Eastern Suffolk
BOCES

Innovation and Service

Strategic Plan
2017-2025
August 2024 update

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Introduction: The ESBOCES Journey
"Innovation and Service"

As we reflect on the sixth 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 as we enter the 2023-24 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 foundational documents. Our Journey's itinerary is specified through our **Agency's Goals**. These goals were 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 2016-2017 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.

August, 2024

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

<u>Agency Beliefs</u>

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 & Adult Education

Collaborators: **Director, Educational Support Services**
Director of Diversity, Equity & Inclusivity
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 2025**, 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
1. Establish/update/map curricula scope and sequence for all grade levels and programs offered. • Culturally responsive classroom • 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) • Nine programs recertified through NYSED's program approval process (CTE 2020) • Physical Therapy Aide program was submitted (and approved by) NYSED (CTE 2020) • Focus curricular reviews with a diversity, equity, and inclusivity lens • NYSUT CRC framework to evaluate developed curriculum and resources • Six programs recertified through NYSED's program approval process (CTE 2022)	Director of Special Education Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Lead Teachers	June 2019	Shared, accessible, electronic, easily revisable curriculum documents	Ongoing and continuous May 2019 May 2019 June 2020 June 2020 Ongoing June 2022

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. • Mentoring Program • Administrators & Teachers Induction Program • Suite of PD offered in Thinking Maps, instructional strategies and instructional technology in each of the CTE buildings (CTE) • Offer Professional development through new remote options; training in remote/hybrid instruction • Provide new teacher training in tandem with Southern Regional Education Board (SREB) Teaching to Lead (T2L) • Developed an Articulation Agreement for T2L program toward teacher certification	Director of Special Education Director of Career, Technical and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Lead Teachers CTE Academic Teachers	Annually and ongoing	Participation in Professional Development opportunities. Evaluation results of Professional Development activities.	Ongoing and continuous June 2019 March – September 2020 Ongoing June 2022
3. Develop local assessments to include multi measures of student growth. • 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)

4. Implement instructional strategies to improve student outcomes. • Survey or audit types of literature and other resources we have currently to determine equitable representation. • ELL resources and accommodations for industry assessments were developed (CTE 2022)	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 Consistent mid-term/final exams Classroom observations that provide implementation evidence Participation in the induction program	Ongoing and continuous June 2022
5. Increase and/or maintain student performance on NYSAA and NWEA	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 Lead teachers continue to keep staff updated on NYS Department of Education updates and relevant changes that impact instruction.

| 6. Increase student performance on New York State Regents examinations | Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers | July 2024 | Regents scores passing/mastery rates | Ongoing

Added technology resources for improved student success, such as education and internet-based educational subscriptions. |
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Strategy 2: Improving student transition planning and practices

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop an electronic method for tracking transition planning • 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)
2. Develop and implement a comprehensive guidance plan	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 Development completed	Ongoing
3. Ensure staff and students understanding of graduation requirements	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers Guidance Counselors	Ongoing	Increased graduation/endorsement outcomes	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Increase opportunities for students to successfully complete individualized graduation requirements through development of coordinated guidance, scheduling, and engagement in developing a pathway toward graduation/ endorsements • 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)	Director of Special Education Director of Career, Technical and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Teachers Guidance Counselors	Annually and Ongoing	Increased graduation/endorsement outcomes	Ongoing 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. • Freshman Composition and Freshman Seminar are currently offered. Western Civilization and Intro to Math will be offered next year.	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Principals Director of Special Education Building Administrators Teachers	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, variations of In-District model approved CTE 2022
7. Increase communication with parents • Created a scholarship center using Remind app – (CTE)	Director of CTE Director of Special Ed Director of Diversity, Equity, & Inclusivity	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
• Use Blackboard Connect and Remind to communicate regularly with parents (CTE 2020) • All messages sent in English and Spanish determined by the families' language preference (300 families currently choose Spanish as preferred language) (CTE 2020) • New mechanisms for outreach and parent participation explored. Successfully piloted recognition ceremony translated in Spanish at ICC • Expanded translation services at recognition ceremonies to all 4 high school buildings	Principals Teachers			2018-19 (CTE) 2020 November 2020 June 2022 (CTE) June 2024

Strategy 3: Analyzing student data and measuring program effectiveness

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome

1. Provide Professional Development on data analysis and data driven instruction
  • Improve access to CTE programs using demographic data by district, course
  • Reduce implicit bias in enrollment process
  • Expanded data analysis by sub populations; involved CTE SDM in data review and impact
	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
				Fall 2020
				Summer 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Home/school, teacher/student contact and use of data through the use of an electronic communication system • Expand mode of communication with families • 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 Google Classroom June 2019 (CTE)
3. Improve student readiness by creating opportunities to secure employment • Created mechanisms that improve work-based learning opportunities (alumni and business and industry speakers)	Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrator Program Administrator Principals	Annually and Ongoing	Number of internships Number of employment offers from internships Number of business and industry partners Number of students in an internship	Ongoing and continuous
4. Initiate Research & Development and provide instructor support to pursue and maintain industry certifications and access to new technologies • Extend certification opportunities for 2020 cohort graduates to complete certifications that were not possible through remote instruction • Develop courses adopt industry standards impacted by pandemic response wherever possible. • Access new online certifications • Create opportunities for one on one devices available to all learners for remote instruction (CTE)	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	July 2024	Number industry certifications accessible to students Number of classrooms with innovative technologies infused	Development and use of a tracking system in process February 2021 February 2021 May 2020 May 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. 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	Implementation and concurrent validity analysis to inform revision of FBA guidelines and data monitoring is ongoing. Ongoing
6. 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 Director of Diversity, Equity, & Inclusivity 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
1. Ensure required annual Crisis Prevention Intervention training is provided to all required staff members	Director of Special Education Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Teachers CPI Instructors	July 2018 and ongoing	Yearly review of participation records	Ongoing In 2021-22; 1,114 Special Education staff participated and completed CPI Training
2. Ensure compliance with Board policy/state regulations and Educational Law regarding Dignity for All Students Act (DASA)	Director of Diversity, Equity & Inclusivity All building staff	Annually and Ongoing	Agency committee/annual policy review Quarterly DASA coordinator meetings/training Ongoing Professional Development	Ongoing In 2021-22; Seven (7) Special Education staff members participated and completed the 6-hour DASA Coordinator Training and 1,196 staff members participated and completed the GNC DASA Training (refresher)
3. Increase participation in Character Education with a focus on developing cultural proficiency through encouraging self-development and reflection. • All staff received CRSE training • created opportunities for self-development, to set personal goals, and expand personal impact	Director of Special Education Director of Diversity, Equity & Inclusivity Educational Divisional Administrators Program Administrators Building Principals Classroom Teachers	July 2024	Analysis of student participation & Climate survey results	Ongoing and continuous

