	3	5					
# of Courses	0	30/30	1/29	4/29	7/30					
Avg. Per Course	0	1.0	.03	.24	.23					

Measurement: Work Related Outcomes - CTE

Internship Sites

Baseline Year: See charts below

Baseline Data: See charts below

LOCATION	BASELINE 2015-16	PROJECTION 2024	RESULTS – Internship Sites							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	56	60	58	65	125					
MTC	21	60	34	52	110					
WTC	36	50	31	51	66					
ICC	82	175	153	160	164					

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Eligible for a CDOS Credential/Pathway Diploma							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
BTC	14% 104/718	95%	28% 182/649	56% 350/629						
MTC	41% 249/673	95%	42% 284/682	63% 417/658						
WTC	78% 333/427	95%	98% 379/385	86% 349/408						
ICC	46% 183/400	95%	64% 250/392	66% 269/418						

LOCATION	BASELINE 2015-16	PROJECTION 2024	RESULTS – Students in an Internship							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	24% 151/632	35%	26% 190/718	21% 145/694	25% 163/651					
MTC	8% 54/665	50%	45% 300/673	42% 310/734	38% 273/711					
WTC	15% 70/455	50%	35% 149/427	42% 172/411	51% 215/425					
ICC	24% 93/394	40%	33% 131/400	38% 161/415	30% 135/445					

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Gaining Employment							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
BTC	57% 409/718	60%	3% 23/694	56% 366/651						
MTC	56% 376/673	60%	54% 399/734	52% 370/711						
WTC	81% 345/427	60%	37% 152/411	52% 201/425						
ICC	28% 111/400	30%	16% 68/415	11% 48/445						

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Eligible for a CTE Pathways Endorsement							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
BTC	23% 46/198	95%	56% 224/399	58% 237/410						
MTC	51% 144/282	95%	86% 337/390	70% 291/418						
WTC	53% 78/146	95%	61% 157/258	80% 169/211						

	BASELINE 2015-16	PROJECTION 2024	RESULTS – # of In-District Programs/New Initiatives							2023-24
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
District Based Programs/Initiatives	1	3	1	2	1					
ESBOCES Based Programs/Initiatives	2	3	2	3	3.5					

Student data measuring program effectiveness - CTE

Baseline Year: See charts below

Baseline Data: See charts below

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Business and Industry Partners (Combined)							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total	267	500	183	466	391					

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Teachers Renewing or Gaining Additional Industry Specific Certifications							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
BTC	84% 16/19	90%	85% 17/20	46% 13/28						
MTC	94% 15/16	90%	94% 15/16	70% 14/20						
WTC	86% 12/14	90%	86% 12/14	60% 12/20						
ICC	53% 9/17	90%	55% 10/18	61% 11/18						

	BASELINE 2015-16	PROJECTION 2024	RESULTS – # of Data Systems Used for Data Collection							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Totals	1. eSchool 2. BOCES Direct 3. Survey Monkey 4. WE Worksheets	2	4	5	5					

Cultural Competence Activities – CTE

Baseline Year: 2016-17

Baseline Data: See chart below

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Number of Cultural Competence Activities						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	12	20	17	17					
MTC	16	20	18	21					
WTC	2	20	17	16					
ICC	7	10	7	7					

Participation in Service Learning and Community Service

Baseline Year: 2016-17

Baseline Data: See charts below

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Student Participation in Service Learning and Community Service						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	1,321/15 events	20	1,459/27 events	2,498/18 events					
MTC	1,949/24 events	25	1,676/25 events	1,479/23 events					
WTC	312/4 events	20	760/19 events	1,344/20 events					
ICC	280/8 events	10	676/7 events	480/11 events					

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students in Leadership Activities						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	89% 643/718	65%	44% 307/694	81% 524/651					
MTC	81% 543/673	85%	50% 370/734	60% 429/711					
WTC	81% 328/427	75%	61% 251/411	100% 428/425					
ICC	62% 248/400	50%	44% 181/415	39% 165/426					

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Engaged in CTE Skill-Based Competitions (SkillsUSA, GNYADA, etc.)						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	7% 52/718	25%	18% 124/694	20% 128/651					
MTC	17% 115/673	25%	17% 126/734	12% 86/711					
WTC	N/A	25%	22% 90/411	17% 74/425					
ICC	2% 9/400	15%	7% 29/415	6% 27/426					

This page is intentionally left blank

Strategic Action Plan II: Educational Outcomes – Adult Education

Responsible Administrator: Director, Career, Technical & Adult Education
 Divisional Administrator, Career, Technical & Adult Education

Collaborators: Divisional Administrator, Career
 Technical & Adult Education
 Program Administrators
 Head Clerk
 Teachers

Objective: By July 2024, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES Adult Career and Technical Education students.

The success of this objective will be measured by:

- Passing rates on licensing and certification exams
- Achievement of applicable stackable credentials
- Gainful employment rate
- Alignment with other post-secondary opportunities
- Implementation of innovative technology
- Completion Rates

Strategy 1: Implement instructional strategies to improve student outcomes

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Ensure coordination of professional development related to curriculum, licensing, and certification exams via career cluster meetings, collegial circles, and/or industry meetings <ul style="list-style-type: none"> • Created a 3 year PD plan to provide part-time instructors and evening supervisors support 	Director Divisional Administrator, Program Administrator Teachers Vocational Advisor	Annually	Participation in professional development opportunities Participation in business and industry meetings and event	Ongoing and continuous May 2019

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> Infuse equity and diversity into curricular resources and professional development 				
<p>2. Improve instruction and assessments with an emphasis on cultural proficiency in order to engage a diverse population of students.</p> <ul style="list-style-type: none"> Work with specific instructors annually to develop instructional strategies, syllabi, assessments 	Program Administrators Teachers	Annually	Increased passing rates on licensing and certification exam reports	Expanding curriculum work to include units of instruction essential to industry assessments May 2019
<p>3. Increase student participation in prep courses, bridge programs, and remediation classes.</p>	Program Administrators Teachers	Ongoing	Completion rate reports Increased passing rates on licensing and certification exam reports	New courses offered PD to improve instruction

Strategy 2: Analyze student data and measuring program effectiveness

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Increase the number of students earning stackable credentials that align with industry trends</p>	Divisional Administrator Program Administrator Teachers	Ongoing	Annual certification reports	Ongoing and continuous
<p>2. Improve student readiness by creating opportunities to secure employment</p>	Divisional Administrator Program Administrators Teachers Vocational Advisors	Ongoing	Increased number of work experience and clinical sites	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> Created multiple career fair events during class times to invite employers to meet students 			<p>Increased number of students participating in work experience</p> <p>Increased number of students securing employment</p> <p>Increased number of students utilizing the Employment Resource Center</p>	
<p>3. Provide instructor support to pursue and maintain industry certification and access to innovative technologies</p>	<p>Director Divisional Administrator Program Administrators</p>	<p>Ongoing</p>	<p>Number of teachers with industry certifications</p> <p>Number of classrooms with innovative technologies infused</p>	<p>Develop tracking system</p>
<p>4. Further develop partnerships with colleges and trade schools</p>	<p>Director Divisional Administrator Program Administrators</p>	<p>Ongoing</p>	<p>Increased number of partners per course</p>	<p>Ongoing and Continuous</p>
<p>5. Establish a system necessary for gathering and analyzing data required for the activities where data isn't currently collected in Strategies 1 and 2</p> <ul style="list-style-type: none"> Created a CTE shared drive for all administrators to add/update evidence of strategic plan goals met 	<p>Divisional Administrator Program Administrators Teachers Vocational Advisors Network & Systems Administrator</p>	<p>June 2018</p>	<p>Completed system</p>	<p>Completed</p> <p>June 2019</p>

Resources Required:

- Personnel
- Staff development
- Equipment and technology
- Classroom space
- Collaboration with higher education, business partners

Baseline Data for Strategy 1:

1) Measurement Staff Participation in Professional Development Activities

Baseline Year: 2016-2017

	BASELINE 2016-17	PROJECTION 2024	RESULTS – Staff Participation in Professional Development Activities						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Licensing & Certification Requirements	25%	100%	25%	32%					
Industry Credentials	25%	100%	32%	72%					
Formative and Summative Assessments	43%	70%	43%	62%					
Data Analysis/Data Driven Instruction	43%	75%	57%	47%					
Gainful Employment Rating	0%	70%	0%	6%					

2) Measurement of Licensing and Certification Exam Results

Baseline Year: 2015-2016

*Results from the 2017-18 school year will be available in the subsequent summer. Results: pass rates for students who take and pass the licensing exam within 12 months after the end of the course.

	BASELINE 2015-16	PROJECTION 2024	RESULTS – License Pass Rates							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Licensing Courses	89%	95%	95%	82%	77%					
Barbering	56%	90%	1%	33%	63%					
Cosmetology	69%	90%	75%	82%	80%					

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Certification Pass Rates							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Certification Courses	84%	90%	79%	79%	84%					

3) Measurement of Completion Rates

Baseline Year: 2016-2017

	BASELINE 2016-17	PROJECTION 2024	RESULTS – Successful Completion Rate of Career Training Courses							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Career Training Courses	78%	80%	77%	81%	81%					
Barbering	89%	80%	89%	89%	60%					

	BASELINE 2016-17	PROJECTION 2024	RESULTS – Successful Completion Rate of Career Training Courses							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cosmetology	67%	80%	67%	79%	74%					

4) Measurement of Gainful Employment Rate

Baseline Year: 2016-2017

	BASELINE 2016-17	PROJECTION 2024	RESULTS – % of Students Gainfully Employed in Their Field of Study Within 180 Days							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Career Training Courses	78%	85%	78%	86%	89%					
Barbering	75%	85%	75%	67%	75%					
Cosmetology	75%	85%	75%	65%	70%					

5) Measurement of Work Experience/Internship/Employment Workshops

	BASELINE 2016-17	PROJECTION 2024	RESULTS – % of Students Engaged in Work Experience and Internships/Employment Workshops							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Work Experience/ Internships	45%	80%	45%	41%	47%					
Employment Workshops	73%	80%	73%	74%	72%					

6) Measurement of Post-Secondary Articulations

Baseline Year: 2016-2017

2024 Projection: See below

Year	BASELINE 2015-16	PROJECTION 2024	RESULTS – Post-Secondary Articulations							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of Articulations	8	16	8	8	8	15				
# of Schools	5		5	5	5	11				
# of Courses	7		7	7	7	12				

This page is intentionally left blank

Strategic Action Plan III: Educational Support Services

Responsible Administrator:

Director, Educational Support Services (ESS)
Associate Superintendent for Educational Services
Program Administrator for ENL/Bilingual Programs
Program Administrator, Professional Development (PD)
Program Administrator Family Education Outreach Programs

Collaborators:

Divisional Administrator, ESS
Administrative Coordinator, Arts-in-Education (AIE)
Administrative Coordinator, Curriculum & Assessment (CA)
Administrative Coordinator, School Library System (SLS)
Administrative Coordinator, Student Data Services (SDS)
Asst. Administrative Coordinator, Curriculum & Assessment (CA)
NYS Education Department
ESBOCES District Superintendents
Western Suffolk BOCES
Nassau BOCES
Long Island Parent Center
Community Employment Specialists
Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
L.I. Family Education Outreach Programs (FEOP)
L.I. Regional Bilingual Education Resource Network (R-BERN)
L.I. Early Childhood Direction Center (ECDC)
Employment Specialists (RVR-CES)

Objective: By July 2024, Eastern Suffolk BOCES support services and regional networks will have provided high quality, innovative programs and services through an outstanding customer service focus to the Local Education Agencies we serve.

The success of this objective will be measured by:

- District participation
- Survey analysis
- Program evaluations

Strategy 1: Provide high quality professional development to internal programs and school districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Review and revise mentor training modules based on survey feedback from mentor workshops and from the new Induction program</p>	<p>Divisional Administrator ESS Mentor Coordinators</p>	<p>June 30, 2019</p>	<p>New mentor training modules are updated, shared and implemented successfully</p>	<p>In total, the Mentor Program offered 59 workshops that had 780 participants. Due to COVID-19, 9 new mentor professional offerings were held to support mentors in assisting educators to teach virtually.</p> <p>Feedback will be used to inform of future trainings.</p>
<p>2. Survey ESBOCES employees to determine training needs to establish appropriate Agency-Wide Professional Growth opportunities</p>	<p>Director, ESS</p>	<p>Annually Spring</p>	<p>Agency-Wide Professional Growth Opportunities are provided and meet the needs that annual survey indicates</p>	<p>Survey distributed and responses reviewed. Feedback will be used to inform the 20-21 offerings.</p> <p>Survey results are shared with the ESBOCES Shared Decision Making team annually.</p>
<p>3. Create a survey for the Coaching Network service to determine district needs and quality of professional development being offered</p>	<p>Program Administrator, PD</p>	<p>Spring 2019</p>	<p>Survey data that outlines district needs and confirms and/or informs coach selection</p>	<p>Complete Survey was created and distributed. Results will be utilized to meet district needs.</p>

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Redesign the Leadership Development and Placement Service (LDPS) brochure and professional development activities to increase participation	Director, ESS	Annually Spring	Updated LDPS brochure Increased district participation	<ul style="list-style-type: none"> • Brochure updated. • 12 districts participated in this service for 19-20
5. Schedule and organize information to be distributed and presented at monthly Curriculum Council meetings based on feedback, state directives, new or updated state standards, and local district interests	Director, ESS Curriculum Council Advisory Board	Ongoing Annually	<p>Agendas reflect feedback from districts, state directives and initiatives</p> <p>Maintain or increased participation at Curriculum Council meetings</p> <p>Positive feedback on new ESS Bi-Annual survey and Bi-Annual CoSer survey</p>	<ul style="list-style-type: none"> • All agendas are based on district needs and NYS initiatives. Due to COVID-19 closure, Curriculum Council meetings were held weekly beginning March 25th for a total of 18 meetings held for the 19-20 school year. • Curriculum Council meetings averaged 55 members per meeting for 19-20. • ESS Bi-Annual Survey/CoSer Survey results will be reviewed, and meeting agendas will reflect district needs
6. Offer an annual conference for mental health professionals in collaboration with the 3 L.I. BOCES	Program Administrator, PD	Annually, beginning in the Fall of 2018	<p>80 participants in Fall 2018</p> <p>Maintain or increase participation per year thereafter</p>	The 2 nd Annual Conference was held November 5, 2019. There were approximately 500 people in attendance.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Assist the Associate Superintendent's Office in offering an Induction Program to onboard our new certificated staff	Associate Superintendent for Educational Services Director, ESS	Ongoing Annually	The rate of newly hired teachers and administrators participating in the Induction Program will meet or exceed 80% by June 2021	Goal met. See Strategic Plan I – Measurement: ESBOCES Induction Program percentage of participation.
8. Annual District Meetings with Assistant Superintendents of Curriculum and Instruction regarding ESS services	Director, ESS	Ongoing Annually	Director of ESS will meet with at least 20 District Assistant Superintendents annually	# of district meetings: 16-17: 24 meetings 17-18: 22 meetings 18-19: 28 meetings 19-20: 18 meetings (less meetings due to COVID-19 closures)
9. Develop a micro credentialing system for diversity, equity, and inclusivity	Program Administrator for Professional Development Director, ESS	2024	Educators are using the micro credentialing system to track their professional development and growth regarding diversity, equity, and inclusivity	Will begin the planning process in the 2020-2021 school year.
10. Develop a professional development offering regarding the TRUE Story of Long Island Segregation	Program Administrator for Professional Development Director, ESS	2024	Strong district participation across our component school districts	Will begin the planning process in the 2020-2021 school year.
11. Include a standing agenda item for the Mentor Program meetings to train our mentors on how to encourage paraeducators from diverse backgrounds to enter the teaching profession	Divisional Administrator, ESS	2021	Standing item on meeting agendas on how to encourage paraeducators from diverse backgrounds to enter the teaching profession	Will include this new goal on each of the 2-3 full Mentor Meetings that we conduct in the 20-21 school year.

Strategy 2: Provide high quality and innovative school library services to students and educators in our component school districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Monitor feedback from school librarians who participate in quarterly liaison meetings to determine their professional development needs</p>	<p>Administrative Coordinator, SLS SLS Council</p>	<p>Ongoing Annually</p>	<p>Librarian meeting agendas reflect feedback and evaluations are positive</p>	<ul style="list-style-type: none"> • There were 4 SLS liaison meetings held with an opportunity to evaluate 10 different sessions by the 242 total attendees. Over 89% of the sessions were rated Good, Very Good or Excellent when combined • Feedback will inform the content of the 2020-2021 liaison meetings.
<p>2. Monitor and update the Virtual Reference Collection (VRC) to include New databases for the High School, Middle School, and Elementary School with collections that are engaging, relevant, and align with the updated New York State learning standards</p>	<p>Administrative Coordinator, SLS SLS Council</p>	<p>Ongoing Annually</p>	<p>VRC usage reports show an increase in utilization</p>	<ul style="list-style-type: none"> • We saw a slight increase in VRC usage from 2018-2019 to 2019-2020 to 17,868,126. • A school Librarian was hired on staff to conduct trainings to increase usage and familiarization with all the resources.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>3. Monitor and update the Digital Media Library (DML) with the Pre-K-12 digital video resources from a broad and relevant selection of educational media vendors</p>	<p>Administrative Coordinator, SLS SLS Council</p>	<p>Ongoing Annually</p>	<p>DML usage reports show an increase in utilization</p>	<ul style="list-style-type: none"> • 2019-2020 DML Usage report showed 4,681 hits. We have seen a decline in DML usage due to student enrollment decreases and uses of outside material. • A school Librarian was hired on staff to reintroduce the DML as well as reconfigure the service to best suit the changing curricular needs of our districts.
<p>4. Promote the Cultural Grams found in the Virtual Reference Collection (VRC) to support diversity, equity, and inclusivity.</p>	<p>Administrative Coordinator, SLS SLS Council</p>	<p>Ongoing Annually</p>	<p>VRC usage reports show an increase in utilization</p>	<ul style="list-style-type: none"> • At the end of the 2019-2020 school year, CultureGrams has been accessed 436,947 times from our participating schools. • We will look to provide additional awareness trainings in 2020-2021 to increase usage and understanding. We will also focus awareness to our

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				ESB website to allow learning at any time. https://esboces.libguides.com

Strategy 3: Provide high quality Arts-in-Education and Exploratory Enrichment Programs to students

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update the Arts-in-Education/ Exploratory Enrichment vendor application to provide more detailed information for our school districts	Administrative Coordinator, AIE	Ongoing Annually	Districts have substantial information to select the cultural art visit or performance that is most aligned to their curriculum	<ul style="list-style-type: none"> • Application continues to be reviewed on an annual basis. • Updates are made as necessary. • Artist Spotlight is sent to districts to highlight new programs.
2. Review district feedback surveys for satisfaction and quality of performances	Administrative Coordinator, AIE	Ongoing Annually	Feedback surveys are indicating that our districts are satisfied with their choices of artists or visiting experts and they are receiving high quality presentations	<ul style="list-style-type: none"> • Received and reviewed surveys for 19-20 school year performances. Surveys indicated that districts are satisfied with their choice of artists and visiting experts. • The new Virtual programs also received positive feedback.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Update the Arts-in-Education/ Exploratory Enrichment catalog	Administrative Coordinator, AIE	Ongoing Annually	Catalog is updated, shared and utilized successfully.	<ul style="list-style-type: none"> • Catalog updated based on districts needs and requests. • Online catalog was shared and utilized successfully.
4. Update the Arts-in-Education/ Exploratory Enrichment catalog to include Student Exchange (Ambassador) programs promoting diversity, equity, and inclusivity.	Administrative Coordinator, AIE	2021	Student exchange programs are utilize across our component school districts.	<ul style="list-style-type: none"> • In development stage
5. Promote and expand the multicultural programs within the Arts-in-Education/ Exploratory Enrichment catalog	Administrative Coordinator, AIE	Ongoing Annually	An increase in multicultural programs are utilized across our component school districts.	<ul style="list-style-type: none"> • Organizing materials to promote multicultural experiences. • Planning to expand multicultural programs in 2020-2021.
6. Promote “Unity Day”	Administrative Coordinator, AIE	Ongoing Annually	An increase in district participation.	<ul style="list-style-type: none"> • In development stage for in-person and/or virtual programs
7. Establish partnerships with culturally-centered student organizations	Administrative Coordinator, AIE	Ongoing Annually	Partnerships are developed and culturally-centered student programs are included in the Arts-in-Education catalog.	<ul style="list-style-type: none"> • New programs are added each year.