4. Increase student engagement in cultural competence activities and diversity, equity, and inclusivity through student voice. • Create culture of open-mindedness and objectivity • Increase opportunities for students/parental input • Created student advisories to provide greater student voice • Every building created a DEI team to create/implement building wide DEI goals	Director of Career, Technical, and Adult Education, Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrator Program Administrators Principals	Annually and Ongoing	Analysis of opportunities available to students and participation	Ongoing and continuous June 2022 June 2022

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 • Students/programs found new ways during COVID remote instruction to demonstrate/ participate in community service, activism and social/remote activities (CTE 2020)	Associate Superintendent, for Educational Services Director of Special Education Director of Diversity, Equity & Inclusivity 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	2024-25
Reading	32.63%	37.63%	39.18%	33.62%	31.82%	N/A	N/A	30.83%	28.79%	30.57%	
Math	32.44%	37.44%	34.66%	29.68%	29.28%	N/A	N/A	30.10%	26.50%	28.34%	

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% (ULS Data for 2021-22).

	BASELINE 2015-16	PROJECTION 2024	RESULTS – NYSAA								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ELA	92%	97%	75%	67%	78%	N/A	81.60%	82%	78%	46.46%	
Math	92%	97%	77%	67%	76%	N/A	77.98%	78%	77%	58.04%	

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	2024-25
0-54	54%		59%	36%	54.%	N/A	Exempt	63%	47%	64%	
55-64	20%	Increase by 5%	9%	16%	16%	N/A	Exempt	13%	19%	13%	
65-84	24%		22%	36%	20%	N/A	Exempt	22%	24%	18%	
85-100	2%		10%	12%	10%	N/A	Exempt	2%	10%	5%	
Total	100%		100%	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	2024-25
0-54	50%		42%	54%	47%	N/A	Exempt	39%	34%	49%	
55-64	10%	Increase by 8%	15%	11%	14%	N/A	Exempt	12%	16%	10%	
65-78	22%		20%	19%	19%	N/A	Exempt	18%	21%	22%	
79-84	7%		11%	6%	8%	N/A	Exempt	14%	5%	7%	
85-100	11%		12%	10%	12%	N/A	Exempt	17%	24%	12%	
Total	100%		100%	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	2024-25
0-54	60%		56%	49%	38%	N/A	N/A	32%	32%	44%	
55-64	15%		19%	19%	19%	N/A	N/A	16%	20%	11%	
65-84	21%	Increase by 5%	21%	24%	38%	N/A	N/A	38%	33%	31%	
85-100	4%		4%	8%	5%	N/A	N/A	14%	15%	14%	
Total	100%		100%	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	2024-25
0-54	39%		40%	45%	36%	N/A	Exempt	45%	27%	49%	
55-64	25%		22%	13%	14%	N/A	Exempt	22%	25%	13%	
65-84	28%	**Increase by 5%**	29%	32%	37%	N/A	Exempt	32%	46%	29%	
85-100	8%		9%	10%	13%	N/A	Exempt	1%	2%	9%	
Total	100%		100%	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	2024-25
0-54	44%		30%	43%	44%	N/A	Exempt	56%	49%	46%	
55-64	26%		32%	27%	22%	N/A	Exempt	29%	22%	37%	
65-73	28%	Increase by 8%	32%	27%	30%	N/A	Exempt	14%	25%	12%	
74-84	1%		5%	3%	4%	N/A	Exempt	1%	2%	5%	
85-100	1%		1%	0%	0%	N/A	Exempt	0%	2%	0%	
Total	100%		100%	100%	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	2024-25
0-54	47%		39%	45%	53%	N/A	N/A	No test	18%	34%	
55-64	12%		16%	18%	10%	N/A	N/A	No test	20%	14%	
65-84	29%	Increase by 5% per year	33%	27%	23%	N/A	N/A	No test	55%	45%	
85-100	12%		12%	10%	14%	N/A	N/A	No test	7%	7%	
Total	100%		100%	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.

Diploma Type	BASELINE 2015-16	PROJECTION 2024	RESULTS – Diploma Status								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Regents Diploma	23.91%	10% per year	22.86%	25.56%	38.46%	72.38%	28.75%	49.06%	27.21%	66.67%	
Local Diploma	34.05%	10%per year	22.14%	43.33%	57.69%	21.90%	3.19%	<1%	10.20%	11.71%	
Advanced Regents Diploma	<1%	10% per year	4.29%	4.44%	2.88%	3.80%	4.47%	6.96%	6.80%	12.61%	
CDOS Credential	<1%	15% per year	8.57%	29.44%	50.96%	42.85%	18.85%	22.64%	31.97%	0%	
SACC Credential	39.13%	12% per year	42.14%	25.00%	97.56%	100%	14.70%	22.01%	30.61%	9.01%	

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	2024-25
CPI	100%	Maintain 100%	100%	100%	100%	100%	*	*	100%	100%	
DASA	100%	Maintain 100%	100%	100%	100%	100%	*	*	100%	100%	

*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	2024-25
SCE	66.7%	8%	58.7%	60.5%	63.9%	59.3%	22.8%	23.0%	22.9%	24.1%	
CTE	6.5%	8%	5.3%	4.3%	6.5%	5.9%	2.6%	1.7%	1.5%	1.8%	
Embedded CTE Model	42.1%	8%	43.8%	96.9%	100%	100%	100%	100%	100%	100%	
TSP	22.5%	8%	100%	100%	100%	100%	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	2024-25
Curriculum Maps-ELA and Math	694*	729	694	716	723	587	152	484			
Graduation Requirements/ Commencement Credentials	16*	17	16	42	40	26	0	9	1		
Data Analysis/Data Driven Instruction	250*	263	250	237	268	182	569	240			
FBA's/BIP's	93*	98	93	630	621	426	33	34			
CPI	1503	1578	1277	1123	1263	1110**	1,272	1,344	1,512	1,752	
DASA	1019	1070	1302	1271	1603	1407**	TBD***	1.196			

*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.
***To be determined at later date

Measurement: 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	2024-25
Teacher Induction Program	90.22%	80%	N/A	90.22%	90.19%	92.51%	92.14%	90.3%	94.2%	93.5%	
Administrator Induction Program	100%	80%	N/A	100%	100%	100%	100%	92.3%	92.6%	96.4%	

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%	TBD***	100%	100%	100%	
Brookhaven Learning Center	86.2%	5%	87.2%	84.0%	88.2%	TBD***	100%	100%	100%	
Brookhaven Learning Center – Transition Services Program	100%	Maintain >90%	100%	100%	100%	TBD***	100%	100%	100%	
Islip Academic Center formerly CAC	100%	Maintain >90%	100%	91.0%	89.5%	TBD***	100%	100%	100%	
Jefferson Academic Center	28.0%	30%	49.5%	100%	92.4%	TBD***	100%	100%	100%	
Sayville Elementary School – formerly Masera Learning Center	100%	Maintain >90%	100%	100%	100%	TBD***	100%	100%	100%	
Premm Learning Center	100%	Maintain >90%	100%	100%	100%	TBD***	100%	100%	100%	
Tecumseh Elementary School – formerly Sayville Academic Center	100%	Maintain >90%	100%	96.9%	94.3%	TBD***	100%	100%	100%	
Sequoya High School formerly BAC and BAC@SH	48.8%	25%	58.8%	54.9%	49.6%	TBD***	100%	100%	100%	
Sequoya High School @ Patchogue/Medford H.S. formerly BAC@Pat/Med H. S.	43.1%	25%	54.5%	57.1%	51.7%	TBD***	100%	100%	100%	
Westhampton Beach Learning Center	89.4%	5%	100%	100%	100%	TBD***	100%	100%	100%	

***To be determined at later date

Measurement: CTE Industry Assessments and Certifications

Baseline Year: See charts below
Baseline Data: See charts below

CTE	BASELINE 2015-16	PROJECTION 2024	RESULTS – CTE Industry Assessments								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Avg. IA Written Score	68.0	75	71	71.24	N/A*	N/A*	85.82				
Avg. IA Performance Score	88.6	90	90	89.99	N/A*	N/A*	88.01				
Avg. IA Student Project/Portfolio Score	87.7	87	88	82	N/A*	N/A*	84.11				

*Not administered due to Covid-19

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	2024-25
# Industry Certifications	24	40	30	33	46	66	90	76			
# of CTE Courses with Industry Certifications	28/30	30/30	28	28	30	33	33	33			

SCE	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	2024-25
# Industry Certifications	5	10	5	5	5	17	24			
# of SCE Courses with Industry Certifications	5	10	5	5	7	13	7			

Measurement: Post-Graduation Outcomes
Baseline Year: 2015-16
Baseline Data: See chart below

	BASELINE 2015-16	PROJECTION 2024	Post-Graduation Outcomes								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Related Employment	13%	20%	14%	17%	19% 302/1611	19.35%+281/1452	21% 314/1508	15% 250/1645			
Unrelated Employment	44%	45%	42%	41%	44% 706/1611	80.65% 1171/1452	79% 1194/1508	46% 765/1645			
Military	2%	3%	7%	7%	7%	4.84%	4.90%	4.98%			
2 Year College	32%	35%	38%	39%	32.08%	31.75%	29.03%	24.56%			
4 Year College	42% 84%	42% 87%	50% 93%	44% 94%	38.97%	43.25%	39.14% 77%	38.12%			
Trade School	10%	10%	5%	11%	6.71%	6.45%	8.61%	10.63%			
Full Time Employment	N/A	10%	N/A	N/A	14%	13.71%	18.32%	21.70%			
Unknown	5%	5%	5%	3%	0%	0%	0%	0%			

Measurement: Post-Secondary Articulations

Baseline Year: 2015-16
Baseline Data: See charts below

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Post-Secondary Articulations Source: Articulation Tracker – Shared Drive								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
# of Articulations	89	115	106	111	110	112	120	131			
# of Schools	33	50	37	43	41	39	39	39			
# of Courses	29	30	29	29	31	31	31	31			
Avg. Per Course	3	4	4	4	3.54	3.61	3.8	3.8			

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Student Transition Planning and Practices Dual Enrollment								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
# of Dual Enrollment Courses Purchased	0		6	3	53	130	109	55			
# of Schools	0	6	1	3	5	5	5	5			
# of Courses	0	30/30	1/29	4/29	7/30	7/30	8/31	8/31			
Avg. Per Course	0	1.0	.03	.24	.23	23	.26	.25			

(Purchase process changed from an agency sponsored activity to an online, family activity in 2020-21)

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	2019-2020*	2020-21	2021-22	2022-23	2023-24	2024-25
BTC	56	60	58	65	125	130*	75	72			
MTC	21	60	34	52	110	55*	33	80			
WTC	36	50	31	51	66	40*	20	44			
ICC	82	175	153	160	164	38*	21	20			

*2019-20 School Year was interrupted by COVID 19 in Early March. All Work Experience Programs were suspended
**2020-21 School Year WBL was impacted greatly by COVID 19

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Eligible for a CDOS Credential/Pathway Diploma							
			2017-18	2018-19	2019-2020*	2020-21	2021-22	2022-23	2023-24	2024-25
BTC	14% 104/718	95%	28% 182/649	56% 350/629	100% 471/471	99% 756/765	98% 754/772			
MTC	41% 249/673	95%	42% 284/682	63% 417/658	100% 412/412	99% 712/722	98% 739/752			
WTC	78% 333/427	95%	98% 379/385	86% 349/408	100% 277/277	98% 422/432	97% 454/468			
ICC	46% 183/400	95%	64% 250/392	66% 269/418	100% 471/471	95% 390/410	61% 281/458			

*2019-20 School Year was interrupted by COVID 19 in Early March. All CDOS requirements were waived by NYSED.