Strategy 4: Provide support and education to teachers related to integrating technology into the classroom through the Model Schools Program

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide certification training for Teacher Integration Specialists on the different levels of Google for Education	Program Administrator, Curriculum and Assessment	Spring 2019	Increase in number of Teacher Integration Specialists certified as Google for Education trainers	Complete 7 out of 15 Teacher Integration Specialists are Google 1 or Google 2 certified for 18-19. This is an increase from last year with 1 additional Teacher Integration Specialist certified
2. Provide coding and robotics training for Teacher Integration Specialists and increase attendance at coding and robotics professional development offerings	Program Administrator, Curriculum and Assessment	Spring 2019	Increase in Teacher Integration Specialists providing coding and robotics workshops regionally and in-district and increase the number of participants receiving this training.	Complete 1,184 participants received coding and robotics trainings by Teacher Integration Specialists via regional workshops, push ins and/or district held trainings for 18-19. This is an increase from last year with 475 additional participants

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Provide additional regional technology trainings online	Program Administrator, Curriculum and Assessment	Fall 2020	Increase in the number of educators participating in online technology training offerings	Due to COVID-19 there was a demand for online workshops. 85 online technology training courses were offered to 2,714 participants in 2019-2020. This is an increase from last year with 73 additional online courses and 2,674 additional participants.
4. Monitor feedback from districts to offer specific technology training to meet district needs through evaluation forms	Program Administrator, Curriculum and Assessment	Ongoing Annually	Increase in the number of educators participating in face to face and online technology training offerings and receive positive evaluations.	See chart below. Feedback will be used to inform the content of future workshops.
5. Provide professional development and develop resources for staff and students in the appropriate use of Social Media regarding diversity, equity, and inclusivity	Program Administrator, Curriculum and Assessment	2024	Resources are shared within the Agency and regionally.	In development stage.

Model Schools Technology Training

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of Educators Trained	N/A	11,777	12,133	27,712				
% of Positive Evaluations	N/A	98.1%	98.4%	97.66%				

Strategy 5: Provide high quality summer student enrichment programs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review and update summer enrichment programs to reflect school district needs and goals as well as parent and student feedback	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	<ul style="list-style-type: none"> Increase in enrollment in summer enrichment programs Positive survey results 	<ul style="list-style-type: none"> See enrollment chart below. Survey data from August 2019 indicated positive feedback from staff and students. Survey feedback will inform future Summer Enrichment programs.
2. Extend summer enrichment offerings to increase middle school participation.	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	August 2020	Increase in middle school participation	<ul style="list-style-type: none"> 70 middle school students participated in 18-19 75 middle school students participated in 19-20

Summer Enrichment Enrollment Data

Summer Enrichment Programs	Student Enrollment							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Bay Shore (2 sessions)	222	214	199	164				
Bayport-Blue Point (3 sessions)	176	204	151	85				
Central Islip (1 session)	227	0	0	293				
Comsewogue (3 sessions)	280	250	240	170				
Connetquot (3 sessions)	253	248	291	150				

Strategy 6: Provide high quality year round enrichment programs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Specific training will be offered to staff based on district goals, teacher, counselor, and student needs to provide a high quality program</p>	<p>Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment</p>	<p>Ongoing Annually</p>	<p>Training developed, scheduled and delivered</p>	<ul style="list-style-type: none"> • See chart below • Staff received training in August 2019 based on district needs
<p>2. Expand the year round enrichment program to more school districts by engaging with interested districts, customizing the program to their needs, and fully discussing the advantages of collaborating with Eastern Suffolk BOCES</p>	<p>Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment</p>	<p>Fall 2021</p>	<p>The year round extended day enrichment program will expand from 4 districts to 5 districts.</p>	<ul style="list-style-type: none"> • Marketing to Brentwood and Regionally for program expansion in 21-22 • Introduced new E-Sports Service and gained one district for Fall 2020.
<p>3. Surveys of year round enrichment programs will be provided to parents, staff, and students to determine the quality of the programs</p>	<p>Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment Directors of the Year Round Enrichment Program</p>	<p>Ongoing Annually</p>	<p>Survey results indicate that parents, district staff and students are satisfied with the quality of the programs</p>	<ul style="list-style-type: none"> • See chart below • Parent, district staff, and student surveys completed, reviewed, and programmatic adjustments made for 19-20.
<p>4. Develop student clubs and/or activities to address diversity, equity, and inclusivity</p>	<p>Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment Directors of the Year Round Enrichment Program</p>	<p>2021</p>	<p>Students are participating in clubs and/or activities addressing diversity, equity, and inclusivity.</p>	<ul style="list-style-type: none"> • More offerings to be included in 2020-21 programming.

Year Round Enrichment Survey Results

	% of survey results indicating satisfaction of programs							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Year Round Enrichment Programs	N/A	86%	92%	94%				

Strategy 7: Provide a robust School Data Bank Services (SDBS) program to assist districts with the effective use of data to meet instructional needs.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Support districts in utilizing data tools to inform instructional and curriculum based decisions	Administrative Coordinator, SDS	Ongoing	<ul style="list-style-type: none"> • Customized data dashboards developed based on district needs • Professional learning opportunities created based on district request/need 	<ul style="list-style-type: none"> • Approximately 250 customized data dashboard, Infographics, and Excel workbooks developed based on district collaboration in 2019-2020. • Approximately 212 professional learning opportunities implemented in 2019-2020.
2. Conduct professional development engagements to assist in the use of the BOCES Assessment Reporting System (BARS), BARS Enhanced with myTrack, and other tools	Administrative Coordinator, SDS	Ongoing	<ul style="list-style-type: none"> • Workshop evaluations provide information to inform future professional development opportunities. 	<ul style="list-style-type: none"> • Conducted district and regional workshops for Administrators: 47 Teachers: 162 • Workshops updated based on participant feedback.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>3. Provide targeted data analysis related to the “Every Student Succeeds Act” (ESSA) and other district needs</p>	<p>Administrative Coordinator, SDS</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Participation by SDBS staff in activities that enhance knowledge of ESSA requirements • Collaborations with district partners occur to develop data analysis plans to meet needs • Data analysis activities are completed as evidenced by reports, presentations, dashboards, or other artifacts 	<ul style="list-style-type: none"> • Participated in 3 days of ESSA Workshops in Albany. • Completed first year of a SDBS team to address the needs of ESSA-identified schools for improvement. • SDBS team supports ESSA related data projects in 16 districts. • Responded to Curriculum Council Think Tank Session Topics with initiating the Longitudinal State Assessments and Regents Data to identify priority learning standards. • Researched various data analysis activities to be used in 2020-21.
<p>4. School Data Bank Services will monitor changing district needs based on annual district customer service evaluations</p>	<p>Administrative Coordinator, SDS</p>	<p>Ongoing Annually</p>	<ul style="list-style-type: none"> • Monitor responses to SDBS annual district customer service evaluations and 	<ul style="list-style-type: none"> • Evaluation information reviewed, synthesized and

			implement changes based on feedback <ul style="list-style-type: none"> • Monitor responses to SDBS annual district administrator meetings and implement changes based on feedback. 	acted upon. Based on feedback, service expanded in 2019-20 by increasing regional and in-district workshop offerings to support districts with state and local initiatives.
--	--	--	---	---

Strategy 8: Inform, provide and reflect on quality of services to internal programs and school districts through the Educational Support Services (ESS) Department

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update ESS survey to be distributed to districts bi-annually (opposite year of ESBOCES CoSer survey) to determine quality of services being provided as well as asking districts to identify the resources needed to further the growth in addressing diversity, equity, and inclusivity	Director, ESS Divisional Administrator, ESS	Distribution Bi-annually	<p>Survey data show positive feedback and demonstrate high quality services as well as information on what districts need to further support staff in addressing diversity, equity, and inclusivity.</p> <p>Diversity, Equity, and Inclusivity question will be added to the 2019-2020 survey.</p>	<p>17-18 survey distributed, responses collected and addressed. Survey data had an average rating of 2.45 out of 3.0 (see Measurement C)</p> <p>19-20 survey distributed, collecting responses.</p>
2. Review and implement key improvements suggested in the ESS survey bi-annually	All ESS Administrators	Bi-annually	Increase in the number of districts participating in ESS program services	Improvement suggestions will be reviewed and prioritized after surveys are complete. (see Measurement A)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Utilize social media to announce new offerings to target a broader audience after providing trainings for ESS administrators and staff	Administrators in ESS	Spring 2021	Social media trainings are scheduled and delivered. ESS programs are utilizing social media on a monthly basis.	Strategic trainings are being planned for the 20-21 school year.
4. Implement LERN's recommendations for marketing ESS services to districts	Director, ESS	Ongoing	LERN's recommendations are found in advertisement of ESS services	Complete

Strategy 9: Offer Professional Development Opportunities and in-district support to promote inclusivity, cultural responsiveness and safe, supportive educational environments for all.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create a consortium of school districts committed to learning and working together to support all students and to eliminate disparities among subgroups of students defined by race/ethnicity and/or economic circumstance through training and collaborative discussion	Director, ESS Program Administrator, PD	June 2018	12 districts agree to participate in Educational Equity Consortium and evaluations from each program are positive	Complete Long Island Consortium for Excellence and Equity (LICEE) was created. 12 districts participated in the 7 sessions and feedback was positive
2. Promote the Long Island Consortium for Excellence and Equity (LICEE) to increase consortia participation	Director, ESS Program Administrator, PD	June 2024 Ongoing	50% increase in number of districts participating	LICEE Year 2 for 18-19 had 13 teams: <ul style="list-style-type: none"> • Connetquot • Patchogue-Medford • Remsenburg-Speonk

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				<ul style="list-style-type: none"> • Riverhead (2 teams) • Sachem (2 teams) • South Country • Southampton • Elwood • Huntington • Smithtown <p>Annual letter and flyer distributed to Long Island school districts to increase participation. In 2019-20, there were 12 districts with 15 teams plus an additional 13 participants or 88 participants in total. We continue to work with district leadership to increase participation moving forward.</p>
<p>3. Recruit and support high quality experienced trainers to provide professional development and in-district support in inclusivity and cultural responsiveness in providing safe, supportive learning environments for all</p>	<p>Program Administrator, PD</p>	<p>Ongoing Annually</p>	<p>Increase participation in regional workshops and in-district training addressing inclusivity, cultural responsiveness and in providing safe, supportive learning environments</p>	<ul style="list-style-type: none"> • Contracted with new high quality, experienced trainers to provide professional development and in-district support in cultural responsiveness and providing safe, supportive learning environments. • See participation chart below.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Develop a regional resource website and sharing platform for diversity, equity, and inclusivity	Program Administrator, PD Director, ESS	2022 Ongoing Annually	Regional resource website shows an increase in usage	<ul style="list-style-type: none"> The planning process will begin in the Winter of 2021.
5. Host an annual Diversity, Equity, and Inclusivity Conference and honor equity champions	Program Administrator, PD Director, ESS	2024 Ongoing Annually	Sufficient registrations received to run conference	<ul style="list-style-type: none"> The planning process will begin in the Winter of 2021.
6. Include diversity, equity, and inclusivity resources and discussions at ESS Administrators and full staff meetings.	Director, ESS	Ongoing Annually	<p>Diversity, equity, and inclusivity is a standing item on meeting agendas</p> <p>Increased conversations about diversity, equity, and inclusivity</p>	<ul style="list-style-type: none"> Diversity, equity, and inclusivity was a standing agenda item on ESS Administrators and full staff meetings.
7. Build in learning opportunities regarding diversity, equity, and inclusivity at the August Leadership Meetings and Administrative Seminars	Associate Superintendent for Educational Services Director, ESS	Ongoing Annually	<p>Diversity, equity, and inclusivity is a standing item on meeting agendas</p> <p>Increased conversations about diversity, equity, and inclusivity</p>	<ul style="list-style-type: none"> Diversity, equity, and inclusivity presentation is planned for the August 2020 Leadership Meeting.

	Total # of participants (In-District and Regional)							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Inclusivity and Cultural Responsiveness Professional Development	752	910	1,179	2,023				

Strategy 10: Provide a high quality Third Party Assessments program to support districts with making informed curriculum and instructional decisions.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Expand training opportunities for Third Party Assessment products	Program Administrator, Curriculum and Assessment	Ongoing Annually	Increase trainings for districts on Third Party Assessments through in-district webinars and regional offerings.	For 19-20: Continued with regional trainings on Aimsweb, i-Ready, and Renaissance Learning STAR. Continued trainings via webinar. Continued with in-district trainings for: i-Ready, Aimsweb, Renaissance Learning, and NWEA. Added in-district training on Renaissance Learning.
2. Create a fully functional website with detailed information, calendar of events and resources for the Third Party Assessments Program	Program Administrator, Curriculum and Assessment	Fall 2018	Website created with detailed information, calendar of events and resources.	Complete Transitioned website from Datacentral to ESBOCES main site. Included an announcement, calendar of events and resources section. Added a Twitter feed of relevant Third Party and Data resources
3. Create Listservs for Third Party Assessment Products	Program Administrator, Curriculum and Assessment	Spring 2024	Creation of listserv by product with an increase in emails generated.	All products now have electronic mailing lists. I-Ready currently gives individuals the ability to subscribe and unsubscribe on their

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				own. Other vendor products will be added.
4. Promote a school climate survey that rates students and course satisfaction	Program Administrator, Curriculum and Assessment	Ongoing Annually	Component districts are utilizing the school climate survey across the region	Due to COVID-19, surveys were not administered by districts at the end of 2019-20.

Resources Required:

- Personnel
- Professional development
- Equipment and technology
- Conference Room/Training Space
- Funding through program budgets

Possible Sources of Funding:

- District subscriptions to ESS services

Baseline Data, Projections and Results:

1. Measurement A - District Participation Rates:

SERVICE School districts participate in or subscribe to	BASELINE 2016-17 # of Districts	PROJECTION 2024	RESULTS – District Participation Participate or Subscribe							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Arts-in-Education	55/69	62/69	55/69	55/69	59/69	59/69				
AIE: Exploratory Enrichment	22/51	30/51	22/51	36/51	38/51	39/51				
CA: Summer Enrichment	5/51	8/51	5/51	4/51	5/51	5/51				
CA: Year Round Enrichment – Extended Day	3/51	6/51	3/51	3/51	3/51	4/51				

SERVICE School districts participate in or subscribe to	BASELINE 2016-17 # of Districts	PROJECTION 2024	RESULTS – District Participation Participate or Subscribe							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cultural Competency – Long Island Consortium for Excellence & Equity (LICEE)	12/69 (2017-2018)	18/69	N/A	12/69	13/69	12/69				
Educational Leadership, Development & Placement	12/51	16/51	12/51	11/51	11/51	12/51				
Model Schools	44/51	47/51	44/51	47/51	41/51	40/51				
NYS Curriculum & Development Services	32/51	37/51	32/51	36/51	36/51	36/51				
School Library: Digital Media Library PreK-12	32/51	36/51	32/51	31/51	30/51	30/51				
School Library: School Library Automation	43/51	47/51	43/51	45/51	43/51	43/51				
School Library: Virtual Reference Collection - HS	37/51	38/51	37/51	39/51	36/51	36/51				
School Library: Virtual Reference Collection - Elem	36/51	40/51	36/51	38/51	44/51	44/51				
School Library: Virtual Reference Collection - MS	32/51	36/51	32/51	34/51	32/51	32/51				
SDS: School Data Bank	58/69	58/69	58/69	58/69	58/69	58/69				
Third Party Assessments	41/69	41/69	41/69	47/69	49/69	49/69				

2. Measurement B - Program evaluations/bi-annual results of CoSer Survey

Program Evaluations/ CoSer Survey Results	CoSer #	BASELINE 2016-17	PROJECTION 2024	RESULTS – CoSer Survey Results Average Rating							
				2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Arts-in-Education	440.110	3.7	3.8	3.7	N/A	3.6	N/A		N/A		N/A
AIE: Exploratory Enrichment	405.110	3.6	3.8	3.6	N/A	3.4	N/A		N/A		N/A
CA: Summer Enrichment	432.445	3.7	3.7	3.7	N/A	4	N/A		N/A		N/A
CA: Year Round Enrichment – Extended Day	435.185	N/A	N/A	N/A	N/A	N/A	N/A		N/A		N/A
CA: Project WISE	435.110	3.8	3.8	3.8	N/A	3.5	N/A		N/A		N/A
CA: Regional Quiz Bowl	435.130	3.7	3.7	3.7	N/A	4.0	N/A		N/A		N/A
CA: LI Science & Engineering Fair - Junior Varsity	435.150	2.0	2.5	2.0	N/A	4.0	N/A		N/A		N/A
CA: LI Science & Engineering Fair - Varsity	435.160	4.0	4.0	4.0	N/A	4.0	N/A		N/A		N/A
Cultural Competency – Long Island Consortium for Excellence and Equity (LICEE)	531	N/A	N/A	N/A	N/A	N/A	N/A		N/A		N/A
Curriculum Council	531	N/A	N/A	N/A	N/A	3.5	N/A		N/A		N/A
Educational Leadership Development & Placement Service	531.400	3.7	3.7	3.7	N/A	4.0	N/A		N/A		N/A
Model Schools	532.100	3.5	3.7	3.5	N/A	3.4	N/A		N/A		N/A
PD: Athletes Helping Athletes	531.610	3.6	3.7	3.6	N/A	3.5	N/A		N/A		N/A
PD: MyLearningPlan/ Frontline	531.200	3.2	3.2	3.2	N/A	3.7	N/A		N/A		N/A
PD: Professional Development Workshops	531.315	3.7	3.7	3.7	N/A	3.8	N/A		N/A		N/A

Program Evaluations/ CoSer Survey Results	CoSer #	BASELINE 2016-17	PROJECTION 2024	RESULTS – CoSer Survey Results Average Rating							
				2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PD: Comprehensive Curriculum Development Service	531.350	3.3	3.3	3.3	N/A	3.7	N/A		N/A		N/A
School Library: Library Services/Media	516.210	3.6	3.8	3.6	N/A	3.9	N/A		N/A		N/A
School Library: School Library Automation	508.100	3.6	3.7	3.6	N/A	3.7	N/A		N/A		N/A
SDS: School Data Bank – Full	514.430				N/A	3.9	N/A		N/A		N/A
SDS: School Data Bank – Inclusive	514.470				N/A	3.7	N/A		N/A		N/A
SDS: School Data Bank – Intro	514.420				N/A	4.0	N/A		N/A		N/A
Third Party Assessments	615	N/A	N/A	N/A	N/A	N/A	N/A				

3. Measurement C: Program evaluations/bi-annual results of ESS surveys

Program Evaluations/ EISS Survey Results	BASELINE 2017-18	PROJECTION 2024	RESULTS – Bi-annual ESS Survey Results							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Arts-in-Education	2.3	2.5	N/A	2.3	N/A		N/A		N/A	
AIE: Exploratory Enrichment	2.3	2.5	N/A	2.3	N/A		N/A		N/A	
CA: Extended Day Year Round Enrichment Program	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
CA: Full Service Scoring for NYSED Grades 3-8	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
CA: Junior Reserve Officers Training Corps (JROTC)	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
CA: LI Science & Engineering Fair - Junior Varsity	2.7	2.8	N/A	2.7	N/A		N/A		N/A	

Program Evaluations/ EISS Survey Results	BASELINE 2017-18	PROJECTION 2024	RESULTS – Bi-annual ESS Survey Results							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
CA: LI Science & Engineering Fair - Middle School	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
CA: LI Science & Engineering Fair - Varsity	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
CA: Regional Quiz Bowl	2.8	2.9	N/A	2.8	N/A		N/A		N/A	
CA: Summer Enrichment	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
CA: Women in Science and Engineering (WISE)	2.8	2.9	N/A	2.8	N/A		N/A		N/A	
Curriculum Council	2.7	2.8	N/A	2.7	N/A		N/A		N/A	
Educational Leadership, Development & Placement Service	2.4	2.6	N/A	2.4	N/A		N/A		N/A	
Long Island Consortium for Excellence & Equity (LICEE)	2.6	2.7	N/A	2.6	N/A		N/A		N/A	
Model Schools	2.2	2.4	N/A	2.2	N/A		N/A		N/A	
Model Schools: Teacher Integration Specialists	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
PD: Athletes Helping Athletes	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
PD: Comprehensive Curriculum Development Service	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
PD: In District Staff Development	2.5	2.7	N/A	2.5	N/A		N/A		N/A	
PD: MyLearningPlan/Frontline	2.1	2.2	N/A	2.1	N/A		N/A		N/A	
PD: Principal Evaluator Service	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
PD: Professional Development Workshops	2.5	2.7	N/A	2.5	N/A		N/A		N/A	
School Library: Digital Media Library PreK-12	2.5	2.6	N/A	2.5	N/A		N/A		N/A	
School Library: Library Automation	2.3	2.4	N/A	2.3	N/A		N/A		N/A	
School Library: Virtual Reference Collection	2.4	2.5	N/A	2.4	N/A		N/A		N/A	
SDS: School Data Bank Services	2.7	2.8	N/A	2.7	N/A		N/A		N/A	

Program Evaluations/ EISS Survey Results	BASELINE 2017-18	PROJECTION 2024	RESULTS – Bi-annual ESS Survey Results							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SDS: Shared Data Experts	2.4	2.6	N/A	2.4	N/A		N/A		N/A	
Third Party Assessments BOCES Help Desk	2.3	2.4	N/A	2.3	N/A		N/A		N/A	
Third Party Assessments BOCES Training	2.3	2.4	N/A	2.4	N/A		N/A		N/A	

Strategy 11: Support the ongoing operation of the Long Island Regional Bilingual Education Resource Network (L.I. RBERN)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
<p>1. Provide technical assistance, professional development, and on-site consultations to all 125 school districts on Long Island, including one annual <i>L.I. Teachers' Institute</i> for educators of ELLS's and ongoing annual <i>Parent/Family Engagement Webinars</i>.</p>	Program Administrator ENL/Bilingual Programs	Ongoing through June 2021	<p>Number of participants at and evaluations of professional development sessions</p> <p>Number of visits to districts to provide consultations</p> <p>Number of timely technical assistance responses to inquiries</p> <p>Number of instances of information dissemination</p> <p>Number of "page hits" on L.I. RBERN web site</p>	<p>Ongoing through June 2021</p> <p>L.I. Teachers' Institute conducted in November 2019 with 575 attendees</p> <p>Conducted 20 Parent/Family Engagement Webinars in 19-20 Four topics in five different languages</p> <p>Created a L.I. RBERN YouTube channel to expand regional presence</p>

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
<p>2. Provide staff to serve as “content experts” on NYSED monitoring teams of targeted districts/school regarding improving instruction of ELLs</p>	<p>Program Administrator ENL/Bilingual Programs</p>	<p>Ongoing through June 2021</p>	<p>Fulfilling teams’ need for input on ELLs’ education, and contributing to monitoring reports</p>	<p>Ongoing through June 2021</p> <p>All scheduled monitoring activities were cancelled this year due to COVID-19</p>
<p>3. Respond to NYSED RFP by submitting an application to continue the L.I. RBERN for the next funding period</p>	<p>Program Administrator ENL/Bilingual Programs</p>	<p>January 2020</p>	<p>Approved application to continue the L.I. RBERN for the next funding period</p>	<p>Complete</p> <p>ESBOCES received notification of provisional approval to continue the L.I. RBERN through June 30, 2025 As of July 10, 2020, the contract was entering the final stages of approval between NYSED Office of Budget and the NYS Comptroller’s Office</p>

Measurement – Participants in L.I. RBERN services

Baseline Data – July 1, 2015 to June 30, 2016

SERVICE	BASELINE		RESULTS													
	2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants
Professional Development Sessions	125	3,505	125	3,992	125	4205	125	6240								
On-Site Consultations	111	480	16	249	19	312	17	311								
Technical Assistance	125	5,636	125	3052	125	5357	125	N/A*								
Information Dissemination	125	1,011	125	1,029	125	1090	125	1170								
Web Site "Page Views"	125	43,042	125	52,784	125	35,421	125	40,943								
NYSED Monitoring Team Participation	4	≈40	5	162	5	35	2	N/A**								

**The L.I. RBERN was not directed to collect Technical Assistance data in the same way as prior years thus this number is not available for 2019-2020.*

***All NYSED monitoring activities were scheduled to begin in March 2020 but were subsequently cancelled due to COVID-19.*

Projection: There will be a 5% increase in the number of participants in L.I. RBERN services by 2024.