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	2024-25
BTC	24% 151/632	35%	26% 190/718	21% 145/694	25% 163/651	142	112	175			
MTC	8% 54/665	50%	45% 300/673	42% 310/734	38% 273/711	112	111	180			
WTC	15% 70/455	50%	35% 149/427	42% 172/411	51% 215/425	56	38	177			
ICC	24% 93/394	40%	33% 131/400	38% 161/415	30% 135/445	190	95	137			

*2019-20 School Year was interrupted by COVID 19 in Early March. All Work Experience Programs were suspended

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Gaining Employment							
			2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24	2024-25
BTC	57% 409/718	60%	3% 23/694	56% 366/651	3.5% 25/718	28.4% 219/771	35.4% 273/772			
MTC	56% 376/673	60%	54% 399/734	52% 370/711	55% 407/720	40% 293/732	58.6% 441/752			
WTC	81% 345/427	60%	37% 152/411	52% 201/425	N/A	28.4% 125/440	50.2% 235/468			
ICC	28% 111/400	30%	16% 68/415	11% 48/445	%8 39/473	20.4% 88/431	13.3% 61/458			

*2019-20 School Year was interrupted by COVID 19 in early March. All Pathway requirements were waived by NYSED and all students enrolled were granted this Diploma
* Change in staff resulted in data not being tracked in the 22-23 school year.

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	2024-25
BTC	23% 46/198	95%	56% 224/399	58% 237/410	100% 471/471	99% 461/466	78% 354/453			
MTC	51% 144/282	95%	86% 337/390	70% 291/418	100% 412/412	99% 470/475	73% 355/488			
WTC	53% 78/146	95%	61% 157/258	80% 169/211	100% 277/277	97% 252/260	84% 199/238			

*2019-20 School Year was interrupted by COVID-19 in Early March. All Pathway requirements were waived by NYSED and all students enrolled were granted this Diploma

	BASELINE 2015-16	PROJECTION 2024	RESULTS – # of In-District Programs/New Initiatives								
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
District Based Programs/Initiatives	1	3	1	2	1	1	1	1			
ESBOCES Based Programs/Initiatives	2	3	2	3	6	6	6	6			

Measurement: 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	2024-25
Total	267	500	183	466	391	534	599	599			

Measurement: 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	2024-25
BTC	12	20	17	17	28	14	15			
MTC	16	20	18	21	19	10	11			
WTC	2	20	17	16	11	1	10			
ICC	7	10	7	7	4	5	5			

*COVID-19 Shutdown cancelled all Cultural Competence Activities March- June of 2020 and limited in-person activities in 2020-21

Measurement: 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	2024-25
BTC	1,321/15 events	20	1,459/27 events	2,498/18 events	1076/18 events	1,797/19 events	1659/18			
MTC	1,949/24 events	25	1,676/25 events	1,479/23 events	942/24 events	220/12 events	637/15			
WTC	312/4 events	20	760/19 events	1,344/20 events	797/30 events	440/2 events	401/17			
ICC	280/8 events	10	676/7 events	480/11 events	670/16 events	219/9 events	255/11			

COVID-19 social distancing and limited opportunities to collaborate in person impacted 2019-20 and 2020-21

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	2024-25
BTC	89% 643/718	65%	44% 307/694	81% 524/651	67% 482/718	36.7% 283/771	38% 290/772			
MTC	81% 543/673	85%	50% 370/734	60% 429/711	61% 452/735	22% 163/732	68% 511/753			
WTC	81% 328/427	75%	61% 251/411	100% 428/425	63% 265/422	15% 67/440	16% 77468			
ICC	62% 248/400	50%	44% 181/415	39% 165/426	7% 33/473	0% 0/431	28% 130/458			

COVID-19 social distancing and limited opportunities to collaborate in person impacted 2019-20 and 2020-21

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	2024-25
BTC	7% 52/718	25%	18% 124/694	20% 128/651	6% 41/718	16.2% 125/771	14% 115/797			
MTC	17% 115/673	25%	17% 126/734	12% 86/711	1% 10/720	2% 15/732	11% 16/773			
WTC	N/A	25%	22% 90/411	17% 74/425	1% 5/422	2.5% 11/440	9% 42/468			
ICC	2% 9/400	15%	7% 29/415	6% 27/426	0% 0/473	0% 0/431	34% 157/458			

*COVID-19 Shutdown cancelled all competitions March-June 2020 and impacted all of 2020-2021

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
Director of Diversity, Equity, & Inclusivity
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 • Created a 3-year PD plan to provide part-time instructors and evening supervisors support • Infuse equity and diversity into curricular resources and professional development • Utilized a research-based curriculum to provide monthly one-hour remote training sessions regarding instructional practices to enhance student engagement • Creation of an online resource library to include instructional tools and strategies, syllabus guidance, and creating assessments that meet the needs of diverse learners	Director Divisional Administrator Director of Diversity, Equity & Inclusivity Program Administrator Teachers Vocational Advisor	Annually	Participation in professional development opportunities Participation in business and industry meetings and event	Ongoing and continuous May 2019 2022
2. Improve instruction and assessments with an emphasis on cultural proficiency in order to engage a diverse population of students. • Work with specific instructors annually to develop instructional strategies, syllabi, assessments • Diversify recruitment efforts to improve student demographic representation in staffing • Create new cohorts in 2020 and 2021 to meet student needs.	Director Director of Diversity, Equity & Inclusivity Divisional Administrator 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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
• Create remote instruction models for practical nursing clinical rotations (ATI real life scenarios, virtual) • Offer online entrance exams as well as NCLEX prep courses, improving accessibility/options • Hire vocational advisors/case management in nursing program to build capacity and meet students' diverse needs. • Enhance ATI's digital curriculum, simulation activities and instructional supports • Offer online focused review sessions to enhance student proficiency • Enhance ATI's digital curriculum, simulation activities and instructional supports • Provide academic and social-emotional supports for students with disabilities, economically disadvantaged and English Language Learners (ELL) • Assessed instructional strategies that meet the needs of a diverse population, including equitable access to the curriculum and use of a variety of assessment strategies • Creation of a Practical Nursing Student Support Team				2022

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Increase student participation in prep courses, bridge programs, and remediation classes.	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
1. Increase the number of students earning stackable credentials that align with industry trends	Divisional Administrator Program Administrator Teachers	Ongoing	Annual certification reports	Ongoing and continuous
2. Improve student readiness by creating opportunities to secure employment • Create multiple in person and virtual career fair events during class times to invite employers to meet students	Divisional Administrator Director of Diversity, Equity & Inclusivity Program Administrators Teachers Vocational Advisors	Ongoing	Increased number of work experience and clinical sites Increased number of students participating in work experience Increased number of students securing employment Increased number of students utilizing the Employment Resource Center	Ongoing and continuous
3. Provide instructor support to pursue and maintain industry certification and access to innovative technologies	Director Divisional Administrator Program Administrators	Ongoing	Number of teachers with industry certifications Number of classrooms with innovative technologies infused	Develop tracking system
4. Further develop partnerships with colleges and trade schools	Director Divisional Administrator Program Administrators	Ongoing	Increased number of partners per course	Ongoing and Continuous

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Establish a system necessary for gathering and analyzing data required for the activities where data isn't currently collected in Strategies 1 & 2 • Created a CTE shared drive for all administrators to add/update evidence of strategic plan goals met	Divisional Administrator Program Administrators Teachers Vocational Advisors Network & Systems Administrator	June 2018	Completed system	Completed June 2019

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%	49%	57%	N/A		
Industry Credentials	25%	100%	32%	72%	49%	57%	N/A		
Formative and Summative Assessments	43%	70%	43%	62%	10%	3%	74%		
Data Analysis/Data Driven Instruction	43%	75%	57%	47%	39%	23%	54%		
Gainful Employment Rating	0%	70%	0%	6%	31%	35%	35%		

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%	86%*	84%	86%		
Barbering	56%	90%	1%	33%	63%	63%*	100%	90%		
Cosmetology	69%	90%	75%	82%	80%	63%*	70%	94%		

*2019-2020 numbers were impacted by Covid-19 restrictions

	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%	70%*	75%	84%		

*Completed satisfactory AND completed- unsatisfactory. Students who do not meet BOCES completion requirements are still eligible for a field certification (ex: NCCER)

**CMA students are eligible for additional credentials (EKG, Phlebotomy). This data reflects CMA certification only

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%	78%	83%	84%		
Barbering	89%	80%	89%	89%	60%	67%	89%	67%		
Cosmetology	67%	80%	67%	79%	74%	67%	83%	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%	52% *	68%	43%		
Barbering	75%	85%	75%	67%	75%	75%	88%	50%		
Cosmetology	75%	85%	75%	65%	70%	79%	80%	84%		

*Of the 572 completers, 196 students responded to the survey. Of the 196, 110 were working in the field of study.

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%	46% *	28%	46%		
Employment Workshops	73%	80%	73%	74%	72%	46% **	44%	46%		

*Of the 572 completers, 45 students engaged in an internship

**There were no ERC workshops conducted in 2019-20

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	15	15		
# of Schools	5	████	5	5	5	11	11	11		
# of Courses	7		7	7	7	12	12	12		

Strategic Action Plan III: Educational Support Services

Responsible Administrator:
Associate Superintendent for Education Services
Director, Educational Support Services (ESS)
Divisional Administrator, ESS
Program Administrator, Enrichment Services
Program Administrator, Professional Development (PD)
Program Administrator, Curriculum & Assessment (CA)
Program Administrator, School Data Bank Services (SDBS)
Administrative Coordinator, Arts-in-Education (AIE)
Administrative Coordinator, School Library System (SLS)
Asst. Administrative Coordinator, Enrichment Services
Administrative Coordinator, School Data Bank Services (SDBS)
Program Administrator for ENL/Bilingual Programs
Program Administrator Family Education Outreach Program

Collaborators:
Director of Diversity, Equity, & Inclusivity
NYS Education Department
ESBOCES District Superintendents
Nassau BOCES
Western Suffolk BOCES
Long Island Parent Center
Community Employment Specialists
L.I. Family Education Outreach Program (FEOP)
Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
L.I. Regional Bilingual Education Resource Network (R-BERN)
L.I. Early Childhood Direction Center (ECDC)

Objective: **By July 2025**, 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
1. Review and revise Mentor Program training modules based on survey feedback from mentor workshops and from the Induction program	Divisional Administrator, ESS Mentor Coordinators	Annually	New mentor training modules are updated, shared and implemented successfully	• Reviewed 191 evaluations from 44 mentor training modules (TEAM, ABC'S Steps for Success, Behavior, Management, iPad, Chrome Books, Newline Board) are updated modules.
2. Continued support for ESBOCES mentors	Divisional Administrator, ESS Mentor Coordinators	Annually	Positive feedback on Mentor Survey	• Mentors made suggestions to the content of the meetings and their suggestions were implemented successfully. • Transitioned from a mentor handbook to a Google site for mentors to easily access current information. • Offered professional development at our 3 mentor meetings.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Survey ESBOCES employees to determine training needs to establish appropriate Agency-Wide Professional Growth opportunities	Director, ESS	Annually Spring	Agency-Wide Professional Growth Opportunities are provided and meet the needs that annual survey indicates	• Survey responses reviewed. Feedback will be used to inform the 2024-2025 offerings. • Survey results are shared with Administrative Council members who are encouraged to suggest presenters based on requested topics.
4. Create a survey for the Coaching Network service to determine district needs and quality of professional development being offered	Program Administrator, PD	Spring 2019	Survey data that outlines district needs and confirms and/or informs coach selection	Complete
5. Distribute the survey for the Coaching Network service to determine district needs and quality of professional development being offered	Program Administrator, PD	Ongoing Annually	Survey results are received and reviewed to inform professional development program	July 2023 - Survey distributed, reviewed and used for planning the 2023-24 offerings.
6. Update 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	• Brochure updated. • 11 districts participated in 2022-23 school year • 9 districts participated in 2023-24 school year