Strategy 12: Support the L.I. RBERN to act as “Lead Applicant” for two ESSA Title III Consortia of districts in Nassau and Suffolk Counties

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
<p>1. Provide hardware, software, and internet subscriptions, as well as professional development sessions and embedded coaching related to integrating technology in the instruction of ELLs for all ENL teachers in 47 component Consortia districts</p>	<p>Program Administrator, ENL/Bilingual Programs</p>	<p>September 2019 through August 2020</p> <p>Ongoing for each year in which schools are eligible to join a Consortium</p>	<p>Purchase and distribution of hardware, software, and Internet subscriptions to ENL teachers in component districts</p> <p>Number of ENL teacher participants at and their evaluations of PD sessions</p>	<p>Completed</p> <p>Acted as lead applicant for 2019-2020 for 47 component Consortia districts</p>
<p>2. Apply annually for the Title III Funding that is allocated to the school districts across Long Island that are required to belong to a Consortium to access their funds</p>	<p>Program Administrator, ENL/Bilingual Programs</p>	<p>August 2020</p>	<p>Approved applications for each of the Consortia in Nassau and Suffolk Counties</p> <p>Continuation of Nassau and Suffolk districts in the Consortia on an annual basis</p>	<p>Completed</p> <p>Will continue to act as lead applicant for 2020-2021 for approximately 47 component Consortia districts depending on Title III allocations.</p>

Measurement – Participants in L.I. RBERN Title III Consortia services

Baseline Data: September 1, 2015 to August 31, 2016

SERVICE	BASELINE		RESULTS													
	2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants
Professional Development Sessions	47	148	48	401	47	447	47	tbd								
On-Site Consultations	47	148	48	305	47	345	47	tbd								

Projection: Teacher responses to an annual questionnaire regarding Consortia activities will reflect an average satisfaction of at least 3.5 (on a scale of 4)

Strategy 13: Support the ongoing operation of the Intensive Teacher Institute in Bilingual Special Education (ITI-BSE)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Provide tuition remission to Institutions of Higher Education (IHE’s) that collaborate with the ITI-BSE to provide coursework to Special Education teachers, Speech teachers, and pupil professionals that lead to obtaining a Bilingual Education Extension of English to Speakers of Other Languages certification	Program Administrator, ENL/Bilingual Programs	Ongoing through September 2022	Continuation of collaboration with IHEs across New York State Accurate payments made to each IHE for ITI-BSE participants registered for course-work Ensuring that IHEs offer a specific program sequence of courses to participants	Completed

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
2. Recruit, accept and track the progress of Special Education teachers, Speech Teacher, and pupil personnel professionals who participate in the ITI-BSE Program	ENL/Bilingual Programs	Ongoing through September 2022	Meeting or exceeding the contractual requirement for 175 participants per year Maintaining a consistent number of participants completing the required coursework	Completed
3. Submit application to continue the ITI-BSE for the next funding period	Program Administrator, ENL/Bilingual Programs	No later than September 2022	Approved application to continue the ITI-BSE for the next funding period	ESBOCES will re-apply when RFP is available in 2022

Measurement – Number of districts and participants in ITI-BSE

Baseline Data: October 1, 2015 to September 30, 2016

SERVICE	BASELINE		RESULTS													
	2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants
Provide tuition remission for ITI-BSE Program participants	112 (Statewide)	320	112	276	84	272	98	354								

Projection: The ITI-BSE will meet or exceed a minimum of 175 graduate, undergraduate, and paraprofessional candidates during each year of the contract.

Resources Required: Funding streams from the NYSED Office of Bilingual Education and World Languages and from the NYSED P-12 Office of Special Education; office space allocated and fiscal oversight provided by Eastern Suffolk BOCES; and office/conference space rented from Western Suffolk BOCES for the operation of these programs.

Strategy 14: The Regional Special Education Technical Assistance Center will provide support, training, and resources related to educating students with disabilities to school districts across the region

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Ensure that workshop participants have <u>positive reactions</u> to RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
2. Ensure that workshop participants <u>increase their learning</u> as a result of participation in RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
3. Ensure that workshop participants <u>improve their practice</u> as a result of participation in RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
4. Ensure that <i>student outcomes improve</i> as a result of participation in RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
5. Increase attendance at RSE-TASC training activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/19	Aggregate registration data from My Learning Plan (MLP)	Activities terminated 6/30/2019
6. Improve outcomes of schools participating in the New York State Education Department's State Systemic Improvement Plan (SSIP) pilot program	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/19	Information derivative of Support Plan goals in each school	Activities terminated 6/30/2019

1. The extent to which the presentation was logical, clear, and well structured

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,703	3,298	4,708					
% strongly agree/agree	99%	99%	99%					
Number strongly agree	2,051	2,458	3,603					
Number agree	631	804	1,075					

2. The facilitator displayed a thorough knowledge of the topic(s)

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,707	3,300	4,643					
% strongly agree/agree	99.6%	99.7%	99%					
Number strongly agree	2,360	2,872	4,029					
Number agree	339	419	602					

3. The presentation was engaging

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	3,699	3,295	4,690					
% strongly agree/agree	98%	98%	98%					
Number strongly agree	1,927	2,387	3,399					
Number agree	709	847	1,204					

4. I would recommend this workshop to others

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,688	3,277	4,676					
% strongly agree/agree	98%	98%	98%					
Number strongly agree	2,034	2,482	3,563					
Number agree	605	735	1,042					

Projection: Maintain or increase the percentage of participants choosing “Strongly Agree” for all questions on the post-workshop evaluation 2024

Indicators of Success for Activity 2 - Post workshop Evaluation Questions

1. Rate your understanding of the topic before and after workshop/PD activities

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,724	3,325	4,714					
Before - "to a great extent"	12%	13%	12%					
After - "to a great extent"	59%	59%	60%					
Before "to a great" or "moderate extent"	59%	61%	59%					
After "to a great" or "moderate extent"	97%	98%	99%					

2. To what extent did the training prepare you to utilize what was shared?

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,636	6,247	4,697					
% strongly agree/agree	92%	91%	99%					
Number strongly agree	1,691	2,047	3,644					
Number agree	747	897	1,003					

3. How relevant/useful was the training for your work?

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	57	114	62					
% extremely useful	95%	95%	95%					
Number extremely useful	54	108	59					

Projection: There will a 5% increase in the number of participants choosing “Strongly Agree” for all questions on the Post-workshop Evaluation by 2024. In addition, there will be a 300% increase in the number of participants completing the End of Year Survey by 2024.

Indicators of Success for Activity 3 - Post workshop Evaluation Questions

1. Extent to which the training will positively improve my practice

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,715	3,324	4,724					
% strongly agree/agree	93%	93%	94%					
Number strongly agree	1,784	2,168	3,317					
Number agree	753	917	1,304					

2. Did you change anything in your practice?

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	81	126	62					
% Yes	79%	86%	89%					
Number No	64	109	56					

Projection: There will a 5% increase in the number of participants choosing “Strongly Agree” for all questions on the Post-workshop Evaluation by 2024. In addition, there will be a 300% increase in the number of participants completing the End of Year Survey by 2024.

Indicators of Success for Activity 4 - Post workshop - Evaluation Questions

1. The extent to which the training will improve student outcomes.

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	2,714	3,316	4,703					
% strongly agree/agree	95%	93%	95%					
Number strongly agree	1087	2190	3,153					
Number agree	758	908	1,307					

Indicators of Success for Activity 4 - Post workshop - End of Year Survey Question

1. Did the training result in better outcomes for students with disabilities?

	BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of responses	75	121	64					
% Yes	81%	90%	89%					
Number No	61	109	56					

Progress Monitoring Data for Activity 1, 2018-2019 School Year, as of June 10, 2019

BOCES provided training in the following areas:		Number of Participants:									
		Districts		Teachers		Paraprofessionals		Principals		Other	
		Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
(RSE-TASC) Regional Special Education Technical Assistance Support	2015-16	171	359	1445	2774	381	575	104	118	1274	2013
(RSE-TASC) Regional Special Education Technical Assistance Support	2017-18	184	259	1332	1558	40	167	30	89	1120	1254
(RSE-TASC) Regional Special Education Technical Assistance Support	2018-19	301	401	2374	2840	76	392	51	141	1949	1367

Pulaski Street Elementary School, Riverhead

1. As per data collected as of March 31, 2019, 100% of all 5th and 6th grade students at Pulaski Street Elementary School participated in an opening assembly that introduced the concept and development of the PBIS Matrix expectations of Never Give Up, Encourage Others, and Do your Best (NED). The cohort is on track to meet the annual goal.
2. As per data collected as of March 31, 2019 students have not yet begun to measure the presence or absence of the school wide behavioral expectations introduced at the assembly. The SST team completed the process of articulating the observable behaviors in classrooms, common areas and transitions for each expectation, so students can then exhibit the targeted behaviors. The cohort of fifth graders is on track to meet the annual goal.
3. As per data collected as of March 31, 2019 there is no data collection method in place yet to track the positive demonstration of self-regulatory, linguistic and social skills, as the PBIS Matrix is under development. However, the cohort is on track to meet the annual goal.

Riley Avenue Elementary School, Riverhead

1. According to data collected as of March 31, 179/293 (61%) students engaged in peer feedback. Progress made. On trajectory to meeting goal.
2. According to data collected as of March 31, 135/293 (46%) students were able to identify and name emotions. Slight decline due to an absence of systemic practice and data collection. Only data representing targeted interventions with select students was noted. As of April 2019 systems are being put in place.
3. According to data collected as of March 31, 69/293 (24%) students demonstrated strategies for emotional regulation. Decline due to an absence of systemic practice of self-control strategies on a regular basis at targeted times during the day such as coming back from a special or coming back from lunch/recess.

Martin Luther King Elementary School, Wyandanch

1. As of data collected through June 2019, 491/535 (61%) of the students were monitoring their own goals or the learning objective. Progress being made. Progress made. On trajectory for meeting goal.
2. As of data collected through June 2019, A. 531/535 (99%) of the students were engaged in differentiated tasks, 498/535 (93%) of the students were engaged in tiered learning tasks. Improvement noted. Goal met.
3. As of data collected through June 2019, 288/535 (54%) of the students were engaged in peer review with actionable feedback. Improvement noted. On trajectory to meeting goal.

Resources Required:

- Professional staff as per RSE-TASC contracts Part I and II
 - Part I:
 - 1 FTE Program Coordinator
 - 3 FTE Transition Specialists
 - 3 FTE Behavior Specialists
 - 2 FTE Regional Special Education Training Specialists
 - 1 Bilingual Special Education Training Specialists
 - 1 Non-district Specialist
 - 2.25 FTE Clerical
 - Part II:
 - 3 Special Education School Improvement Specialists (SEIS)
 - 1 FTE Clerical
 - Continued State Education Department funding, beyond 2018-2019 (end of this grant cycle)
 - Meeting space to be provided by the three respective BOCES on Long Island
 - Access to public and private school personnel for the purposes of collaboration and partnership

Projection: There will a 5% increase in the number of participants choosing “Strongly Agree” for all questions on the Post-workshop Evaluation by 2024. In addition, there will be a 300% increase in the number of participants completing the End of Year Survey by 2024.

Baseline Data for Activity 5: Baseline data for this activity will be collected over the course of the 2018-2019 school year.

Strategy 15: Provide Migrant eligible students Grades K-12 with academic instruction to support the development of foundational English Language Arts, Math Skills, and content knowledge based on state and local standards

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a NYSED-MEP Needs Assessment and provide instructional support as indicated through the NYSED- MEP Academic Services Intensity Rubric for Migrant Eligible students in grades K-8	Instructional Support Staff Tutor Advocates	Annually by August 31 st through 2023	80% of migrant eligible students who meet the Federal criteria of “Priority for Service” will receive (15) hours of instructional support services in English Language Arts or Math (as identified on their Needs Assessment) during the school year	Ongoing Annual by 8/31 PFS status has now been redefined as Level 3 = 15+ hours of instructional support, (60%) Level 1 = as needed, no set quantity This year, interrupted by school closures and student access to devices, internet access & capacity
2. Conduct a Needs Assessment and complete a NYSED-MEP Graduation Plan in order to identify content area needing instructional support as indicated through the NYSED – MEP Academic Services Intensity Rubric for migrant eligible students in grades 9-12 in order to keep them on track to graduate	Instructional Support Staff Tutor Advocates	Annually by August 31 st through 2023	All migrant eligible high school students in grades 10-12 who meet the Federal criteria of “Priority for Service” will have a completed Graduation Plan within (45) days of enrollment & receive (4) hours of	Ongoing Annual by 8/31 Grad plan = 100% 4+ hours of advocacy = 90%

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			advocacy services annually. Students will demonstrate a 10% decrease in the gap between the statewide graduation rate of migrant students and all NYS students annually beginning in 2017.	

Data for Activity 1:

Percent of migrant eligible PFS grades 3-8 who receive required hours of instructional support services in ELA or Math, demonstrating 10 NCE gain on the easy CBM content area assessment.

	Baseline	Projection						
	2017-18	2024	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of students Demonstrating ≥ 10 NCE gain on Easy CBM	8.6	80%	*	Not assessed during Pandemic				

*NYSSED has released this data as of 7/16/20

Data for Activity 2:

Percentage of all eligible Level III – Priority for Service migrant high school students with a completed Graduation Plan within 45 days of identification; Gap between the statewide 4-year cohort graduation rate of LI Metro MEP migrant students and all NYS students

	Baseline	Projection						
	2017-18	2024	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of eligible Level III – Priority for Service with a completed Graduation Plan within 45 days of identification	95%	100%	95%	100%				
Percentage of Migrant graduation Rate/all NYS students graduation rate 5 and 6 year cohort – Graduation date now included	48% Migrant 80% all	Decrease gap 10% annually	68% - Migrant 92% - All Regents + still enrolled	Not Available as of 7/16/20				

Strategy 16: Provide and coordinate education opportunities and support services that meet the prioritized needs of Out-of-School Youth (OSY-Migrant Farmworkers age 16-21 who are not enrolled in school)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide and coordinate instructional support services that meet the prioritized needs of out of school youth to support the development of language proficiency, educational goals, or like skills	Instructional Support Staff Tutor Advocates	Annually by August 31 st	All Migrant OSY will have a complete NYSED-MEP Needs Assessment within 45 days of enrollment in the Migrant program. Each OSY determined to be a candidate for educational services will have a NYS MEP Personal Learning Plan (PLP) and demonstrate a 10% gain on the NYS-MEP English Language Assessment	Ongoing Annual by 8/31 Needs assessment = 100% PLP = 100% 10% Gain – requirement canceled

Data for Activity 1:

Percentage of all migrant OSY with a completed Needs Assessment within 45 days of enrollment in the Migrant program; Percentage of Level II OSY determined to be a candidate for educational services with a completed NYS Personal Learning Plan within 45 days of enrollment in the Migrant program; Percentage of Level II OSY with a NYS MEP Personal Learning Plan (PLP) demonstrating a 10% gain on the NYS-MEP English Language Assessment

	Baseline	Projection					
	2017-18	2023	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage with a completed NYSED-MEP Needs assessment within 45 days of enrollment	91%	100%	96%	100%			
Percentage with a completed NYS MEP Personal Learning Plan within 45 days of enrollment	70%	100%	88%	100%			
Percentage of OYS with a NYS MEP PLP & 12 hours of instructional support demonstrating ≥ 10 Gain on NYS-MEP English	90%	100%	67%	N/A Canceled			

OSY students who were successful in 2017-18, moved into an HSE Program in 2018-29 (not on the Strategic Plan). New OSY arrivals were not as successful in English Language Acquisition.

Strategy 17: Provide support and advocacy to Homeless Migrant and McKinney-Vento eligible students from the region in order to provide educational opportunities and improve outcomes

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Respond to the Request For Proposal related to McKinney	FEOP Coordinator Administrative Support Team	December 2018	Successful grant award(s)	Completed – Received Grant(s)
2. Up to 700 students in shelter will receive after-school instructional support, including cultural arts experiences during school vacations. Programs will run 1 - 4x / week from Oct - June	Instructional Support Staff Tutor Advocates	Annually by June 30 th 2020-2022	Students who attend at least 10 sessions, will expand independent study skills, improve school engagement, and complete HW.	Supported by report cards and quarterly impact surveys. With activities planned for Spring break and afterschool programs canceled, the total number of students served is less.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Provide program for rising at risk 8 th graders	Instructional Support Staff Tutor Advocates	Annually by June 30 th 2020 – 2022	Student engagement and participation	Report cards and impact surveys Ongoing
4. Provide emergency access to instructional supplies, back packs, clothing and food to up to 1,000 eligible students in crisis as a result of mobility (those placed in emergency shelter situations who arrive with the clothes on their backs)	Instructional Support Staff Tutor Advocates	Annually by August 31 st (based on resources)	100% of referred students will be provided needed supplies until resources are depleted	Ongoing Annual On track to meet or surpass
5. Recruit and serve up to (30) eligible middle/high school students to participate in a 2 week Summer Career Explorations Program, including transportation	ESBOCES CTE summer staff	Annually by August 31 st	90% of students participating will meet with a counselor to discuss CTE options as a graduation pathway, information will be provided to their H.S. Guidance Counselors and families/guardians	~24 students enrolled Guidance Counselors notified of CTE participation with student follow-up
6. Plan for and provide the Professional Development (PD) necessary for staff to provide appropriate services to eligible students	FEOP Coordinator and Youth Counselor	Annually by June 30 th	90% of McKinney-Vento staff will attend a minimum of three collaborative PD meetings each year. Positive outcomes on PD evaluations	Ongoing Annual ~70% of McKinney-Vento staff within Consortium programs participated in a 3+ PD session with the last two scheduled sessions scheduled and presentations ongoing

Data for Activity 2- 3:

	Baseline	Projection		
	2019-20	2022	2020-21	2021-22
% of students exhibiting improvement in attendance & report card results after attending 10 sessions	Collected 2x a year, mid-year as baseline, services stopped in March 2020	70%		
% of positive results from the impact surveys	Not collected yet	85%		

Data for Activity 4:

	Baseline	Projection		
	2019-20	2022	2020-21	2021-22
# of students provided with emergency assistance	Not calculated as of 7/16/20	100% of referred students		

Data for Activity 5:

	Baseline	Projection		
	2019-20	2022	2020-21	2021-22
# of students participating in Career Exploration Program	Cancelled – COVID	Up to (30)		
% of Students that met with a counselor to discuss CTE options		80%		

Data for Activity 6:

	Baseline	Projection		
	2019-20	2022	2020-21	2021-22
Percentage of McKinney-Vento staff attending 3 PD meetings	~70%	90%		
% of positive outcomes on evaluations	~90%	90%		

Resources required for all FEOP Programs:

Funding through NYSED sub-grants and support through other regional collaborative funding sources and by commodities acquired through charitable programs. The goods and services that are coordinated through community-based programs will be transferred through ESBOCES, and provided directly to students. They are designed to be supplemental to mandatory school participation and educational program services

This page intentionally left blank

Strategic Action Plan IV: Regional Technology Services

Responsible Administrator: Director, Regional Information Center
Associate Superintendent for Educational Services

Collaborators: RIC/SDS Administrators
ESS Administrators
Directors of Technology
School Business Officials
District Data Coordinators

Objective: By July 2024, Eastern Suffolk BOCES will continue to be a regional leader in technology services, offering new and enhanced technologies to improve efficiencies and strengthen the quality of the programs and services offered to all members of our educational community.