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. 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 Director of Diversity, Equity & Inclusivity Curriculum Council Advisory Board	Ongoing Annually	Agendas reflect feedback from districts, state directives and initiatives Maintain or increased participation at Curriculum Council meetings Positive feedback on new ESS Bi-Annual survey and Bi-Annual CoSer survey	• All agendas are based on district needs and NYS initiatives. A total of 10 meetings were held for 2023-24. • ESS Bi-Annual Survey/CoSer Survey results will be reviewed, and agendas will reflect district needs.
8. Offer an annual conference for mental health professionals in collaboration with the 3 L.I. BOCES	Program Administrator, PD	Annually, Fall of 2018-2022	Maintain or increase participation of at least 80 participants per year	Complete. • The 5th Annual Conference was held virtually November 8, 2022 with approximately 60 participants. • More than half of the participants were from ESBOCES • Due to Northwell Health offering a similar training on the same date, it has been decided to end this conference moving forward.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
10. Assist the Associate Superintendent's Office in offering a 4-year 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 2022	Goal met. See Strategic Plan I – Measurement: ESBOCES Induction Program percentage of participation.
11. 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 held with Assistant Superintendents and district leaders to review ESS services: 21-22: 31 meetings 22-23: 30 meetings 23-24: 34 meetings
12. Develop a micro-credential for Diversity, Equity and Inclusivity	Program Administrator, PD Director, ESS Director of Diversity, Equity & Inclusivity	2024	A DEI certification micro credentialing system was created.	Stony Brook and ESBOCES worked together to provide a DEI micro-credential that is part of the Summer Equity Institute.
13. Develop a professional development offering regarding the historically accurate story of Long Island segregation	Program Administrator, PD Director, ESS Director of Diversity, Equity & Inclusivity	2023	Strong district participation across our component school districts	Complete. A professional development offering was provided as a breakout session during the May 2022 DEI Conference. A professional development workshop occurred during the 2022-23 school year.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
14. 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 Director of Diversity, Equity & Inclusivity	Ongoing through 2024	Standing item on meeting agendas on how to encourage paraeducators from diverse backgrounds to enter the teaching profession	This was a standing agenda item for the Mentor meetings in the 2023-24 school year.
15. Create a paraeducator to teacher pipeline program	Director, ESS Divisional Administrator, ESS Director of Diversity, Equity & Inclusivity Mentor Coordinators	Ongoing	Enough enrollment to run program.	A DOL Grant was awarded to ESBOCES for 4.5 million dollars to fund a Teacher Residency Program. A partnership was established with SUNY Empire to offer ESBOCES paraeducators an opportunity to obtain a Master's of Adolescent Special Education. We are currently supporting 30 residents and will continue to recruit additional participants.
16. Live streaming and virtual options will be offered for applicable professional development to allow increased accessibility for our Region.	Program Administrator, PD	Complete	Strong district participation across our Region	Complete. Live streaming and virtual options will be available for applicable professional development.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
17. Increase the availability of much needed Mental Health and Social-Emotional Learning offerings.	Program Administrator, PD	Ongoing	More Mental Health and Social-Emotional Learning opportunities offered. Strong district participation across our Region	For 2023-24, many workshops were offered with a Mental Health and SEL including: - Northwell School - Mental Health Collaboration - SEL Professional Learning Network with Dr. Kelly Zinn.

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
1. Monitor feedback from school librarians who participate in quarterly liaison meetings to determine their professional development needs	Administrative Coordinator, SLS SLS Council	Ongoing Annually	Librarian meeting agendas reflect feedback and evaluations are positive	2023-24: 4 SLS liaison meetings held with an opportunity to evaluate 13 different sessions by the 264 attendees. Over 90% of the sessions were rated excellent, very good and good. Feedback will inform the content of the 2024-25 meetings.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Monitor and update the Virtual Reference Collection (VRC) to include 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	Administrative Coordinator, SLS SLS Council	Ongoing Annually	VRC databases are aligned with the updated New York State learning standards and school districts are actively utilizing the collections	Usage reports shows the number of times the VRC databased are accessed by districts: 2021-22: 12,967,614 2022-23: 14,927,313 2023-24: 17,311,512
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	Administrative Coordinator, SLS SLS Council	June 30, 2022	DML usage reports show an increase in utilization	Complete Due to vendor changes, the DML service will be re-designed with the major resources becoming supplemental subscriptions for the 2022-23 school year.
4. Promote the CultureGrams found in the Virtual Reference Collection (VRC) to support Diversity, Equity, and Inclusivity.	Director of Diversity, Equity & Inclusivity Administrative Coordinator, SLS SLS Council	Ongoing Annually	VRC usage reports show an increase in utilization	Usage reports show the number of times CultureGrams was accessed by districts: 2021-22: 379,965 2022-23: 451,298 2023-24: 470,999
5. Monitor and update the Supplemental Database offerings to meet district needs.	Administrative Coordinator, SLS SLS Council	Ongoing Annually	Supplemental database subscription offerings will increase	Supplemental database vendors available to districts: 2022-23: 46 2023-24: 60

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	• Application reviewed on an annual basis. • Application updated to include a connection to NYSED's Culturally Responsive-Sustaining Education (CRSE) if applicable. • Artist Spotlight is sent to districts to highlight new programs. • Developing a more advanced search feature for our online catalog. • Vendors selected specific categories to provide a more targeted search for districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Review district feedback surveys for satisfaction and quality of performances	Administrative Coordinator, AIE	Ongoing Annually	Feedback surveys indicate that districts are satisfied with their choices of artists or visiting experts and they are receiving high quality presentations	• Surveys for 2022-23 show over 95% performances as very good and excellent. • Surveys for 2023-24 were collected from July – January due to a technical issue with the AIE database. 94.6% rated performances as very good and excellent.
3. Update the Arts-in-Education/ Exploratory Enrichment catalog	Administrative Coordinator, AIE	Ongoing Annually	Catalog is updated, shared and utilized successfully.	• Catalog updated based on districts needs and requests. • Addressed feedback provided by the AIE Advisory Board for catalog usability and content. • Online catalog was shared and utilized successfully.
4. Foster student ambassadors within school districts through our partnership with the PEACE Project to raise student voices to promote diversity, equity and inclusivity.	Director of Diversity, Equity & Inclusivity Administrative Coordinator, AIE	Ongoing Annually	Develop student ambassadors throughout our districts to promote Diversity, Equity and Inclusivity.	Continued partnership with the PEACE Project to raise student voices to promote diversity, equity and inclusivity.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Promote and expand the Arts-in-Education/Exploratory Enrichment catalog with programs that highlight many different cultures	Administrative Coordinator, AIE	Ongoing Annually	An increase in programs that highlight many different cultures are utilized within ESBOCES schools and across our districts.	Promoted programs that highlight many different cultures.
6. Promote "Unity Day" by highlighting programs that can support this initiative	Administrative Coordinator, AIE	2024	Programs that support Unity Day will be included in our Arts-in-Education Star newsletter.	Continued to keep districts informed about Unity Day.
7. Maintain and establish new partnerships with culturally-centered student organizations	Director of Diversity, Equity & Inclusivity Administrative Coordinator, AIE	Ongoing Annually	Partnerships are developed and culturally-centered student programs are included in the Arts-in-Education catalog.	New programs added for 2032-24 include performances such as Incanto Productions "Sempre Verde" in Spanish, Italian, French and English

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.

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.
3. Provide additional regional technology training online	Program Administrator, Curriculum and Assessment	Fall 2020	Increase in the number of educators participating in online technology training offerings	Complete Due to COVID-19 there was a high demand for online workshops. 85 online technology trainings were offered to 2,714 participants in 2019-20. This is an increase from last year with 73 additional online courses and 2,674 additional participants.
4. Provide specific technology training to meet district needs	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 to the Model Schools Educational Technology Coaches to assist teachers in helping their students on how to identify and disrupt bias and hate online	Program Administrator, Curriculum and Assessment Director of Diversity, Equity & Inclusivity	2024	Professional development provided to Model Schools Educational Technology Coaches and shared regionally.	Educational Technology Coaches received training on CR-S framework, DEI Policy terminology, Computer Science and Digital Fluency (CSDF) standards, which in particular addresses how to use technology to disrupt bias and hate online.
6. Provide regional professional development to assist teachers in using technology to enhance curricula for teaching and learning to align with CTLE requirements	Program Administrator, Curriculum and Assessment	2022 Ongoing Annually	Regional workshops aligned with CTLE requirements will be provided.	CTLE workshops are being provided. 2021-22: 38 2022-23: 30 2023-24: 33
7. Obtain feedback from non-participating districts to increase participation	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Increase in Model Schools base service participation	See measurement A

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	30,016	10,496	13,740	22.216
% of Positive Evaluations	N/A	98.1%	98.4%	97.66%	93%	95%	97.76%	97.85%

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	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	Ongoing Annually	Increase in enrollment in summer enrichment programs Positive survey results	• See enrollment chart below. • 2023-24 enrollment increased. • Survey results from parents and staff were overwhelmingly positive.
2. Extend summer enrichment offerings to increase middle school participation.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2025	Extend middle school offerings to increase participation	• 17 middle school students participated in 20-21. • 100 middle school students participated in 21-22. • 131 middle school students participated in 22-23 • 162 middle school students participated in 23-24

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	222	214	199	164	40	229	226	236
Bayport-Blue Point	176	204	151	85	0	60	83	73
Central Islip	227	0	0	293	0	273	309	332
Comsewogue	280	250	240	170	64	180	211	215
Connetquot	253	248	291	150	42	106	142	100
Leadership Institute for Middle School Students (1-year grant-funded program)								25

Strategy 6: Provide high-quality, year-round enrichment programs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Specific training will be offered to staff throughout the school year based on district goals, teacher, counselor, and student needs to provide a high-quality program	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	Ongoing Annually	Training developed, scheduled and delivered	• See chart below • Staff received training in August 2023 based on district needs • Additional trainings delivered at quarterly staff meetings on behavior management and curriculum.
2. Expand the extended day 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	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services	2024	The extended day enrichment program will increase from 2 districts to 3 districts	Marketing regionally for program expansion in 2023-2024 for customized enrichment residencies. The enrollment in our current 2 school districts has increased.
3. Surveys of extended day enrichment programs will be provided to parents and program staff to determine the quality of the programs	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services, Directors of the Year-Round Enrichment Program	Ongoing Annually	Survey results indicate that at least 90% of parents and program staff are satisfied with the quality of the programs	See chart below Parents and district staff surveys are completed, reviewed, and programmatic adjustments were made.

4. Surveys of extended day enrichment programs will be provided to students to determine the quality of the programs.	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services, Directors of the School Year Enrichment Program	Ongoing Annually	Survey results indicate that students are satisfied with the quality of the program.	Student surveys indicated that students were satisfied with the quality of the program which is supported by an increase in enrollment.
5. Develop student clubs and/or activities to address Diversity, Equity, and Inclusivity	Program Administrator, Enrichment Services Asst. Administrative Coordinator, Enrichment Services, Director of Diversity, Equity & Inclusivity Directors of the School Year Enrichment Program	Ongoing Annually	Students are participating in activities addressing diversity, equity, and inclusivity.	Several Arts-in-Education culturally responsible programs on Diversity, Equity and Inclusivity were offered for 2023-24. The Choose Love and MooZoom SEL curriculum programs help support a sense of belonging and enhance inclusivity.

School Year 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%	98%	92%	97%	98%

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

Activities	Person Responsible	Target Date or Completion	Indicators of Success	Status/Outcome
1. Support districts in utilizing data analysis and data tools to inform instructional and curriculum-based decisions and equity among students	Program Administrator, SDBS Administrative Coordinator, SDBS	Ongoing	• Customized data dashboards developed based on district needs • Professional learning opportunities created based on district request/needs	• Approximately 465 customized data dashboards, Infographics, and Excel workbooks developed based on district collaboration in 2023-24. • Approximately 380 professional learning opportunities were provided in 2023-24. • Total professional development hours offered were 3,150.
2. Conduct professional development engagements to maintain and increase participation and assist in the use of the BOCES Assessment Reporting System (BARS), other data tools and reporting systems, and vendor products	Program Administrator, SDBS Administrative Coordinator, SDBS	Ongoing	• Workshop evaluations demonstrate that professional development engagements meet participant needs. • Participation in services will be maintained or increased.	• For 2023-24, professional development participation remained consistent. - Administrators: 1009 - Teachers: 1,658 - Other staff: 415 • Survey results were overwhelmingly positive with most participants rating the workshops as excellent or very good. • Workshops were updated based on participant feedback.