The success of this objective will be measured by:

- CoSer survey results
- Participation in RIC services and events
- Number of technologies
- Availability of procurement vehicles
- Number of districts supported in NYSED

Strategy 1: Provide leadership to the region in Technology Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create and strengthen relationships with regional stakeholder groups, including Technology Directors, RIC Advisory Council (RAC), Business Officials, District Clerks, District Data Coordinators, and Assistant Superintendents for Curriculum and Instruction through individual and	Director, Regional Information Center RIC/SDS Administrators	Ongoing through July 2024	Technology Director meetings are hosted annually RAC meetings hosted annually	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
group meetings and by employee constant feedback mechanisms			<p>Information is shared with stakeholders Feedback from bi-annual CoSer survey is collected, analyzed, and responded to</p> <p>Feedback from individual and group meetings as needed</p>	
2. Utilize and expand the RIC collegial network to increase expertise and opportunities within the region	Director, Regional Information Center RIC/SDS Administrators	Ongoing through July 2024	<p>Number of networks increased</p> <p>Expertise and opportunities increased</p>	Ongoing
3. Provide quality information and opportunities for various stakeholder groups, sometimes in coordination with programs from Eastern Suffolk BOCES or our collegial network	Director, Regional Information Center RIC/SDS Administrators	Ongoing through July 2024	<p>Listserv functioning as method of information distribution</p> <p>District visits</p> <p>Utilizing resources from professional research group</p>	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>4. Support and communicate New York State Education Department initiatives, in coordination and cooperation with other ESBOCES programs, as appropriate</p> <ul style="list-style-type: none"> • Education Law 2-d and any updates • Analyzed device and broadband access equity issues 	Director, Regional Information Center RIC/SDS Administrators	Ongoing through July 2024	<p>Listserv used to distribute information</p> <p>Regional meetings hosted</p>	Ongoing
<p>5. Expand upon the details and measures defined within the annual Chapter 793 Technology Plan authored through the RIC with collaboration from both Eastern and Western Suffolk BOCES</p>	Director, Regional Information Center RIC/SDS Administrators ESS Administrators Model Schools Administrators from both Eastern and Western Suffolk BOCES	Ongoing through July 2024	Plan collaboratively developed and submitted by deadline to NYSED	<p>December 1, 2019 submission complete</p> <p>June 2020 – NYSED established template would be unchanged for December 1, 2020 submission</p>

Strategy 2: To enhance RIC Operation Center and technical service offerings

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Provide technology and service delivery support to RIC Financial & District Services and ESS Student Data Services for hosted applications and technology solutions</p>	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Ongoing through July 2024	Integrated support model reflected in budget	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>2. Redesign backup service to utilize newer updated software and hardware technologies to provide a better client end-user experience</p>	<p>Director, Regional Information Center, Manager of Technical Services, RIC Administrators</p>	<p>Fall/Winter 2019</p>	<p>Remote backup requirements reviewed and tested for service deployment strategies</p>	<p>Summer 2019 continuation of build with expected completion later 2019</p>
<p>3. Further design, develop and implement technologies to provide scalability and modularity to broaden hosted solutions to lead into possible disaster recovery service by July 2024</p>	<p>Director, Regional Information Center, Manager of Technical Services, RIC Administrators</p>	<p>June 2024</p>	<p>Centralized hosting including student management systems, financial systems, and others.</p> <p>Number of SMS hosted districts increased (ongoing to 2024).</p>	<p>Ongoing</p> <p>nVision hosting (pilot 2017), constructed, piloted, and implemented together with FDS by January 2018</p> <p>Ten nVision districts hosted by June 30, 2020</p> <p>Management systems hosted as of June 2019:</p> <ul style="list-style-type: none"> • SMS = 17 • Financial = 10
<p>4. Provide LAN/WAN support services supplemented by strategic partners with a focus on enhancing support structure effectiveness, efficiency, and creating a common regional wide infrastructure platform</p> <ul style="list-style-type: none"> • Work toward full compliance with Education Law 2-d and any updates 	<p>Director, Regional Information Center Manager of Technical Services RIC Administrators</p>	<p>Ongoing through July 2024</p>	<p>Support needs for delivery within future common infrastructures assessed by consultation with district stakeholders</p> <p>Outward facing services bundled, where appropriate,</p>	<p>Ongoing</p>

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			with a focus on creating a common regional platform	

Strategy 3: To enhance RIC Financial Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Continue to coordinate, lead, and assist component school districts in implementing, and converting to the new Finance Manager nVision platform. Provide regional leadership in this area by helping to facilitate and manage more effective school operations and resources	Director, Regional Information Center Program Administrator for Financial and District Services RIC Administrators	June 2019	District stakeholders, vendor partners, and RIC Technical Services team coordinated efforts	Completed June 2020 Started in 2015, and 100% of 37 districts converted
2. Provide customized service and support to districts subscribing to hosted services	Director, Regional Information Center Program Administrator for Financial and District Services Manager of Technical Services	Ongoing through July 2024	District service offerings enhanced, expanded, and modernized	Ongoing

Strategy 4: To enhance RIC District Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Enhance existing services and develop new comprehensive services, based on district demand	Director, Regional Information Center		District service offerings enhanced,	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
	Program Administrator for Financial and District Services, RIC Administrators	Ongoing through July 2024	expanded and modernized	<p>In 2017/18, and continued in 2018/19, expanded footprint to 147 districts at an average of 3-5 services per district</p> <p>In 19/20 - continued to expand footprint to 149 districts at an average of 4-5 services per district</p>
<p>2. Work collaboratively with other RICs across the state as common standards and approaches are developed across centers relative to data privacy and security</p> <ul style="list-style-type: none"> Developed and supported Data Privacy and Security resource to assist districts with Education Law 2-d compliance 	Director, Regional Information Center Program Administrator for Financial and District Services RIC Administrators	Ongoing through July 2024	Services related to Data Privacy & Security expanded	<p>Ongoing</p> <p>2018/19 – RIC Directors are analyzing and discussing services in relation to Education Law 2-d and proposed regulations</p> <p>2019-20 – Twenty districts participated in Data Privacy and Security Services</p>
<p>3. Expand service, support, and professional development offerings in the area of virtual learning experiences for students compliant with SED requirements and Common Core standards</p>	Director, Regional Information Center Program Administrator for Financial and District Services	Ongoing through July 2024	Virtual Learning offerings increased	<p>Ongoing</p> <p>2017 - Created partnership with Nassau BOCES</p> <p>2019 – Expanded partnership to include Blended Courses content and Online Learning Academy</p>

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				2020- Facilitated ZOOM licensing in the region in response to Covid-19 Pandemic

Strategy 5: To enhance the RIC’s Acquisition Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Continue to provide acquisition services to component school districts and modify current programs, services, and offerings as needed	Director, Regional Information Center Administrative Coordinator of Technology Acquisitions RIC Administrators	Ongoing through July 2024	Number of procurement vehicles increased	Ongoing
2. Continue to grow district participation by providing leadership, information, research, and new opportunities, services, and programs, and to modify current services and programs	Director, Regional Information Center Administrative Coordinator of Technology Acquisitions RIC Administrators	Ongoing through July 2024	Increased participation especially for East End districts	Ongoing
3. Continue to develop and maintain an understanding of industry and educational trends and research by active participation in associations and organizations	Director, Regional Information Center Administrative Coordinator of Technology Acquisitions RIC Administrators	Ongoing through July 2024	Participation in technology and leadership organizations increased	Ongoing

Strategy 6: Provide a robust student data services program to support districts in the storage, transfer and utilization of student data

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>1. Monitor Suffolk County school districts for compliance with New York state Education Department (NYSED) reporting requirements</p> <ul style="list-style-type: none"> Perform count of districts that report data in compliance with NYSED deadlines 	<p>Director, Regional Information Center Program Administrator, SDS</p>	<p>Annually in August</p>	<p>Timely reporting of data per annual analysis for Suffolk County districts occurs</p>	<ul style="list-style-type: none"> Offered monthly District Data Coordinator (DDC) meetings to assist and update district staff with state mandated requirements and deadlines. Offered virtual DDC meetings to assist and update district staff with state mandated requirements and deadlines. Updated Planning a Year in Data Reporting Guide and corresponding Timelines. These tools assist DDCs in mapping a plan for loading, verifying, and certifying State mandated data. Provided ongoing phone, in-person, and virtual support to districts and schools. Offer one-one-one virtual end of year help sessions. Data warehouse team continually reviews Level 0, Level 1, and Level 2 records and makes appropriate contact with districts if there are issues with data reporting verification Continue to offer seamless virtual support for districts through the COVID

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				Pandemic. Shifting resources and personnel to meet current district needs for as long as necessary.
<p>2. Provide support to New York City Charter Schools in the area of NYSED required student data collection and reporting through face to face and online virtual trainings</p> <ul style="list-style-type: none"> • Perform count of NYC charter schools that report data in compliance with NYSED deadlines 	Director, Regional Information Center Administrative Coordinator, SDS	Ongoing	<p>The majority of NYC Charter Schools have met deadlines to meet reporting requirements in the following areas per annual analysis:</p> <ul style="list-style-type: none"> • Staff data • Student data 	<ul style="list-style-type: none"> • Collaborated with NYC Dept. of Education (DOE) charter school office and Dept. of Instruction and Information Technology to manage data reporting for more than 230 schools. • Continued to advocate to establish a data quality committee with representatives from NYC DOE and charter school staff, others as needed, • Worked with NYC DOE staff to refine data collection protocols. • Continue to develop targeted training engagements to enhance charter school data reporting capacity with an emphasis on data quality.
<p>3. Expand the use of Help Desk Ticketing System to ALL Student Data Services Help Desks. Utilize full capacity of the Help Desk Ticketing System to track and streamline interactions with district personnel, and develop customized “knowledge base solutions” for typical questions.</p>	Director, Regional Information Center All SDS Administrators	Spring 2021	Stakeholder interactions are tracked and evidence of issues being resolved exists in the Ticketing System.	<ul style="list-style-type: none"> • Collaborated with RIC technical staff to investigate implementing Manage Engine as a uniform Help Desk solution for all SDS/RIC programs. • Began planning to rollout system in 2019-20 school year.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			"Knowledge base solutions" are documented in the Ticketing System	
<p>4. Transition data reporting tools to include more dynamic content including, but not limited to, dynamic filtering and charting capabilities to better assist districts with data analysis. These tools will include integration of locally administered assessment data and alignment with state assessment data, integration of non-assessment data that research has shown to impact student achievement (i.e. attendance, discipline), and including reporting tools to assist district compliance with requirements of the Every Student Succeeds Act (ESSA)</p>	<p>Director, Regional Information Center Administrative Coordinator, SDS</p>	<p>June 2024</p>	<p>Fewer and more dynamic data systems in use</p>	<ul style="list-style-type: none"> • Upgraded BARS to utilize Microsoft BI data visualization software. • Collaborating with ESS staff to deliver timely, district requested data visualizations in both BARS and ReportNet. • Collaborating with ESS staff to develop Cognos 11 platform to greater help districts inform instruction. • Continued collaborating with the State Education Department (SED), Educational Support Services 3rd Party Assessment program, and a vendor to develop reporting features and provide support for districts should they wish to utilize the U.S. DOE Climate Survey in the SED Climate Survey pilot project.
<p>5. Increase the number of collaborations with other BOCES, Regional Information Centers (RIC), and/or Level 1 data centers to develop common applications, reporting functions, and services</p>	<p>Director, Regional Information Center All SDS Administrators</p>	<p>June 2020</p>	<p>Common applications, reporting functions, and services are created for</p>	<ul style="list-style-type: none"> • The SDS Student Management System program has continued to collaborate with Lower Hudson RIC to implement the RIC One data transfer API. Expanded RIC One API

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> Progress dependent upon NYSED's leadership and commitment to this initiative 			BOCES and district use	<p>to 10 districts. Brought four additional vendors to the RIC One Marketplace.</p> <ul style="list-style-type: none"> The SDS Test Scanning and Reporting program continues to collaborate with and support 11 other RICs and Big 5 city school districts in the use of the SDS developed New Test Scoring System (NTSS).
<p>6. Assist districts with the transition to Computer Based Testing (CBT) operational testing for grades 3-8 English Language Arts and Mathematics</p>	<p>Director, Regional Information Center Program Administrator, SDS</p>	<p>June 2024</p>	<p>All Suffolk districts and schools successfully administer operational tests via CBT</p>	<ul style="list-style-type: none"> Assisted 27 Suffolk districts with operational CBT in 43 schools, including targeted communications and technical support. Continued collaborating with the SED and other RICs to develop processes for CBT. Hosted SED's CBT Fall Roadshow event and the February CBT Training workshop for Long Island districts.
<p>7. Collaborate with districts to improve and enhance training opportunities for Student Management Systems (SMS) support services.</p>	<p>Director, Regional Information Center Program Administrator, SDS</p>	<p>Ongoing</p>	<p>Based upon district input, training provided in multiple formats and locations. Training calendars will be revised as required to meet articulated district needs.</p>	<ul style="list-style-type: none"> Offered dual online/classroom training events via webinar. Offer ad hoc trainings on demand at the Defeo computer lab. Increased master schedule training opportunities.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				<ul style="list-style-type: none"> Added School Dismissal Manager as a SMS add on system.
<p>8. Enhance the suite of products supported by the Special Education Help Desk to meet the diverse needs of students with disabilities.</p>	<p>Director, Regional Information Center Administrative Coordinator, SDS</p>	<p>Ongoing</p>	<p>New products to strengthen and support students' academic learning, identify and target struggling students, and provide interventions to remediate learning challenges are provided.</p>	<ul style="list-style-type: none"> Hear Builder special education software solution added as a service offering. Expanded N2Y suite of applications with new offerings.

Resources Required:

- Personnel
 - Adequate and appropriately trained staff. Resources are continually monitored and evaluated
- Facilities
 - Need for additional workspace for expanding RIC programs is anticipated.
 - Need for conference room space
- Time
 - Project and work timelines are strategically determined and implemented, to the best of our ability
 - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities
- Equipment
 - Equipment needs are carefully planned and budgeted for.

- Funding
 - Revenue from district participation in RIC services
 - Grant funding will be sought as appropriate and available

Baseline Data: 2017

- **Core Data:**
 - CoSer Survey responses and feedback from participating districts

Program evaluations/bi-annual results of CoSer Survey

Program Evaluations/ CoSer Survey Results	CoSer #	BASELINE 2016-17	PROJECTION 2024	RESULTS – CoSer Survey Results							
				Average Rating							
				2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Distance Learning – Safari	444.310	3.8	3.8	3.8		3.5					
IT Acquisitions – One Time	514.130	3.4	3.5	3.4		3.8					
Internet Service Provisioning	514.210	3.7	3.7	3.7		4.0					
Intellipath Line Changes	644.110	3.4	3.5	3.4		3.3					
Verizon Phone Charges	644.150	3.1	3.2	3.1		3.0					
SDS: eSchool Data	601.710	3.5	3.5	3.5	N/A	3.5	N/A		N/A		N/A
SDS: Frontline RTI	601.030	3.8	3.7	3.8	N/A	4.0	N/A		N/A		N/A
SDS: IEP Direct	601.040	3.8	3.8	3.8	N/A	3.5	N/A		N/A		N/A
SDS: Infinite Campus	601.610	3.4	3.8	3.4	N/A	3.8	N/A		N/A		N/A
SDS: Medicaid Module	601.050	3.7	3.5	3.7	N/A	3.4	N/A		N/A		N/A
SDS: n2y Unique Licenses	601.845	3.5	3.7	3.5	N/A	3.6	N/A		N/A		N/A
SDS: NYSE Directors	601.060	3.6	3.7	3.6	N/A	3.6	N/A		N/A		N/A
SDS: PowerSchool	601.510	3.6	3.7	3.6	N/A	3.5	N/A		N/A		N/A
SDS: SchoolTool	601.850	3.8	3.8	3.8	N/A	4.0	N/A		N/A		N/A
SDS: Test Scanning & Reporting	601.990	3.7	3.8	3.7	N/A	3.7	N/A		N/A		N/A

	BASELINE	PROJECTION	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	2016-17	2023-2024							
Participation in RIC services	142/NYS districts	160/NYS districts	147	143	172				
Average component district participation in RIC Services	97%	98%	97%	97%	97%				
RIC Leadership events	13	15	13	4	15/yr				
Suffolk Technology Director meetings	8/yr.	9/yr.	8/yr.	8/yr	8/yr				
RIC Advisory Council meetings	3/yr.	4/yr.	3/yr.	2/y	3/yr				
Statewide RIC Directors meetings	11/yr.	11/yr.	11/yr.	11/yr	11/yr				
# of hosted server instances	190	225	349	392	360				
Volume of NOC disk space	250Tb	500Tb	272	405	1400Tb				
Financial Services events	4	6	3/yr.	2	2				
Data and software application hosting, data recovery, data backup, and document scanning and hosting	61 districts	65 districts	60 districts	62 districts	62 districts				
District Services events	4	6	2/yr	3/yr	4/yr				
Data Privacy and Security Services	3 districts	20 districts	10 districts	12 districts	20 districts				
Virtual Learning	4 districts	20 districts	6 districts	14 districts	16 districts				

	BASELINE 2016-17	PROJECTION 2023-2024	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Other Administrative Technology and Application Support	142 districts	160 districts	143 districts	147 districts	149 districts				
Technology Acquisitions events	6	12	9	11	8				
Participating in RIC Acquisition Services	41/districts	46/districts	48	55	54				
Number of East End districts participating in RIC Acquisition Services	9	18	11	16	16				
# RIC Acquisition Services Projects	267	332	275	296	318				
# of Procurement Vehicles	13	20	18	17	19				
Computer-based testing	5 schools	40 schools	30 schools	45 schools	No 3-8 ELA or Math testing done due to COVID				
Smart Schools	10 districts approved	33 districts approved	35 districts approved	41 districts approved	56 districts approved				
Technology planning	68 schools approved	69 schools approved	N/A	N/A	N/A				

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SDS: Data Warehouse	69/69	69/69	69/69	69/69	69/69				
SDS: Special Education	50/69	53/69	50/69	52/69	52/69				
SDS: Student Management Systems	66/69	66/69	66/69	66/69	66/69				
SDS: Test Scanning and Reporting	69/69	69/69	69/69	69/69	All 69 use the service, but other than January Regents, there was no testing in 2019-20				
# of Suffolk districts complying with NYSED reporting deadlines	69	69	69	69	69				
# of NYC charter schools supported	215/215	272/272	227/227	235/235	260/260				
% of NYC charter schools that report NYSED accountability data	98%	100%	100%	99%	100%				
Enhanced BARS - # of participating districts	0	20	4	7	3-service discontinued				

Strategic Action Plan V: Human Resources

Responsible Administrator: Assistant Superintendent
for Human Resources

Collaborators: Assistant Superintendent for Human Resources
Executive School Personnel Officer for Human
Resources
Program Administrator for Human Resources
Assistant to the Assistant Superintendent for
Human Resources
Administrative Assistant
Officer of Certification
Administrative Assistant for Human Resources
Administrative Council
Regional Diverse Educators Advisory Council

Objective: By July 2024, the Eastern Suffolk BOCES Department of Human Resources will be a resource, both internally to the agency and regionally to component school districts, promoting best practices that ensure compliance with local, state, and federal employment laws; maintain a highly skilled workforce to meet a full range of student needs; and improve operational and fiscal efficacy.

The success of this objective will be measured by:

- Data that reflect workforce demographics
- Participation in recruitment activities
- Participation in professional development opportunities
- Participation in shared services
- Qualitative data related to compliance findings
- Quantitative data related to stakeholder satisfaction surveys.

Strategy 1: Regional Personnel Administrators Council Meetings

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate Personnel Administrators Council meetings, in-person and virtually	Assistant Superintendent for Human Resources	2017-2023	Increased participation; survey positive rating > 85%	Ongoing Survey developed and sent to PAC group
2. Facilitate quarterly New Personnel Administrators Collegial Circle meetings	Assistant Superintendent for Human Resources	2017-2023	Survey positive rating > 85%	Ongoing
3. Develop and administer PAC & NPACC survey		Ongoing		Survey developed and sent to NPACC group

Strategy 2: Development of Shared Services to support best practices in Human Resource Administration for component districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. NIS (602) – Evaluate effectiveness of program	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2023	CoSer survey results indicating service meets district needs	Re-formatting and re-marketing NIS service
2. NIS – Revise or restructure service within other shared services offered to districts	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2020-2021	District subscription levels	Creating contract database on website (password protected)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Personnel Services (606)	Assistant Superintendent for Human Resources Administrative Assistant for Human Resources Program Administrator for Human Resources	2017-2023	CoSer survey results indicating service meets district needs	Ongoing
4. Recruitment (608)	Assistant Superintendent for Human Resources Program Administrator for Human Resources Administrative Assistant for Human Resources	2017-2023	CoSer survey results/ Growth in subscription	Ongoing

Strategy 3: Automation of Human Resource daily transactions, onboarding, benefits, and digital records management

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a digital records retention management system for certain employee records and transactions that complies with State/Federal regulations concerning secure electronic data storage and retention, and purging obsolete records accordingly	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Human Resources Administrative Assistant for Human Resources	2023	Selection and implementation of automated system	A software solution has been identified. Software supports; a) records management b) recruitment c) onboarding d) form routing/management e) benefits administration Selected School Front. Implemented during 2019-2020 school year.
2. Evaluate systems appropriate for automation of HR transactions: a: onboarding functions	Assistant Superintendent for Human Resources	2020	System meets the Agency operational, fiscal,	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<ul style="list-style-type: none"> b. benefits administration c. records scanning d. digital record retention 	Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Administrative Assistant for Human Resources Employee Benefits Supervisor for Human Resources		and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion	Completed 2018 School Front
3. Implementation of systems appropriate for automation of HR transactions: <ul style="list-style-type: none"> a: onboarding functions b: benefits administration c: records scanning d: digital record retention 	Assistant Superintendent for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Administrative Assistant for Human Resources	2020	System meets the Agency operational fiscal, and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion	

Strategy 4: Establish a training program to improve fundamental understanding of: 1) Compliance issues specific to the educational setting (public employees); 2) Local, State, and Federal policies, regulations, and procedures; 3) Effective techniques to manage workplace issues (e.g., supervision, workplace civility, contemporary issues, wellness, conducting performance reviews, etc.)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a formal employee training program that provides: <ul style="list-style-type: none"> a. fundamental understanding of 	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2023	Workshops offered to meet the objectives	Ongoing

<p>compliance issues, specific to the educational setting;</p> <p>b. continuing education on Agency policies and procedures; and</p> <p>c. guidance and training on workplace issues (e.g., supervision, customer service, wellness, conducting performance reviews, etc.</p>	<p>Executive School Personnel Officer for Human Resources</p>		<p>outlined in Strategy 4</p> <p>Participation in workshops and positive participant feedback</p>	<p>1) NYSED approval to revise recruitment CoSer allowing professional development in the area of Human Resource Management/Best Practices</p>
---	---	--	---	--

2017/18 – Professional Development workshops offered:

- **NYSASBO: Routines that Ensure Effective Supervision**
- **Admin/Sup Seminar: Progressive Discipline**
- **Agency Wide PD: How to Respond to Challenging Employee Issues**
- **Civil Service Managers: Effective Methods for First Time Supervisors**

This year (2017/18), we received approval from NYSED to revise recruitment CoSer so that we can provide professional development in the area of Human Resource Management/Best Practices

2018/19 – Professional Development workshops offered:

- **NYSASBO: Suffolk County: Effective Documentation for Supervisors**
- **EISS ADA Accommodations & Performance vs. Disability issues for Supervisors**
- **NPACC Effective Leadership Book Study (Dare to Lead by Brené Brown)**
- **Civil Service – Effective Supervision Workshop (ESBOCES agency wide workshop) & Riverhead**
- **Suffolk County Facility Manager Annual Conference – Supervisor Workshop**
- **Reasonable Suspicion Training for Middle Country – October 2018 Transportation Department**

2019/20 – Professional Development workshops offered:

- **NYSASBO: Suffolk County: Effective Documentation for Supervisors**
- **MASLA: Labor Relations and School Closures**
- **Little-Mendelson: Various Employer and Workplace Responsibility Workshops**

Strategy 5: Establish systems to ensure compliance with local, state, and federal policies, regulations, and procedures, and to manage workplace issues.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish WinCap Quality Review Committee and facilitate regular meetings to identify problems/issues, identify key personnel to assign to specific problems/issues, and determine resolutions thereof	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2023	Consistency in Agency's compliance in IRS, DOL, ACA, and other regulations; reduction in identified obstacles/errors in the financial software (WinCap)	This item is completed 2017/2018

Data for Strategy 1

Attendance Data from Personnel Administrators Council and New Personnel Administrators Collegial Circle Meetings

Personnel Administrators Council			New Personnel Administrators Collegial Circle		
School Year	No. of Meetings	No. of Attendees	School Year	No. of Meetings	No. of Attendees
2015-16	4	55, 16, 43, 10	2015-16	Not Applicable	Not Applicable
2016-17	4	30, 15, 15, 17	2016-17	3	3, 4, 5
2017-18	4	20, 20, 25, 18	2017-18	3 10/12/17; 2/12/18; 4/12/18	4,6,5
2018-19	3 9/25/18, 1/23/19, 6/4/19	24, 28, 17	2018-19	3 10/19/18, 12/17/18, 2/1/19	9,6,6
2019-20	13	30, 27, 33, 36, 24, 30, 31, 15, 18, 22, 29, 31, 30	2019-20	2 11/20/19, 5/15/20	7,7

2017-2018 PAC Professional Development Topics Delivered

9/27/17 “Elder Care is the New Child Care – How Much is Elder Caregiving Costing Your Organization?” Presenter – Melissa Negrin, Wiener, Esq., Genser Dubow Genser and Cona, LLP

11/14/17 Frontline Education “Human Resources Management Systems to Create Efficiency and Reduce Paper” Presenter – Geri Resta, Frontline Education

1/23/18 “Drug and Alcohol Guidelines” and “Reasonable Suspicion Training” Presenters – Lisa Griffith, Esq., Littler Mendelson PC, Police Officer Jim Spadaro, SCPD

6/15/18 “Presenting Harassment in the Workplace: What to do When Claims are Made and Information about New Regulations” Presenter – Lisa Griffith, Esq., Littler Mendelson PC

2018-2019 PAC Professional Development Topics Delivered

During the 2018-19 school year, ESBOCES provided personnel administrators, and other administrators who attended the Personnel Administrators Council meetings, with presentations on topics such as:

1. **September 25, 2018:** *Topics: NYS Anti-Sexual Harassment Laws; Recruitment Co-Ser and Diversity Job Fair; Certification updates; and Civil Service changes in titles.*
2. **January 23, 2019:** *The Intersection of HR and EAP: When it is Appropriate and When it is Not (Michael Miles, Ed. D., LCSW-R, ACSW, Program Administrator Employee and Student Assistance Service (EAP); and*
3. **June 4, 2019:** *Topics: Governor’s Proposal re: Public Employee Personal Information; and Guercio & Guercio memo re: Suffolk County Ban on Salary History.*

Data for Strategy 2

Participation in Shared Services

CoSer Name	CoSer No.	No. of Participating Districts			
		2016-2017	2017-2018	2018-2019	2019-20
NIS	602	16	13	13	14
Recruiting Service	608	11	11	11	13
Personnel Services	606	4	3	3	1

Data for Strategy 4

Participation in HR-sponsored training sessions

Workshops	No. of Workshops		No. of Participating Districts		Candidates	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Regional Certification	6	28	6	6	92	169
Diversity/Career	3	2	17	N/A	73	31
HR Best Practices	2	N/A	2	N/A	61	N/A

School Year	Total No. of Teachers (approximate)*	Total No. of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09	639	90	14.1%
2009-10	623	46	7.4%
2010-11	588	35	5.9%
2011-12	554	29	5.2%
2012-13	531	32	6.0%
2013-14	516	34	6.6%
2014-15	513	47	9.1%
2015-16	532	59	11.1%
2016-17	534	73	13.7%
2017-18	588	91	15.5%
2018-19	622	93	15.0%
2019-20	632	139	22.0%

Data for Strategy 5

Summary of indicators such as audit report low risk rating, error free administration of ACA regulations, successful outcomes in claims originating from agencies such as DHR, DOL, EEOC, etc.

The Auditors Risk Assessment Report 2018, showed evidence that previously identified items are now closed. The Department of Human Resources successfully implemented the WinCap personnel Agenda Module, thereby increasing efficiency through the elimination of redundant functions. Additionally, the risk indicators for two functions, general employee administration and hiring/separation of employees, moved from a medium to a low control risk, demonstrating an improvement in controls for these functions.

Summary data from workplace survey – not yet available – (EAP has administered survey)

Strategy 6: The ESBOCES Department of Human Resource will promote best practices within the Agency and the region to recruit and retain a culturally and ethnically diverse workforce that represents the demographic diversity of the region’s students and community.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct analysis of current staff demographics and hiring trends for 2013-14 through 2016-17 to establish baseline data	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Establishment of current baseline data for staff demographics and hiring trends for 2013-14 through 2016-17	Completed
2. Establish a Regional Diverse Educators Advisory Council to identify regional obstacles	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Participation in Regional Diverse Educators Advisory Council Publication of identified regional obstacles	Completed
3. Identify regional goals to close the gap between the demographic composition of students and that of Agency/District employees	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2019	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Ongoing
4. Utilize the Regional Diverse Educators Advisory Council to inform recruitment efforts across the region	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2020	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Ongoing Annual Meeting (8/5/20)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Identify barriers to recruiting and retaining a highly qualified and diverse (instructional and administrative) workforce and establish viable solutions for eliminating identified barriers	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Completed 2018
6. Develop partnerships with regional universities/colleges and organizations to establish strong candidate pipelines into the Agency	Program Administrator for Human Resources	2019	Data from universities/colleges and organizational partnerships	Ongoing
7. Enhance promotional strategies for the annual Career Fair to encourage candidate participation	Program Administrator for Human Resources	2019	Increase in candidate and district participation	Ongoing
8. Identify universities/colleges and establish regular meetings with appropriate personnel representing those organizations	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Evidence of regular meetings and related agendas	Ongoing
9. Identify local organizations with the ability to reach highly qualified and diverse candidates and establish regular meetings with appropriate personnel representing those organizations	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Evidence of regular meetings and related agendas	Ongoing
10. Evaluate benefits of expanding advertising network through professional listserv and social media venues	Program Administrator for Human Resources	2019	Report resulting from this evaluation process	Completed 2018

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
11. Develop professional development opportunities to raise awareness of biases that may influence hiring practices and that may impact hiring decisions	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2020	Professional development opportunities and resulting evaluations.	Ongoing
12. Establish inclusive and consistent hiring practices that allow the Agency to recruit, and supervision and evaluation systems that retain, highly qualified candidates	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2018	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Completed 2018 Ongoing
13. Assess the effectiveness of current hiring practices pursuant to the Hiring Practices Manual	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Establishing inclusive and consistent hiring practices that allow the Agency to recruit and retain highly qualified candidates from strong candidate pipelines is the anticipated outcome of this objective	Completed 2018
14. Ensure that hiring committee composition and practices align with approved practices as per the Hiring Practices Manual	Program Administrator for Human Resources	2019	Annual hiring practices manual update/revisions	Completed 2018

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
15. Support best practices and fidelity to established hiring practice procedures	Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2018		Completed 2018
16. Recruit and retain highly qualified instructional and administrative staff	Assistant Superintendent for Human Resources Associate Superintendent for Educational Services	2018	BEDS data reflects that 100% of instructional and administrative staff are highly qualified	Ongoing
17. Administrator to be present at all interviews for administrative titles; review process; assess quality of applicants and procedural fidelity	Program Administrator for Human Resources	2018-2023	Evidence of HR administrator attendance for all administrative title interviews	Ongoing
18. Establish a system to continually monitor the alignment between staff and student demographics and diversity, both internally and throughout the region	Program Administrator for Human Resources Administrative Council	2020	Data from system used to monitor ESBOCES and regional staff and student demographic alignment	Ongoing

Baseline Data

1. Participation in annual Career Fair (district participation, highly qualified candidate participation) (Demographic makeup of candidates participating in the fair not yet available)

Career Fair			
School Year	Date	No. of Participating Candidates	No. of Participating Districts
2016-17	February 11, 2017	135	10 + ESBOCES
2017-18	March 24, 2018	262	11 + ESBOCES
2018-19	April 13, 2019	280	12 + ESBOCES
2019-20	April 18, 2020 (held virtually)	169	13 + ESBOCES

2. Quantify University/College/Organizational Membership in ESBOCES Regional Diverse Educators Advisory Council and Diverse Educators Partnership – (*Note: these categories may contain individuals representing multiple organizations)

	ESBOCES	SCSSA	SHRM	Higher Education	K-12 District	Other BOCES	Union/Labor Organization	Total
2018-19	7	1*	2*	5	4	2	3	22
*2019-20	0	0	0	0	0	0	0	0

*2019-20 Advisory Council meeting canceled due to shutdown.

3. Summary Data Regarding Recruitment (number of hired employees and respective unit/group, including position changes).

	ASUP	BEES	CSEA	UPSE	PARA	SDEV	DPMM	ANI	NREP	TOTAL
2015-16	6	56	5	39	110	4	1	0	6	227
2016-17	4	36	2	23	124	4	0	4	4	201
2017-18	5	52	1	34	187	4	0	2	3	288
2018-19	8	78	2	49	180	3	0	4	9	333
2019-20	6	56	1	33	158	1	1	4	9	269

4. Longevity/Retention Data – From 2019 Job Fair hires awaiting data for entire hiring cycle

	No. of Responses	Aide	Teaching Assistant	Teacher	Administrator	TOTAL
2018-19	89	0	0	5	1	6
2019-20						
2020-21						

5. EEOC Data

Executive/Senior Officials/Managers (Cabinet, Administrative Council)

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	10	90.91%	12	92.31%	13	92.86%	13	100.00%	13	92.86%	10	90.91%	12	92.31%	13	92.86%	13	100.00%	13	100.00%
Black or African American	1	9.09%	1	7.69%	1	7.14%	0	0.00%	1	7.14%	1	9.09%	1	7.69%	1	7.14%	0	0.00%	0	0.00%
Hispanic or Latino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Staff / % Minority	11	9.09%	13	7.69%	14	7.14%	13	0.00%	14	7.14%	11	9.09%	13	7.69%	14	7.14%	13	0.00%	13	0.00%

EEOC data (continued)

First/Mid Officials & Managers (Administrative/Supervisory Unit, Non-Represented Technical Administrators, & Non-Represented Certificated Adminstrators)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	86	93.48%	87	91.58%	76	91.57%	72	93.51%	73	93.59%	86	93.48%	87	91.58%	76	91.57%	72	93.51%	73	93.59%	3	88.61%
Black or African American	4	4.35%	4	4.21%	2	2.41%	3	3.90%	3	3.85%	4	4.35%	4	4.21%	2	2.41%	3	3.90%	3	3.85%	6	7.59%
Hispanic or Latino	2	2.17%	2	2.11%	2	2.41%	1	1.30%	1	1.28%	2	2.11%	2	2.11%	2	2.41%	1	1.30%	1	1.28%	1	1.27%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	1	1.05%	1	1.20%	1	1.30%	1	1.28%	0	0.00%	1	1.20%	1	1.22%	1	1.30%	1	1.28%	1	1.27%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	1	1.05%	2	2.41%	0	0.00%	0	0.00%	0	0.00%	1	1.05%	2	2.41%	0	0.00%	0	0.00%	1	1.27%
Declined																						
Total Staff / % Minority	92	6.52%	95	8.42%	83	8.43%	77	6.49%	78	6.41%	92	6.52%	95	8.42%	83	8.43%	77	6.49%	78	6.41%	79	10.13%

EEOC data (continued)

Professionals (BEES, UPSEU, Health, Teaching Assistants, & Non-Represented Educators)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	934	92.48%	884	92.57%	833	92.66%	779	92.19%	715	92.02%	732	92.54%	772	92.46%	788	92.27%	822	91.13%	904	90.77%	936	90.09%
Black or African American	22	2.18%	20	2.09%	18	2.00%	17	2.01%	14	1.80%	17	2.15%	17	2.04%	18	2.11%	19	2.11%	23	2.31%	26	2.61%
Hispanic or Latino	42	4.16%	40	4.19%	37	4.12%	37	4.38%	37	4.76%	32	4.05%	36	4.31%	41	4.80%	48	5.32%	53	5.32%	62	6.22%
Native Hawaiian or Pacific Islander	2	0.20%	2	0.21%	2	0.22%	2	0.24%	3	0.39%	2	0.25%	2	0.24%	1	0.12%	2	0.22%	2	0.20%	2	0.20%
Asian	1	0.10%	1	0.10%	1	0.11%	1	0.12%	1	0.13%	1	0.13%	1	0.12%	3	0.35%	4	0.44%	7	0.70%	8	0.80%
American Indian or Alaskan Native	6	0.59%	5	0.52%	5	0.56%	5	0.59%	3	0.39%	2	0.25%	2	0.24%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	3	0.30%	3	0.31%	3	0.33%	4	0.47%	4	0.51%	5	0.63%	5	0.60%	3	0.35%	7	0.78%	7	0.70%	5	0.50%
Total Staff / % Minority	1010	7.52%	955	7.43%	899	7.34%	845	7.81%	777	7.98%	791	7.46%	835	7.54%	854	7.73%	902	8.87%	996	9.24%	1039	9.91%

EEOC data (continued)

Technicians (CSEA & DPMM)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	50	89.29%	55	88.71%	55	88.71%	54	90.00%	37	90.24%	50	89.29%	55	88.71%	55	88.71%	54	90.00%	37	90.24%	51	87.93%
Black or African American	2	3.57%	2	3.23%	2	3.23%	1	1.67%	1	2.44%	2	3.57%	2	3.23%	2	3.23%	1	1.67%	1	2.44%	34	5.17%
Hispanic or Latino	1	1.79%	1	1.61%	1	1.61%	2	3.33%	2	4.88%	1	1.79%	1	1.61%	1	1.61%	2	3.33%	2	4.88%	23	3.45%
Native Hawaiian or Pacific Islander	1	1.79%	1	1.61%	1	1.61%	1	1.67%	0	0.00%	1	1.79%	1	1.61%	1	1.61%	1	1.67%	0	0.00%	1	1.72%
Asian	0	0.00%	1	1.61%	1	1.61%	1	1.67%	1	2.44%	0	0.00%	1	1.61%	1	1.61%	1	1.67%	1	2.44%	0	0%
American Indian or Alaskan Native	2	3.57%	2	3.23%	2	3.23%	1	1.67%	0	0.00%	2	3.57%	2	3.23%	2	3.23%	1	1.67%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.50%	1	1.47%	1	1.39%	1	1.43%	1	1.72%
Declined																					0	0%
Total Staff /% Minority	56	10.71%	62	11.29%	62	11.29%	60	10.00%	41	9.76%	56	10.71%	62	11.29%	62	11.29%	60	10.00%	41	9.76%	58	12.07%

EEOC data (continued)

Administrative Support (UPSEU Clerical, & Non-Represented Support Staff)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	326	95.04%	314	94.29%	296	94.27%	280	92.72%	288	92.90%	271	92.18%	287	92.28%	272	93.15%	264	93.29%	257	93.80%	245	92.45%
Black or African American	3	0.87%	3	0.90%	3	0.96%	6	1.99%	4	1.29%	5	1.70%	5	1.61%	3	1.03%	2	0.71%	1	0.36%	5	1.89%
Hispanic or Latino	12	3.50%	15	4.50%	15	4.78%	15	4.97%	13	4.19%	14	4.76%	15	4.82%	15	5.14%	15	5.30%	14	5.11%	13	4.91%
Native Hawaiian or Pacific Islander	1	0.29%	0	0.00%	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	1	0.33%	2	0.65%	3	1.02%	3	0.96%	2	0.68%	2	0.71%	2	0.73%	1	0.38%
American Indian or Alaskan Native	1	0.29%	1	0.30%	0	0.00%	0	0.00%	1	0.32%	1	0.34%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Declined																					1	0.38%
Total Staff / % Minority	343	4.96%	333	5.71%	314	5.73%	302	7.28%	310	7.10%	294	7.82%	311	7.72%	292	6.85%	283	6.71%	274	6.20%	265	7.17%

EEOC data (continued)

Craft Workers (Maintenance Mechanics)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	10	100.00%	10	100.00%	10	100.00%	8	100.00%	9	100.00%	7	100.00%	8	100.00%	8	100.00%	8	100.00%	8	100.00%	7	87.50%
Black or African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	12.50%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Staff / % Minority	10	0.00%	10	0.00%	10	0.00%	8	0.00%	9	0.00%	7	0.00%	8	0.00%	8	0.00%	8	0.00%	8	0.00%	8	12.50%

EEOC data (continued)

Service Workers (Aides, Custodians, & Grounds)

Job Categories	2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019	
Service Workers (Aides, Custodians, Grounds)	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	554	87.52%	543	86.88%	507	87.11%	498	88.45%	466	87.92%	490	87.66%	524	86.90%	530	86.74%	574	86.19%	575	85.32%	562	81.80%
Black or African American	26	4.11%	25	4.00%	24	4.12%	20	3.55%	18	3.40%	17	3.04%	22	3.65%	25	4.09%	31	4.65%	34	5.04%	45	6.55%
Hispanic or Latino	38	6.00%	39	6.24%	35	6.01%	30	5.33%	31	5.85%	36	6.44%	40	6.63%	36	5.89%	40	6.01%	47	6.97%	55	8.01%
Native Hawaiian or Pacific Islander	1	0.16%	1	0.16%	1	0.17%	1	0.18%	1	0.19%	1	0.18%	1	0.17%	1	0.16%	1	0.15%	1	0.15%	1	0.15%
Asian	4	0.63%	5	0.80%	4	0.69%	5	0.89%	6	1.13%	6	1.07%	7	1.16%	8	1.31%	10	1.50%	7	1.04%	8	1.16%
American Indian or Alaskan Native	10	1.58%	10	1.60%	9	1.55%	7	1.24%	5	0.94%	5	0.89%	5	0.79%	5	0.82%	3	0.45%	4	0.59%	4	0.58%
Two or More Races	0	0.00%	2	0.32%	2	0.34%	2	0.36%	3	0.57%	4	0.72%	4	0.66%	6	0.98%	7	1.05%	6	0.89%	8	1.16%
Declined																					4	58%
Total Staff / % Minority	633	12.48%	625	13.12%	582	12.89%	563	11.55%	530	12.08%	559	12.34%	603	13.10%	611	13.26%	666	13.81%	674	14.69%	687	17.61%
Total Minority Staff for All Categories	185	8.57%	188	8.99%	174	8.86%	165	8.83%	157	8.93%	160	8.93%	174	9.18%	179	9.28%	205	10.13%	223	10.50%	259	12.05%

6. Exit Interview Data From Office of Chief Operating Officer –

- a) **Employees separating from ESBOCES have the option of taking part in an exit interview. All requested exit interviews are conducted by the COO. Information gathered from exit interviews is reflected upon and used to improve ESBOCES programs.**

7. With the establishment of the Regional Diversity & Equity Advisory Council and ESBOCES RDE Committee, we have identified the following goals:

- a) **Use non-traditional strategies for targeted recruitment**
- b) **Communication with institutions of higher education that traditionally serve non-white populations.**
- c) **Develop true recruitment events (job fair, follow-up interaction, networking events, professional development recommendations to increase inclusive culture among district faculty).**

Strategy 7: The ESBOCES Department of Human Resources will identify opportunities suitable for all staff in areas such as workplace civility, supervision, and communication to develop skills and professional learning that: 1) improve employee talent; 2) align talent development with Agency needs; and 3) support succession planning among administrative, instructional, and support personnel.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop/identify a system to analyze performance evaluations for administrative, instructional, and classified Civil Service personnel	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council	2020	Ability to compile quantifiable data that can be used for analytical purposes	Induction Model

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>2. Identify and code for variables in each performance evaluation system used throughout the Agency</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2020</p>	<p>Ability to compile quantifiable data that can be used for analytical purposes</p>	
<p>3. Use analytical tools to quantify and summarize agency wide professional development needs based upon analysis of performance evaluations</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2020</p>	<p>Availability of quantified data from evaluations and predictors of professional development gaps/needs</p>	
<p>4. Develop a system to annually identify and align all current professional development opportunities available to Civil Service, administrative, and instructional personnel</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2020</p>	<p>Report identifying professional development needs based upon annual performance evaluations</p>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>5. Review professional development opportunities offered to employees and determine which are available to Civil Service staff, administrative staff, and instructional staff</p>	<p>Assistant Superintendent, Human Resources Program Administrator; Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2018</p>	<p>Report identifying professional development and audience composition; report should also identify gaps in professional development offered to some, but not all employees</p>	<p>Completed 2018</p>
<p>6. Use professional development needs analysis to align staff needs with professional development opportunities</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2020</p>	<p>Report identifying professional development needs based upon annual performance evaluations</p>	<p>Ongoing</p>
<p>7. Develop systems for tracking personnel issues and/or surveying supervisory staff to identify workplace civility and supervisory needs</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2018</p>	<p>Workplace survey data (EAP)</p>	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<p>8. Develop system to distribute professional development recommendations to supervisors and employees</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2020</p>	<p>Report identifying professional development needs based upon annual performance evaluations</p>	
<p>9. Establish a strategy to inform succession planning among administrative, instructional, and support personnel</p>	<p>Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer Assistant to the Assistant Superintendent for Human Resources Administrative Council</p>	<p>2019</p>	<p>Report identifying professional development needs based upon annual performance evaluations</p>	
<p>10. Develop a system to provide Cabinet-level administration with an annual three-year succession planning report</p>	<p>Assistant Superintendent for Human Resources</p>	<p>2019</p>	<p>Data compiled with retirement predictors</p>	

1. Data Tracking Teacher Professional Advancement (contractual lane increases not mandated by ESBOCES or SED)

School Year	Total No. of Teachers (approximate)*	Total No. of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09	639	90	14.1%
2009-10	623	46	7.4%
2010-11	588	35	5.9%
2011-12	554	29	5.2%
2012-13	531	32	6.0%
2013-14	516	34	6.6%
2014-15	513	47	9.1%
2015-16	532	59	11.1%
2016-17	534	73	13.7%
2017-18	588	91	15.5%
2018-19	622	93	15.0%
2019-20	632	139	22.0%

2. Data Tracking Instructional and Administrative Staff Professional Development (PD) Participation in Agency-offered PD – not yet available

3. Data Tracking NYS Mentoring Requirements for Instructional and Administrative Staff

School Year	No. of Instructional Staff Members Mentored	No. of NYS Formal Mentees	No. of Administrative Staff Members Mentored
2015-16	316	72 (1 of whom is substitute)	9
2016-17 (as of February, 2017)	310	62 (3 of whom are substitutes)	8
2017-18	385	59 (3 of whom are substitutes)	6
2018-19	346	52	4
2019-20	366	48	6

4. Retirement Data

Unit or Group	Number of Retirees				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Administrators, including Non-Represented	4	3	5	2	4
Teachers	13	20	22	32	29
Para Educators	25	44	35	51	35
UPSEU, DPMM, CSEA, Adult Lit., Adult Nursing	14	25	27	23	33
Non-Represented Civil Service	4	2	1	4	3
10-Month and 12 Month Educators, EAP Certified			1	-	-

5. Succession Data –not yet available

School Year	No. of Instructional Staff Members Mentored	No. of NYS Formal Mentees	No. of Administrative Staff Members Mentored
2015-16	316	72 (1 of whom is substitute)	9
2016-17 (as of February, 2017)	310	62 (3 of whom are substitutes)	8
2017-18	385	59 (3 of whom are substitutes)	6
2018-19	346	52	4
2019-2020	366	48	6

This page is intentionally left blank

Strategic Action Plan VI: Communications and Public Relations

Responsible Administrator:
Program Administrator for Communications and Research

Collaborators:
Administrative Council Members
Communications Advisory Committee
Office of Communications Staff

Objective: By July 2024, there will be a measurable increase in the engagement with all members of the Eastern Suffolk BOCES community, both internal and external, by productively interacting with the media; developing and identifying new and innovative methods of communication; complying with all federal, state, and local regulatory authorities regarding print and electronic communication; and aligning all activities with the mission, beliefs, and goals of the agency.

The success of this objective will be measured by:

- The number of articles appearing in local and regional news outlets
- Traffic to ESBOCES and Academy websites
- The number of followers on ESBOCES and Academy social media sites
- The number of outgoing press releases, website articles, media pitches, social media posts that are produced by ESBOCES Public Relations, as well as other miscellaneous activities with the media
- Evaluating the effectiveness of print and electronic communication via biennial surveys
- Field testing of emerging communication technology with internal and external stakeholders and the general public

Strategy 1: Provide a forum by which the Office of Communications can optimally support the communication needs of agency-wide programs and services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate the Communications Advisory Committee	Program Administrator Communications & Research	Ongoing through 2024	Regular meetings that move forward agenda items brought forward by the Administrative Council and communication challenges are discussed.	Ongoing
2. Meet with Administrative Council and Cabinet	Program Administrator Communications & Research	Ongoing through 2024	Meetings as needed where communication ideas and challenges are discussed	Ongoing

Strategy 2: Gather knowledge of Agency initiatives, events, activities, and communication needs in order to promote and support agency-wide programs and services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Attendance at/participation in multiple agency committees	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Regular meetings where public relations ideas are shared	Ongoing
2. Meet with Administrative Council and Cabinet	Program Administrator Communications & Research	Ongoing through 2024	Meetings as needed where	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			public relations ideas are shared	
3. Engage with staff and students agency wide by regular visits to building events and through social media	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	<ul style="list-style-type: none"> Agency newsletters Regular visits to building events Social media posts 	Ongoing
4. Establish building/program public relations liaisons	Program Administrator Communications Advisory Committee	May 2019	Liaison identified	Annually
5. Train PR liaisons	Program Administrator Communications Staff	May 2019 then annually	Annual training completed	2019-20 training completed
6. Evaluate need for PR liaisons for non-instructional programs	Communications Advisory Committee Communications Staff	December 2019	Decision made	In progress with ESS

Strategy 3: Maintain state of the art skills and current knowledge of communications technology and best practices in order to provide high quality communication services that align with our diverse community.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Attend workshops – all Communications Staff	All staff of Communication & Research	Ongoing through 2024	Attendance at workshops	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Develop Biennial Communications Survey 2017 – Internal Staff 2021 – Internal & External	Program Administrator Communications & Research	Fall 2017 Spring 2021	Approval of survey questions by Communications Advisory Committee	2017 Complete (2020 postponed due to COVID-19)
3. Administer the survey in Spring biennially	Program Administrator Communications & Research	Spring 2018 Spring 2021 Spring 2023	Collection of completed survey responses	2018 Complete (2020 postponed due to COVID-19)
4. Collect baseline data	Communications Staff	Spring 2018	Survey responses analyzed	Complete
5. Add baseline data (2018) into Strategic Plan	Program Administrator Communications & Research	June 2019	Baseline data established and added to plan	Complete
6. Attend professional development that focuses on inclusivity, diversity, and equity in all communications/public relations outputs, both print and digital.	All Communications Staff	Spring 2020	Communications staff trained and implementing best practices	

Strategy 4: Ensure all Agency communication outputs, both print and digital, are in compliance with federal, state, and local rules and regulations

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Monitoring ESBOCES policies and regulations	Program Administrator Communications & Research	Ongoing through 2024	All policies & regulations regarding communications are appropriate and relevant	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Subscriptions to public email alerts via Access Board and other available resources regarding print and electronic communication	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Alerts read and shared with relevant staff in a timely manner	Ongoing
3. Regular use of scanning software on websites for ADA accessibility requirements	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Results of website scanning responded to in a timely manner	Ongoing
4. Subscriptions to public email alerts and other available resources regarding copyright laws and best practices	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Alerts read and shared with relevant staff in a timely manner	Ongoing
5. Ensure ESBOCES and Academy Websites are in compliance with Americans with Disabilities Act (ADA) and Website Content Accessibility Guidelines (WCAG)	Program Administrator Communications & Research Communications Staff	January 2018	Scan indicates minimal corrective action	Complete

Strategy 5: Maintain quality website content, navigation, and appeal, in order to maintain the website as a high quality, easily accessible, and comprehensive resource for information

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review Blackboard bulletins	Communications Staff	Ongoing through 2024	Communications staff acquires and shares with editors, all updates to Web content management solution	Ongoing
2. Re-structure ESBOCES website for optimum navigation	Program Administrator Communications & Research	December 2018	Analytics indicate efficient user navigation	Phase One: Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Phase 1: Adult Education pages Phase 2: Remaining website pages	Administrative Council Program Administrators	October 2018	Positive responses from biennial survey	Phase Two: Complete
3. Update home page elements for greater appeal	Communications Staff	December 2018	Analytics indicate efficient user navigation Positive responses from biennial survey	Completed 2018
4. Create video of new website design and promote new website	Communications Advisory Committee Communications Staff	January 2019	Video complete and new website announced to all stakeholders	Completed October 2018
5. Evaluate search engine optimization Phase 1: internal –key words and alternate text added Phase 2: external – further evaluation by professional service	Communications Staff	June 2020 June 2021	Evaluation complete	Phase 1 complete March 2020
6. Develop evaluation tool and reporting process for content of individual program webpages	Communications Staff	June 2020	Tool established and in use	

Strategy 6: Utilize social media as a platform to increase awareness of ESBOCES programs, services, events, and activities

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Research the possibility of new social media outlets	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Establishment of new social media accounts/outlets that are found to be useful	Ongoing
2. Develop and plan campaigns to increase social media following on	Program Administrator Communications & Research	Ongoing through 2024	Increase in number of	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
all platforms	Communications Staff		followers on all social media platforms	
3. Establish Snapchat accounts for ESBOCES and the Academy after Evaluation	Program Administrator Communications & Research Public Relations Professionals Director CTE and AE Program Administrator for CTE	February 2020	Account established and functioning	After research, this activity is not efficacious
4. Expand the use of LinkedIn to market professional development offerings (ESS) and other ESBOCES programs	Program Administrator Communications & Research Director of ESS Program Administrator for Professional Development	December 2020	Account supports marketing of professional development offerings	
5. Develop an evaluation tool and reporting process for agency-sponsored social media sites	Program Administrator Communications & Research Communications Staff	September 2020	Regular reports provided to social media administrators and any issues responded to	
6. Research and evaluate efficacy of establishing a Facebook page, or other platform for sharing resources specific to inclusivity/diversity/equity.	Program Administrator Communications and Research Communications Advisory Committee	Spring 2021	Efficacy determined	

Strategy 7: Produce and distribute quality Agency Newsletters that are informative, relevant, and engaging to readers (Highlights, Dialogue, Keeping it Personnel, and Liaison Connection)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Respond to input received from biennial survey related to newsletters	Communications Staff	Biennially each summer (following survey)	All input responded to appropriately	2017-18 survey to be reviewed July/August 2018 2019-20 survey not administered due to COVID-19
2. Determine an electronic method for distribution of newsletters to relevant audiences	Program Administrator Communications & Research Principal Stenographer Communications Advisory Committee	September 2019	Listserv established and functioning	Complete

Strategy 8: Maintain quality control and oversight of all communication outputs, both print and digital, for accuracy, consistency, and visual appeal.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update Visual Identity Guide	Program Administrator Communications & Research Communications Staff	December 2020	Posting of updated guide on e-docs and promoted to agency staff	First draft complete January 2020 In progress
2. Develop Print and Digital Copyright Use Guide	Program Administrator Communications & Research Communications Staff	March 2021	Posting of guide on e-docs and promoted to agency staff	
3. Develop necessary procedures for publishing approval	Program Administrator Communications & Research Communications Advisory Committee	February 2020	Posting of procedure on e-docs and promoted to agency staff	Ineffective

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Develop protocols that address diversity and inclusivity in all media	Program Administrator Communications & Research	June 2021	Protocols developed	
5. Establish agency-wide list of all print and electronic publications	Program Administrator Administrative Coordinator Communications & Research Administrative Council	First draft Fall 2020 and then each Spring thereafter	List available for use by Administrative Council and the Office of Communications	
6. New Agency Brochure design <ul style="list-style-type: none"> • Develop • Communicate transition to agency • Provide graphic and software support to all programs for migration to new design 	Program Administrator Administrative Coordinator Communications & Research Communication Advisory Committee	March 2021	New brochure established for use All agency brochures migrated to new design	
7. Develop a visual identity guide for the Academy brand	Program Administrator Communications & Research Director of CTE and AE Program Administrator for CTE	June 2021	Posting of guide on e-docs and promoted to applicable agency staff	
8. Develop procedures to streamline advertising (other than classified) in print and digital news outlets, and on social media	Program Administrator Communications & Research	September 2019	Posting of procedure on e-docs and promoted to applicable agency staff	
9. Develop formal inter-agency videos	Program Administrator Communications & Research Communications Advisory Committee	Ongoing through 2024	Videos available for viewing on website and for presentation at events	
10. Develop organized clearinghouse and method of distribution of marketing materials internally	Program Administrator Communications & Research Principal Stenographer	December 2019	Clearinghouse established being utilized internally	Complete (see activity 12)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
11. Investigate placement of digital signage (internal and external)	Program Administrator Communications & Research Website Manager Office of Technology Integration	Ongoing through 2024	Digital signage placed where applicable	
12. Add web links to Shared Services Guide for each program	Central Support Services Communications & Research	October 2020	SSG 2021-22 includes web links	
13. Visual Identity Guide training for relevant agency staff	Program Administrator Communications & Research	June 2021	Relevant staff knowledgeable regarding VIG	

Strategy 9: Administer the Communications Consulting/Public Relations CoSer

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop new brochure, update with new RFP if needed	Program Administrator Communications & Research	January 2019 September 2020	Approval of new brochure by supervising Council Member	Complete August 2019
2. Provide website accessibility resources and support to districts subscribing to service for website services	Program Administrator Communications & Research Public Relations Director	Ongoing through 2024	Satisfaction of subscribing districts with consultant services	Complete
3. Establish relevant base-line data with new evaluation tool	Program Administrator Communications & Research Public Relations Director	September 2017	Relevant base-line data will be established	Complete
4. Develop a graphics service for districts	Program Administrator Communications Staff	June 2020	CoSer available to districts	Evaluated – not a district need

Strategy 10: Develop a plan for self-promotion and marketing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather stakeholder feedback <ul style="list-style-type: none"> • Connections/Partnerships • Marketing 	Strategic Planning Council	August 2017	Most relevant topic/ideas identified and compiled	Complete
2. Define and provide an operational context for: <ul style="list-style-type: none"> • Communications • Public Relations • Marketing 	Program Coordinator Communications Advisory Committee	October 2017	Communications committee members have an understanding of commonalities of and differences between promotion and marketing activities	Complete
3. Using stakeholder feedback and program goals, identify what promotional/marketing activities programs are doing now and what they would like to do	Communications Advisory Committee Other Program Administrators	Nov-Dec 2017	Programs have identified their promotion/marketing needs	Complete
4. Identify current and needed resources to move forward what programs would like to do	Communications Advisory Committee Other Program Administrators	Dec-Jan 2017	Programs have identified resources needed to carry out new/enhanced promotional and marketing activities	Complete
5. Compile program marketing development work	Program Coordinator	Feb-March 2018	All program plans compiled, summarized, and presented for review	Complete
6. Review of compilation of plans <ul style="list-style-type: none"> • Clarify roles and responsibilities related to carrying out plan • Identify available resources to carry out plan 	Communications Advisory Committee	March-April 2018	Identification of roles, responsibilities and resources needed	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Presentation of Marketing Plan to ESBOCES Board	Program Administrator	June 2018	Presentation complete	Complete
8. Provide support to all programs/ departments in meeting their marketing goals	All Office of Communications staff	Ongoing through June 2024	Program needs are addressed as needed	Ongoing

Resources Required: Relevant hardware/software, skilled staff, and continued funding

Goals: There will be a 20% increase in usage/followers by 2024

	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of print, digital, broadcast articles/segments appearing in local and regional news outlets	71	176	68	112				
Number of visits to ESBOCES website (average per month)	75,589	79,581	92,848	90,173				
Number of visits to Academy website (average per month)	1,738	2,199	2,995	3,605				
Number of followers on BOCES social media:								
Facebook	2,008	2,513	3,280	3,675				
Twitter	1,099	1,527	1,788	2,043				
Instagram	218	493	933	1,365				
YouTube	72	98	140	382				
LinkedIn	1,333	1,555	1,875	2,152				
Number of followers on Academy social media:								
Facebook	183	230	320	392				
Twitter	311	413	685	742				
Instagram	20	105	194	268				
YouTube	42	65	72	132				

	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of items produced by PR:								
Outgoing press releases	N/A	124	67	50				
Website articles		127	68	69				
Media pitches		24	23	45				
Social media posts		1,874	1,330	1,222				

Results of Biennial Communications/Public Relations Survey

Goals: There will be a minimum increase of 2 percentage points in each area by 2024

There will be a 20% increase in usage/followers by 2024

	Baseline 2017-18	*2020-21	2022-23
Website attributes (% excellent/good)	86.53%		
Highlights (target audience parents/students): Readership (% regularly)	52.06%		
Attributes (% excellent/good)	81.00%		
Dialogue (target audience component boards) Readership (% regularly)	35.96%		
Attributes (% excellent/good)	59.71%		
Keeping It Personnel (target audience staff) Readership (% regularly)	41.95%		
Attributes (% excellent/good)	67.63%		
Facebook Attributes (% excellent/good)	87.65%		
Instagram Attributes (% excellent/good)	95.70%		
Twitter Attributes (% excellent/good)	87.16%		
Emails from PR (% open)	95.31%		
Feel informed (% well/very well): Staff news and achievements	40.73%		
Student news and achievements	87.45%		
Alumni news and achievements	67.08%		

* The 2019-20 survey has been postponed to 2020-21 due to COVID-19.

Results of School District Evaluation of Communications Consultant

Goals: To maintain or exceed a 90% rate of excellent/very good.

		2017-18	2018-19					
District response to quality of services (% excellent/very good)	*Districts indicated services were satisfactory and that they wish to continue with the consultant	* 96.46%	97.51%					

*New evaluation tool administered July 2018, and each July thereafter.

2019-20

The Communications Office also carried a number of promotional projects:

- Graduation Measures Event
- Census 200
- I Teach CTE
- St. Baldricks
- Autism Speaks
- United Way
- Adult Education Boosted Social Media Posts
- Diversity Career Fair
- Afternoon of Beauty
- Fran Cook Hairstyling Event
- Long Island Technology Summit
- Rural School Forum
- TEAS Nursing Exams

Strategic Action Plan VII: Research, Program Improvement, and Regional Advocacy

Responsible Administrator: Chief Operating Officer
District Superintendent

Collaborators: Cabinet
Administrative Council
Middle States Planning Team
Program Administrator for –
Communications & Research
Internal Coordinator

Objective: By July 2024, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service evaluation and improvement, regional advocacy and research through strategic planning, following the Middle States Association’s Adding Educational Value protocol and process, facilitation of grants management, advocacy activities, ongoing programs and services evaluations.

The success of this objective will be measured by:

- Successfully earning and maintaining Middle States reaccreditation
- Regular reviews and updates of the agency’s Strategic Plan
- Review and implementation of feedback from our agency Steering Committee and Middle States Council
- Regular reports to leadership and the Board regarding grant opportunities and projects
- Biennial CoSer surveys of our districts
- Number of advocacy activities supported by the agency
- Number of collaborations related to advocacy
- Number of grants obtained and quantity of grant money brought into the region

Strategy 1: Eastern Suffolk BOCES will utilize the Strategic Planning Process to drive the Agency’s Mission, Goals, and Objectives

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate strategic planning activities throughout Eastern Suffolk BOCES	Internal Coordinator Chief Operating Officer	Annually	Meetings with staff regarding accreditation. Annual update of the benchmark data and plan.	Annually and ongoing
2. Communicate the progress and process of strategic planning initiatives to the Agency Leadership team and stakeholders	Internal Coordinator Chief Operating Officer	Annually	Documents and video creation and dissemination.	Completed 2018 update Completed 2019 update In process for 2020
3. Monitor and facilitate activities and communication related to accreditation through the Middle States Commission	Internal Coordinator	Annually	Completed paperwork and on time deadlines related to Middle States requirements	Complete for 2017-18 Complete for 2018-19 Complete for 2019-20
4. Facilitate the annual review and update of the Strategic Plan	Internal Coordinator	Annually by September	Annual Strategic Plan Update Report and Video Board Presentation	Complete for 2018-2019 Complete for 2019-2020 In process for 2020-21

Target Goal – By 2024

Accreditation Steering Committee will meet bi-annually
 ESBOCES will maintain Middle States Accreditation
 The Strategic Plan will be imbedded in the work that the Agency does

Results:

2016-17

Accreditation was an agenda item on staff meeting agendas for every program in the Agency
Multiple meetings of the Steering Committee have been held during this year
The present Strategic Plan is being finalized
Support was provided for the finalization of the present plan and the development of a strategic plan for the 2017-2024 timeline.
A video depicting the Agency's accomplishments with its strategic planning work was developed and shared at the September ESBOCES Board meeting
Paperwork related to Middle States accreditation has been completed and submitted

2017-18

Strategic Plan was finalized and adopted by the Board in December
All staff received a verbal update of our strategic planning progress as well as a Core of the Strategic Plan brochure
Steering Committee met in November and May to discuss the progress with the plan
Video depicting the reaccreditation process and the updates to the plan was created and disseminated
Paperwork related to accreditation has been updated and submitted as needed

2018-19

Individual meetings held with each plan administrator
Annual report developed
Two Steering Committee meetings
Annual Strategic Planning meeting in August
Training meeting at MSA
Presentation at NSBA on creating a Strategic Plan through accreditation
Completion and submission of Annual Report

2019-2020

Annual Strategic Planning Council meeting held in August
Annual update meetings held with individual plan administrators
Annual report for post-secondary CTE institutions prepared and filed
One Steering Committee Meeting held (one cancelled as a result of Covid-19)
Middle States Mid-Term Report planning and preparation underway for December 2020 filing

Review and update of foundational documents by Steering Committee
 Eastern Suffolk BOCES Board of Education approved the amended foundational documents - January 2020
 Integration of the DEI Taskforce Action Plan into the Strategic Plan completed

Strategy 2: Actively research, seek out, and manage grant funding

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide regional guidance and support regarding grant opportunities	Business Office	Ongoing	Maintain Grant Management web page. Timely emails to Grant Administrators disseminating information about grant opportunities. Workshops as needed to provide assistance to individuals seeking grants	Meetings are held with Grant consultants as needed. Transition for oversight of grants was moved to the Business office (fiscal) and the administrators who oversee them (programmatic review). Completed 2018
2. Provide needed regional services through obtaining and administering grant funds.	Grant Administrator	Ongoing	Successful evaluations of Grant Funded programs	Ongoing
3. Facilitate partnerships between regional entities related to grant funding and opportunities	Grant Administrator Administrative Council Business Office	Ongoing	Meeting grant requirements	Ongoing
4. Outreach to agency constituents related to grant funding opportunities	Grant Administrator	Ongoing	Successful grant awards	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Manage the paperwork related to grant funding and required ESBOCES Board approvals	Grant Administrator Business Office	Monthly and ongoing	Board agenda items related to Grants	Ongoing
6. Communicate the progress of grant application to Agency leadership	Grant Administrator Business Office	Monthly and annually every two years	Monthly grants management briefing reports to the Administrative Council; Completion of the Grants Management book annually. Various budget presentations and publications	Ongoing
7. Contract with grant writers to provide assistance to internal administrators and component districts	Grant Administrator Business Office	Ongoing	Contracted Grant Writers available for consultation	Ongoing

Target Goal: By 2024

Provide the needed regional services
Grant Management web page on ESBOCES web site will be regularly updated with grant opportunities
Support will be provided to ESBOCES administrators to complete grant applications
Grants briefings and Board reports will be regularly disseminated to Administrative Council

Results:

2016-17

Grant money brought into the region: \$31,678,753

Board agenda items related to grants have been placed on every ESBOCES Board agenda

A Grants management briefing is on every Administrative Council agenda

Grant writers are on contract to assist with grant development when needed

A written newsletter "Funding News" is disseminated internally and to some stakeholders in the region

2017-18

Grant money brought into the region: \$33,130,593

Board agenda items related to grants have been vetted by the Business office and placed on Board agendas for approval

Grants management briefings have continued on Administrative Council agendas

Several grants information and training meetings have been held with administrators to update them on the process and the availability of grants.

Contract for grant consultants was renewed

2018-19

Grant money: \$33,171,898

Grants Management Office successfully shifted to the Business Office.

Grants management briefing are on Administrative Council agendas

Established Grant Management web page with links to funding opportunities

Informed Grant administrators of grant opportunities through e-mail

2019-2020

Grant money: \$28,738,880

Grant Management web page is regularly updated

Business Office reviewed and supported the completion of; 36 FS-10 budgets, 22 grant amendments, and 23 vouchers

2019-20 Grant Briefing Book was disseminated to Administrative Council and the 2020-21 book is being prepared

Strategy 3: Regularly obtain, review, and disseminate data related to program effectiveness through varied evaluations and surveys

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Oversee the biennial CoSer survey	Program Administrator for Research Administrative Council	Biennial and ongoing	Completed CoSer surveys	The CoSer Survey was completed and the results disseminated in December of 2017 and 2019.
2. Create a system for the ongoing gathering of information related to program effectiveness.	Program Administrator for Research	Dec. 2019	The creation of an effective system	Complete
3. Oversee the completion of the annual BOCES report card.	Program Administrator for Research	Annually by April	Completion of the annual BOCES report card	17-18 school year complete 18-19 school year complete
4. Revise biannual CoSer survey to be more user friendly	Program Administrator for Research Administrative Council	February 2021	Revised CoSer Survey	

Target Goal:

CoSer survey results will be tracked for follow up
CoSer survey process will be reviewed for efficiency and reported to the Board

Results for Strategy 3

2016-2017

The CoSer survey is distributed for completion biennially
The CoSer survey results are analyzed and shared with Administrative Council for follow up
BOCES report card completed

2017-2018

The CoSer survey was disseminated in May, 2017. A summary of results was shared with Superintendents in December of 2017.
BOCES report card completed

2018-2019

CoSer survey was disseminated in May, 2019. Responses will be analyzed in Summer/Fall 2019.
BOCES report card data submitted

2019-2020

BOCES report card completed

Strategy 4: Provide the data and research needed for Agency leadership to engage in regional advocacy events related to public education and Long Island schools

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a timeline system for the gathering and analysis of data required for regional research and advocacy events	Chief Operating Officer District Superintendent Program Administrator for Research	December 2019	Completed timeline	Complete
2. Foster linkages with regional agencies and organizations engaging in research affecting public education	Chief Operating Officer District Superintendent Program Administrator for Research	Ongoing	Increased number of partners	Ongoing
3. Develop and conduct a survey to identify what resources are lacking to develop a regional resource center and sharing platform for DEI material.	Chief Operating Officer District Superintendent Program Administrator for Research	June 2021	Survey complete and results analyzed	

Baseline Data for Strategy 4

2016-2017

No updated list of partners for collaboration exists
No updated list of collaborations exists
No organized system for gathering and analyzing data exists

Target Goal: By 2024

Updated list of partners for collaboration exists
Updated list of collaborations exists
An organized system for gathering and analyzing data exists

Results for Strategy 4

2017-2018

Updated list of partners and collaborators was created with the Communication Advisory Council
Identification of new initiatives and focus was completed

2018-2019

Maintained or increased attendance at Regional Partnership events.

2019-2020

Communication Advisory Council maintaining listing of partners and collaborations.

Strategy 5: Engage in initiatives that promote, inform, and influence various local and regional stakeholders in order to build their support for the Agency’s mission and Long Island as a region

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Engage in annual advocacy activities related to funding of public education; including but not limited to Suffolk County School Superintendent’s Association	Chief Operating Officer District Superintendent Program Administrator for Research	Ongoing	The number of advocacy activities	Completed for 2017-18 Completed for 2018-19 Completed for 2019-20 Ongoing
2. Partner with the Superintendent’s College Presidents Partnership in their efforts to identify and promote student readiness and bridge the gap between high school and college while breaking down barriers.	Chief Operating Officer District Superintendent Program Administrator for Research	Ongoing	Partnership activities The development of a clear definition of college ready that results in more successful bridges for students	Ongoing
3. Partner with Long Island Leaders of Education Programs (IHES) to build bridges and enhance communication inclusive of DEI topics and training.	District Superintendent	Ongoing	Increased collaborative Activities	Ongoing
4. Provide research data and reports for the Long Island Education Coalition	Chief Operating Officer Program Administrator for Research	Ongoing annually	Completed research and reports	Completed for 2017-18 Completed for 2018-19 Completed for 2019-20 Ongoing
5. Explore additional resources to form partnerships that support the mission of the Agency and serve the region, particularly through a DEI lens.	Chief Operating Officer District Superintendent Program Administrator for Research Administrative Council	June of 2019	Increased number of partnerships	In Progress
6. Evaluate the benefits of BOCES aid and inform districts by marketing that information to them.	Chief Operating Officer District Superintendent Administrative Council	September 2018 and ongoing	Data of the cost benefits and dissemination of that material	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Invite component district stakeholders to tour our buildings and programs	Chief Operating Officer District Superintendent Administrative Council	September 2018 and ongoing	Increased number of tours	Ongoing
8. Increase participation in LIMBA and LIA meetings	Chief Operating Officer District Superintendent Cabinet	September 2018	Increased meeting attendance and networking results	Ongoing
9. Increase engagement with lawmakers related to ESBOCES by regular mail contact, social media, building event invitations	Chief Operating Officer District Superintendent Program Administrator for Research	By September 2018 and ongoing	Increased number of contacts and visits	Successful Advocacy Day 2/26/2020 Participation of elected officials in our Community Legislative Committee meeting
10. Coordination of a regional ESBOCES task force on Diversity, and Inclusivity to raise awareness of and develop a plan of action to increase cultural proficiency in the region	District Superintendent Chief Operating Officer	October 2018 and ongoing	Meetings and development of action plan	Ongoing Completed for 2018-19 Action Plan Drafted Action Plan Completed 11/19 Integrated into Strategic Plan 8/20
11. Provide regional leadership along with NYSCOSS Commission on Diversity and Inclusivity	District Superintendent	August 2017 and ongoing	Increasing Long Island participation in Diversity and Inclusivity commission events	In progress Ongoing
12. Provide regional leadership along with New York State Association of Women Administrators to increase the understanding of gender equity issues	Chief Operating Officer	Spring 2018	Development of a Long Island NYSAWA affiliate	In progress Ongoing
13. Advocate for equitable resources across school districts	Agency Leadership	Spring 2020 and ongoing	DEI consistent policies and regulations	2019-2020 See listing below Ongoing
14. Create a supportive safe environment for DEI work.	Agency Leadership	Spring 2020 and ongoing	DEI consistent policies and regulations	In progress Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
15. Research successful systems to help the agency identify structural or systemic biases.	Agency Leadership	June 2021	Tools and resources	
16. Partnership with NYSSBA to facilitate BOE trainings.	Chief Operating Officer District Superintendent	Spring 2020 and ongoing	Board Training	Ongoing

Baseline Data for Strategy 5

Current baseline data related to number of advocacy activities exists
 No advocacy activities evaluation tools exist
 Multiple reports related to research completed exist
 Advocacy tab on the Agency website catalogues annual reports

Target Goals: By 2024

The number of advocacy events
 Maintain and expand advocacy tab on the website
 Increase participation at Community Legislative meeting

Results for Strategy 5

2017-2018

Presentation at the Longwood Legislative Breakfast in February 2018 related to the costs and outcomes of public education
 Meeting held with the President of the Long Island Association (LIA) to garner support for collaboration
 Bi-annual Long Island Costs and Outcomes report was completed and sent to the LIA for review
 Survey related to the impact of state aid on district budgets was disseminated and is being finalized

2018-2019

Longwood breakfast presentation related to shifting demographics and the outcomes of public education.
 Nassau PTA Legislative Conference
 LIEC survey was developed and disseminated

Eastern Suffolk BOCES Task Force on diversity and Inclusivity formed and a work plan was developed
Increased collaborations with local and state organizations related to advocacy
Presentation at the Board of Regents Meeting
Presentation at the Educator Diversity on Long Island event
Multiple regional workshops on Diversity and Inclusivity

2019-2020

Presentation at the New York State School Boards Association Annual Convention and Education Expo on Leading Organizational Transformation Related to Inclusivity
Facilitation of an agency-wide and regional book study related to diversity, equity, and inclusivity (DEI)
LIEC survey was developed and disseminated
Eastern Suffolk BOCES Task Force continuation of work related to diversity, equity, and inclusivity and DEI work plan incorporated into the agency Strategic Plan
Forum held with the Executive Director of the Rural Schools Association to garner support for collaboration
Multiple presentations for Eastern Suffolk BOCES induction cohorts on diversity, equity, and inclusivity
Presentation at the New York State Association for Women in Administration workshop
Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee formed and goals developed
Meeting with stakeholders from Stony Brook University related to collaboration for DEI work
Presentation at joint N-SSBA, NCCSS, SCSSA event related to Long Island's shifting demographics
Regional Longwood Legislative breakfast presentation related to Long Island school district challenges
Presentation at the Board of Regents Meeting
Presentation at the New York State Council of School Superintendents Winter Institute related to diversity, equity, and inclusivity

Resources Required:

- Office of Research personnel and operating expense
- Access to state and internal data bases relative to student and program success and effectiveness
- Access to state and local data relative to Long Island achievement and public school costs
- Increased number of collaborations and partnerships

This page is intentionally left blank

Strategic Action Plan VIII: Operations, Management, and Finance

Responsible Administrator: Deputy Superintendent for Management Services

Collaborators: Director, Business Services
Director, Technology Integration
Director, Administrative Services
Purchasing Administrator

Objective: By July 2024, Eastern Suffolk BOCES will effect a measurable improvement in Operations, Management, and Finance by evaluating and updating its Board Policies, Administrative Regulations, procedures, and forms, ensuring alignment with federal and state requirements, agency mission, beliefs, and goals; evaluating and improving the agency's operations to maximize efficiencies and best practices; and providing expanded regional leadership and resources to school districts in the areas of operations and school business finance.

The success of this objective will be measured by:

- Board action for new and revised policies
- Agency audit results: External, Internal, Claims, OSC, and Child Nutrition
- Compliance with corrective action plans
- Five Year Financial Plans
- Master Space Plan
- Office of Technology Integration help desk metrics
- Component school district approval rate of ESBOCES administrative budget
- School district participation and annual savings in the Cooperative Bidding Program
- Attendance at School Business Official meetings, as well as regional and state workshops.
- Participation in Suffolk County cluster meetings
- CoSer Survey

Strategy 1: Provide regional leadership and resources to school districts in the area of School Finance

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016 - 17 baseline data	Deputy Superintendent for Management Services	June 2018	Baseline data established	Complete
2. Host SBO meetings to review the most recent best practices in School Finance	Deputy Superintendent for Management Services	Annually through 2024	Attendance levels at these meetings	Ongoing
3. Serve as coordinator for the NYS Association for School Business Officials Annual School Business Management Workshop	Deputy Superintendent for Management Services	November 2018 June 2020	SBMW Satisfaction Survey results	Complete
4. Participate in the Suffolk County regional school business official cluster meetings and provide resources accordingly	Deputy Superintendent for Management Services	Through 2024	Participate in cluster meetings annually	Ongoing
5. Serve on the Suffolk County NYS Association for School Business Officials (Executive Board)	Deputy Superintendent for Management Services	Through 2024	Participate in monthly meetings	Ongoing
6. Host a Prevention of Banking & Business Office Technology Fraud Regional Training	Deputy Superintendent for Management Services	Summer 2019	Evaluation results from event	Complete
7. Annually host a summer SBO meeting training related to school finances	Deputy Superintendent for Management Services	Through 2024	Meeting hosted	Ongoing

Resources Required: Budget to support hosting meetings, time to attend meetings, and research best practices.

Baseline Data: 2017-2018

Attendance Data							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SBO Meetings	3	3	3				
SBMW	1	X	X	X	X	X	X
Suffolk County ASBO Meetings	9	8	6 (3 mtgs. Were cancelled due to COVID)				
Suffolk ASBO Executive Board Meetings	X	8	7 (2 mtgs. Were cancelled due to COVID)				

Strategy 2: Develop a Master Space Plan that will result in efficient and improved safe learning environments for both our students and staff

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create a Master Space Document that maximizes the overall environment for our students and staff	Deputy Superintendent for Management Services	January 2018	The Master Space Plan and more cost effective lease agreements	Complete
2. Ensure that future building moves are timely and accurate	Deputy Superintendent for Management Services	Through 2024, as new buildings are occupied	School openings are on schedule and continuity of services is ensured	Ongoing
3. Increase drills and assessments related to security	Deputy Superintendent for Management Services	Through 2024	Number of agency annual emergency drills	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Evaluate latest security technologies to access practical application for agency safety	Deputy Superintendent for Management Services	Through 2024	New hardware/software to support increased safety	Ongoing
5. To find a new included site for our current Sequoya at Patchogue-Medford High School program	Deputy Superintendent for Management Services	Through 2024	Site has been established and move is complete	Ongoing

Resources Required: Budget allocations, architect, and staff time.

Baseline Data: 2016-17 lease agreements costs are an average of \$11.26 per square foot. The goal by 2024 is for the average lease agreement cost to be less than \$12 per square foot. 2017-18 lease agreements costs are an average of \$8.95. 2018-19 lease agreements costs are on average of \$7.60 per square foot. During the 2018-19 school year we successfully moved 10 programs from ISC @ Sherwood to various other locations. During the 2019-20 school year we successfully moved the Masera Learning Center to the Sayville Elementary School and the Sayville Elementary School to the Tecumseh Elementary School. 2019-20 lease agreement costs are an average \$7.22 per square foot.

Annual Average Cost Per Square Foot							
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
\$11.26	\$8.85	\$7.60	\$7.22				

Strategy 3: Coordination of an annual budget process that maximizes efficiencies and supports best operational practices

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop budget parameters, budget calendar, guidelines, and process	Director of Business Services	October of each year, through 2024	The budget documents are created	Completed 2019-2020 school year
2. Collect and distribute budget data	Director of Business Services	October through December of each year, through 2024	The budget spreadsheets are created and validated	Completed 2019-2020 school year
3. Coordinate and facilitate Budget Meetings	Director of Business Services	November through January of each year, through 2024	The budget meetings occurred	Completed 2019-2020 school year
4. Prepare budget documents for component school districts, Board members, and other stakeholders	Director of Business Services	January through April of each year, through 2024	Budget documents received by appropriate stakeholder	Completed 2019-2020 school year

2017-18 Administrative Budget passed with “0” no votes – 42 yes and 9 did not meet

2018-19 Administrative Budget passed with “0” no votes – 42 yes and 9 did not meet

2019-20 Administrative Budget passed with “0” no votes – 36 yes and 14 did not meet and 1 did not vote

2020-21 Administrative Budget passed with “0” no votes – 34 yes and 17 did not meet

Strategy 4: Coordinate and implement the recommendations of the internal, external, claims, and other financial audits; as well as create long range financial plans

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Coordinate the Internal Audit Risk Assessment and Agreed Upon Procedure Reports	Director of Business Services	Annually through 2024	The creation of the annual internal audit reports	Completed Risk Assessment 2019-20 school year. AUP deferred due to Covid-19
2. Prepare and oversee the implementation of internal audit corrective action plans	Director of Business Services	On or about August of each year, annually through 2024	Auditor deeming the corrective action complete	Completed 2019-20 school year
3. Coordinate the external audit process	Director of Business Services	Spring/Summer of each year, annually through 2024	The creation of the independent auditors report	Completed 2019-20 school year
4. Prepare and oversee the implementation of the external audit corrective action plan	Director of Business Services	Annually through 2024	Auditor deeming the corrective action complete	Completed 2019-20 school year
5. The coordination of other audits	Director of Administrative Services Director of Business Services	Annually through 2024	Completion of corrective action plans	Completed 2019-20 school year
6. Develop a five-year financial plan	Associate Superintendent for Management Services	Annually through 2024	The creation of the five-year financial plan	Ongoing

Resources Required: Staff time, internal auditors, external auditors, claim auditors, audit committee members, and budget allocations.

Results for Strategy 4

- 2016 OSC Audit Report Recommendations were 0 findings. By 2024, our goal is to maintain 0 findings with future OSC Audit Reports

OSC Audit Report Findings							
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0	N/A	N/A	N/A				

- 2015-16 External Audit Report had 0 recommendations. By 2024, our goal is to maintain less than 3 findings annually in our external audit reports

External Audit Report Findings							
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0	0	0					

- 2016 Internal Audit-Risk Assessment Table (control risk level) Low: 47%, Moderate: 53%, High: 0%; by 2024, our goal is to achieve a low control risk level above 50%

Internal Audit-Risk Assessment Table								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Low	47%	47%	49%	50%				
Moderate	53%	53%	51%	50%				
High	0%	0%	0%	0%				

Strategy 5: Maintain quality cost - effective compliant bids in the cooperative bidding CoSer

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate and assess the cooperative bids	Purchasing Administrator	June 2020	The cooperative bids usage reports	Ongoing
2. Review the specifications of the cooperative bids to ensure compliance with General Municipal law	Purchasing Administrator	June 2021	Specifications that are updated and compliant	Ongoing
3. Coordinate and facilitate cooperative bidding program meetings	Purchasing Administrator	Annually through 2024	The meetings with cooperative bidding stakeholders occurred	Completed 2019-20 school year

Resources Required: Staff, legal support and Cooperative Bidding Program participants' time, and participation.

Results for Strategy 5

Cooperative Bidding CoSer Annual Savings							
Baseline 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
\$10,069,000	\$6,700,000	\$6,300,000	\$7,800,000				

The goal is for the program to save \$7,000,000 by 2024 annually.

Number of Cooperative Bids							
Baseline 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
52	52	55	56				

By 2024, the goal is to increase the number of cooperative bids to 55

Strategy 6: Create a state-of-the-art Network Operations Center in agency-owned space to support the educational and operational needs of our students and staff.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a needs assessment and walk-through of space	Director of Technology Integration	Summer 2017	The project's scope was identified and defined	Complete
2. Develop a project plan	Director of Technology Integration	Summer 2017	Project plan approved	Complete
3. Engineering design	Director of Technology Integration	October 2017	The engineering design and contract documents are provided	Complete
4. Equipment will be evaluated and ordered	Director of Technology Integration	January 2019	The equipment is received and installed	Complete
5. Construct all aspects of the network operations center room	Director of Technology Integration	January 2019	The following installations are completed; electrical, mechanical, sprinkler/fire alarm, plumbing	Complete (November 2018)
6. Relocate technology from existing network operations center	Director of Technology Integration	January 2019	The existing equipment is relocated, connected, and configured	Complete (June 2019)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Work with providers to relocate their services to the new network operations center	Director of Technology Integration	January 2019	Services successfully relocated	Complete (June 2019)
8. Test and validate equipment and room operations	Director of Technology Integration	January 2019	Project commissioning reports and documentation are issued	Complete (January 2019)
9. Identify the project as complete and follow up on all project specifications	Director of Technology Integration	Summer 2019	Project completion report received	Complete (July 2019)

Resources Required: Budget allocations for infrastructure upgrades and technology equipment purchases, staff time, and vendor participation.

Baseline Data: In the 2016-17, the location of the Network Operation Center is in a leased building. By 2019, the agency's Network Operation Center will be located in owned space.

Strategy 7: To provide all technology needs for occupying new or existing building locations to support the education and operations of our students and staff

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a needs assessment for existing and new locations	Director of Technology Integration	Annually through 2024	The completion of the needs assessment	Ongoing
2. Identify facilities and technology requirements and address needs	Director of Technology Integration Director of Facilities	Annually through 2024	Project status report	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Identify staff by location	Director of Technology Integration	Prior to scheduled moves	Updated system attributes	Ongoing
4. Evaluate, procure, and configure technology equipment	Director of Technology Integration	Annually through 2024	Technology equipment is received	Ongoing
5. Assess and build out LAN/WAN infrastructure	Director of Technology Integration	Annually as needs exist	Updated topology diagrams and fiber certifications	Ongoing
6. Deploy hardware and software	Director of Technology Integration	Annually through 2024	Technology is operational	Ongoing
7. Test systems for functionality	Director of Technology Integration	Annually through 2024	System test successful	Ongoing

Resources Required: Budget allocations to support software, hardware, and facilities and staff time.

Baseline Data: In 2016-17 the average age of technology equipment is 3.06 years. By 2024, the goal for the average age of the technology equipment will be less than 3 years.

Age of Technology Equipment							
Baseline	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3.06 yrs.	3.06 yrs.	2.94 yrs.	3.25 yrs.				

Strategy 8(a): Improve transportation operations by increasing the reliability of contracted buses to enhance student travel experience

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016-17 Baseline Data	Director of Administrative Services	June 2018	Baseline data for 2016-17 gathered for specifications created	Completed
2. Issue new transportation RFP	Director of Administrative Services	September 2018	Awarded bidders have positive track records	Completed RFP effective 7/1/2018
3. Award RFP to reliable bus contractors with proven reliable service	Director of Administrative Services	July 1, 2018	Reliable contractors win RFP	Completed 7/1/2018
4. Enforce penalties to bus contractors for poor performance	Director of Administrative Services	Ongoing through 2024	Decrease in mechanical failures	Ongoing

Resources: A consultant to assist in the preparation of a new transportation RFP; transportation vendors with outstanding performance results; list of issues identified from prior transportation RFP that need to be improved upon.

Baseline Data:

2016-17- The number of mechanical failures and the response time of the contractor to provide new means of transportation will be gathered.

	Transportation Data							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of mechanical failures	90	81	27	21				
response time >30 minutes	223	177	48	53				

Strategy 8(b): Measure of Impact of School Closures due to COVID-19 on the Transportation Department

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
Due to the extended school closures due to Covid-19 and the respective impact to the bus contractors utilized by ESBOCES to transport our students, the ability to provide transportation for our district students upon the re-opening of school may be compromised due to the inability of bus companies to provide service and staff. Measure the impact if any, on our ability to provide districts with service compared to prior years.	Director of Administrative Services	June 2021	0 students not transported due to unavailability of transportation due to COVID-19 impact	

Data 20-21: - The number of students requesting transportation for whom we were unable to obtain transportation for more than two days: #_____.

Strategy 9: Increase efficiency of Substitute Services to add educational value to our region

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate “On-Boarding” Software to facilitate on-line hiring of new a applicants	Director of Administrative Services	December 2020	Purchase of an “On-Boarding” Software System	Evaluation of onboarding software vendors
2. Implementation of “On-Boarding” Software	Director of Administrative Services	December 2021	Ability to process applicants through the on-line system	Set-up and Training is in process
3. Efficiency Review of hiring practices and procedures.	Director of Administrative Services	June 30, 2020	Study performed to review current hiring practices and report drafted	Completed December, 2019
4. Draft recommendations to improve efficiency of hiring practices	Director of Administrative Services	June, 2021	List of recommendations to improve efficiency of hiring practices	In process and ongoing
5. Implement recommendations to improve efficiency of hiring practices	Director of Administrative Services	December 2021	Implemented recommendations and create more efficient hiring practices/reduce applicant turnaround time	In process

Resources Required: Resources to purchase “On-Boarding Software; input from the Human Resources Department as they will be utilizing the system as well.

Baseline Data: During 2016-17 the average numbers of days from job posting to the applicant’s start date is 39 days. By 2024, the goal is to reduce this number by 30%.

Number of days from application to start date									
	Baseline 2016-17	Projection	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of days	39	27	21*	21	14-21**				

*decrease due to replacement of in person training which was scheduled monthly with an on demand viewed immediately upon hiring
 **decrease to 14 days will only occur if fingerprinting not required. If fingerprinting required, 21 days will continue. This decrease is due to obtaining signed background check forms from summer subs and obtaining email addresses for potential references.

Strategy 10: Improve the efficiency and effectiveness of tagging and accounting for agency assets in inventory

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016-17 Baseline Data	Director of Administrative Services	June 2018	Baseline data gathered for 2016-17	Completed
2. Identify new space sufficient to receive and store large orders of technology equipment so tagging can occur by the Central Asset Management Department (CAM) upon receipt	Director of Administrative Services	December 2018	New space has been identified, and set up to receive larger orders of technology equipment	Completed Barton Avenue Armory lease effective 3/1/2018
3. Establish a central receiving section and procedure for tagging OTI assets	Director of Administrative Services	January 2020	Receiving Area and process established	Completed
4. Improve the efficiency and effectiveness of tagging and inventorying technology equipment of	Director of Administrative Services	June 2021	Large orders of technology equipment will be	Started January, 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
the Agency			received by the CAM rather than OTI after deployment	

Resources Required: Space adequate for the CAM to house large orders of inventory, and coordination with the OTI department.

Number of technology equipment assets that are received and tagged by the CAM upon delivery. Percentage of technology assets received and tagged by the CAM of total technology assets purchased.								
Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of OTI Assets	0	0	0	165				
% of OTI Assets	0%	0%	0%	18%				

Strategy 11: Ensure that board policies and regulations are current and align with state and federal laws and regulations

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016-17 Baseline Data	Associate Superintendent for Management Services	June 2018	Baseline data established	Complete
2. Obtain all relevant policy updates and review existing policies for compliance	Associate Superintendent for Management Services Cabinet members	Annually through 2024	Auditors confirm that policies are current and accurate with SED regulations	Ongoing
3. Revise policies and regulations accordingly; to ensure compliance with updated requirements	Associate Superintendent for Management Services Cabinet members	Annually through 2024	New board policies and updated regulations	Ongoing

Resources Required: Policy Review Service, staff to compare guidance, budget allocation for legal review (when necessary).

Baseline Data: To be determined: The percentage of 2016 - 17 policies approved by the Board. The percentage of 2016-17 regulations approved by the Chief Operating Officer.

The percentage of board policy updates approved by the board							
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
100%	100%	100%	100%				

Strategy 12: Market ESBOCES services available to our component and non-component districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Visitations to component school district business officials to educate them about the services available to help them.	Associate Superintendent for Management Services	Through 2024	Visits to business officials	Ongoing
2. Host school business official meetings at one or more of our Tech centers to showcase the program that would provide opportunities to their students	Associate Superintendent for Management Services	Through 2024	Meetings hosted at Tech centers	Occurred 2018 and ongoing
3. Increase marketing of BOCES services available through Management Services through a financial analysis of cost savings/increased aid to the districts	Director of Administrative Services	Through 2024	Financial savings Analysis prepared for districts	
4. Gather baseline data for above activities for 2017-18 through 2024	Associate Superintendent for Management Services Director of Administrative Services	Through 2019	Data gathered	Completed

Goal: Site visits to business officials will be a minimum of 3 per year, 1 SBO meeting per year will be held at Tech Center.

The number of component school district site visits						
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3	4	3				

The number of SBO meetings held in a Tech Center						
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0	1	1				

Strategic Action Plan IX: School Facilities Management

Responsible Administrator: Director of Facilities

Collaborators: Deputy Superintendent for Management Services
Health and Safety Supervisor
Security Coordinator

Objective: By July 2024. Eastern Suffolk BOCES will continue to effect a measurable improvement in school facilities management to provide healthy, safe, and secure facilities for students and staff, as well as leading the region in best practices for school facilities management.

The success of this objective will be measured by:

- Eastern Suffolk BOCES facilities surveys
- Safety & Security assessments
- Electronic tracking tools to monitor preventative maintenance, energy usage, and work orders
- Use of Facilities Management Cooperative Bids
- Attendance at District Facilities Manager meetings
- Annual inspections
- CoSer surveys

Strategy 1: Utilize preventative maintenance programs in an effort to monitor maintenance activities to ensure healthy learning environments

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016-17 Baseline Data	Director of Facilities	June 2018	Baseline data gathered for 2016-17	Complete
2. To follow the established preventative maintenance schedules related to sanitary systems, filters, fuses, and	Director of Facilities	Annually each year through 2024	Results of indoor air quality tests	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
steam traps				
3. Train operations and maintenance employees with preventative maintenance practices	Director of Facilities	Annually each year through 2024	Completed training	Ongoing
4. Train custodial staff with best practices in cleaning high-touch surfaces.	Director of Facilities	Annually each year through 2024	Completed training	Ongoing

Resources Required: Budget allocations to support staff training and state-of-the-art materials, staff time, and preventive maintenance scheduling software.

Measurement: Staff attendance at preventative maintenance training session.

2024 Projection: 2 staff attendance sessions per year

Preventative Training Sessions									
	2016-17	Projection	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
% of staff attending training sessions									
0	62%		59%	57%	54%				
1	5%		6%	6%	7%				
2	15%		15%	17%	17%				
>2	18%		19%	20%	22%				

Strategy 2: Evaluate and update health, safety, and security programs to support our educational facilities

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a series of inspections related to the building systems	Director of Facilities	June 2019	Inspection results and building systems being certified	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Complete a security audit of our facilities and grounds	Security Coordinator	June 2020	Security audit report created	Complete
3. Foster relationship with local, state, and federal enforcement agencies	Security Coordinator	June 2019	Key individuals identified within these agencies as part of our emergency plans	Complete
4. Emergency training preparedness is completed throughout the agency	Director of Facilities	Annually each year through 2024	Documentation trainings are conducted as required	Ongoing
5. Continue to provide Health and Safety Officers to component school districts	Health and Safety Supervisor	Annually each year through 2024	Regional Occupational Safety and Health CoSer Survey results	Ongoing
6. Evaluate building equipment to ensure student and staff safety	Director of Facilities	June 2020	Documentation by location of building equipment condition	Ongoing

Resources Required: Budget allocations to support training, inspections, and consultants, and staff time

Baseline Data:

In **2016-17**, the security audit was not updated and enforcement agencies' contact information was updated once during the year.

Results:

In **2017-18**, the security committee reconvened to evaluate and create an updated security action plan.

In **2018-19**, the security committee continued to meet regularly. Security guards were added to educational facilities. A training was held with all ESBOCES administrators. In 2019-20, a security audit was completed at the Sequoya High School by the Deputy Sheriff's Department. In addition, *Stop the Bleed* training was provided during the winter of 2019 and the *RAVE* application was rolled out.

The goal by **2024** is to review and update the security audit annually, to reflect changes in best practices; as well as, update the enforcement agencies' contact information twice per year (September and March).

Strategy 3: To serve as a regional leader in School Facilities Management

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Participate in local School Facilities Association: Suffolk County Chapter Meetings	Director of Facilities	Annually each year through 2024	Attendance at meetings	Ongoing
2. Hosting Round Tables school facilities meetings	Director of Facilities	June 2020	Round Table Meetings held	Ongoing
3. Continue to create specifications for school facilities cooperative bids	Director of Facilities and Purchasing Administrator	Annually each year through 2024	Number of school facilities related cooperative bids	Ongoing
4. Evaluation of existing school buildings as requested by component school districts	Director of Facilities	June 2019	Site visits	Ongoing
5. Select and onboard Director of Facilities III	Director of Facilities	September 2019	Position filled	
6. Select and onboard Assistant Plant Administrator	Director of Facilities	June 2020	Position filled	Complete

Resources Required: Budget allocations to support membership in the Suffolk County Chapter of School Facilities Associations and associated travel expenses, and staff time. Budget allocations to support regional Health/Safety office – increased staffing.

	Attendance Data								
	Baseline 2016-17	Projection	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of Suffolk County Chapter Meetings	5	8	6	6	6				
# of Round Table meetings	1	3	2	1	2				
# of cooperative bids	24	25	24	25	25				
# of site visits	1	3	1	2	3				

By **2024**, our goal is to attend 8 Suffolk County Chapter Meetings annually, host three Round Table Meetings focused on best practices in Facilities Management, approve 25 facilities cooperative bids, and conduct three site visits

Strategy 4: Develop and manage capital improvements that will improve the educational and operational value of the agency

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2-16-17 Baseline Data	Director of Facilities	June 2018	Baseline data gathered for 2016-17	Complete
2. Identify infrastructure needs and buildings systems beyond useful life	Director of Facilities	August 2021	Building condition survey completed	Ongoing
3. Create a capital project plan to address infrastructure needs	Director of Facilities	June 2022	Capital project plan complete	Ongoing
4. Manage construction projects that align with infrastructure needs	Director of Facilities	Through 2024	Capital project complete	Ongoing
5. Complete five-year building condition Survey	Director of Facilities	June 2021	Successful submission to SED Facilities Planning	Ongoing

Resources Required: Staff time and budget allocations to support capital projects, architect, construction manager, and contractors.

Projection: By June 2019, our goal is to have the Sequoia building construction complete and all designated departments moved from ISC into Sequoia successfully.

Results: The Sequoia building construction project was completed and all staff moved by May 2019.

Strategy 5: Marketing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Foster more supportive relationships with town, fire department, police departments, and have their employees attend our trainings.	Deputy Superintendent for Management Services	Through 2024	Increase informal and formal meetings between ESBOCES and local emergency responders.	Ongoing
2. Participate in live drills with Suffolk County Emergency Response Team	Deputy Superintendent for Management Services	Through 2024	Emergency responders participate in our drills.	Ongoing

Resources Required: Staff time to meet and host trainings and drills.

Measurement: Staff attendance in emergency response.

Results: Deputy Superintendent for Management Services attended two trainings at the SCPD’s Fifth Precinct.



Eastern Suffolk BOCES Board and Administration

President

Lisa Israel

Vice President

William K. Miller

Member and Clerk

Fred Langstaff

Members

Arlene Barresi
Stephen L. Gessner, Ph.D.
Linda S. Goldsmith
William Hsiang

Susan Lipman
Joseph LoSchiavo
Anne Mackesey
James F. McKenna

Brian O. Mealy
Catherine M. Romano
John Wyche

District Superintendent

David Wicks

Chief Operating Officer

Julie Davis Lutz, Ph.D.

Deputy Superintendent

Ryan J. Ruf - Management Services

Associate Superintendent

Claudy Damus-Makelele - Educational Services
Peggie Staib, Ed.D. - Educational Services

Assistant Superintendent

Sam Gergis, Ed.D. - Human Resources

Directors

Leah Arnold - Career, Technical and Adult Education
Kate Davern - Educational Support Services
Mark Finnerty - Facilities
Colleen Lipponer - Business Services
Susan Maddi - Administrative Services
Grant Nelsen - Technology Integration
Gina Reilly - Special Education
Darlene Rocas - Regional Information Center

www.esboces.org

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