3. Provide targeted data analysis related to the "Every Student Succeeds Act" (ESSA) and other district needs	Program Administrator, SDBS Administrative Coordinator, SDBS	Ongoing	• 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	• SDBS staff were informed of ongoing ESSA requirements • Completed 5th year of addressing the needs of ESSA-identified schools for improvement through a SDBS ESSA team. • SDBS team supports ESSA related data projects in 27 districts. • Supported districts in utilizing longitudinal testing data and collaborated with 4 district data inquiry teams.
4. School Data Bank Services will monitor changing district needs based on the annual district administrator meetings, the CoSer Evaluation Survey, ESS Bi-Annual Survey and the Assessment Services Intake Survey.	Program Administrator, SDBS Administrative Coordinator, SDBS	Ongoing Annually	• Implemented changes based on feedback.	• Regional professional development offerings increased based on feedback. • Newly developed data visualizations and analysis topics were identified. • Professional development was provided for SDBS staff to support the district data inquiry process • A web-based Instructional and Educational Technology database was created to capture the district's use of curriculum and vendor products by grade level and content-area.

5. Provide an up-to-date School Data Bank services website for districts to quickly access important data and resources.	Program Administrator, SDBS Administrative Coordinator, SDBS	July 2023 Ongoing	An increase in website visits and page views.	22-23: Total website visits were 3,372, total page views were 6,811. 23-24: Due to ESB conversion to Finalsite (software) and updates to Google Analytics, our effect-date was 9/1/23. Data can only be pulled on page visits from 9/1/23 to 6/7/24. • SDBS Website Visits: 4377
6. Provide Assessment Services – Full Service Scoring to the region for NYS 3-8 Assessments and K-12 NYSESLAT	Program Administrator, SDBS Administrative Coordinator, SDBS	Beginning 2022-23, Ongoing	• District educators participate in an annual NYSAA test administrator certification training, and scoring intake workshops. • Districts participate in Full Service Scoring for NYS 3-8 Assessments and NYS K-12 NYSESLAT Assessments • Fast efficient service will be provided to districts for intake of test booklets.	• In 2023-24, NYSED continues to implement a mandatory shift from PBT to CBT administration. • Participation in trainings/workshops: - Admins: 151 - Teachers: 408 - Other Staff: 43 - District Participation: 66 • In 2023-24, districts were highly satisfied with the average time for intake of test booklets.

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 Director of Diversity, Equity & Inclusivity	Distribution Bi-annually	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. Diversity, Equity, and Inclusivity question will be added to the 2019-2020 survey.	• 23-24 survey will be distributed and responses reviewed and addressed. • 21-22 survey data had an average rating of 2.3 out of 3.0 (see Measurement C) • Diversity, Equity, and Inclusivity question was added beginning with the 2019-2020 survey.
2.	Review and implement key improvements suggested in the ESS survey bi-annually	All ESS Administrators Director of Diversity, Equity & Inclusivity	Bi-annually	Increase in the number of districts participating in ESS program services	Improvement suggestions will be reviewed and prioritized (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 2022	Social media trainings are scheduled and delivered. ESS programs are utilizing social media on a monthly basis.	A system is being developed in coordination with ESB's Office of Communication for Social Media posts to be done directly by the ESS Department. ESS programs and services were announced using ESBOCES Social Media through cooperation with ESB's Office of Communications.
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.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Promote the Long Island Consortium for Excellence and Equity (LICEE) to increase consortia team and/or district participation	Director, ESS Program Administrator, PD	June 2024	50% increase in number of districts/teams participating	Complete • 2021-22 had 17 teams of 5, plus 18 individuals. • See Measurement A
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	Director of Diversity, Equity & Inclusivity Program Administrator, PD	Ongoing Annually	Increase participation in regional workshops and in-district training addressing inclusivity, cultural responsiveness and in providing safe, supportive learning environments	• 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.
4. Develop a regional resource website and sharing platform for Diversity, Equity, and Inclusivity	Director, ESS Director of Diversity, Equity & Inclusivity	2021	Regional resource website is updated annually	Complete
5. Host an annual Diversity, Equity, and Inclusivity Conference	Director, ESS Director of Diversity, Equity & Inclusivity Program Administrator, PD	2024 Ongoing	Sufficient registrations received to run conference and honor equity champions.	• Hosted a virtual DEI conference in May 2022 with 78 in attendance • Hosted a DEI conference in May 2023 with 88 in attendance • Hosted a DEI conference in May 2024 with 88 in attendance

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Include Diversity, Equity, and Inclusivity resources and discussions at ESS Administrators and full staff meetings.	Director, ESS Director of Diversity, Equity & Inclusivity	Ongoing Annually	Diversity, Equity, and Inclusivity is a standing item on meeting agendas Increased conversations about Diversity, Equity, and Inclusivity	• Diversity, Equity, and Inclusivity was a standing agenda item on all ESS Administrators and all 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 Director of Diversity, Equity & Inclusivity	Ongoing Annually	Diversity, Equity, and Inclusivity is a standing item on meeting agendas Increased conversations about Diversity, Equity, and Inclusivity	• Diversity, Equity, and Inclusivity presentation was provided at the August 2023 Leadership Meeting. • Diversity, Equity and Inclusivity learning opportunities were provided at Administrative Seminars.
8. ESS Administrators will begin to turnkey Diversity, Equity and Inclusivity activities during their staff meetings	Director of ESS Director of Diversity, Equity & Inclusivity ESS Administrators	Spring 2022	ESS staff meetings have Diversity, Equity and Inclusivity agenda items for all meetings	• Training was provided to ESS Administrators throughout the 2023-2024 school year.

	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	1,838	2,932	1,885	1,852

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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 Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Increase ESBOCES trainings on additional Third-Party products.	Planned to hire an additional trainer for 2023-24 to expand training opportunities; however, hiring was put on hold due to budget constraints
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 Asst. Administrative Coordinator, Curriculum and Assessment	Fall 2018	Website created with detailed information, calendar of events and resources.	Complete Transitioned website from Data central 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 electronic distribution lists for Third Party Assessment Products	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2022	Creation of list served by product.	Complete
4. Promote the USDOE school climate survey through LinkIt!	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2021	Component districts are utilizing the school climate survey across the region	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Assess the region to determine additional Third-Party Assessment needs	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Bi-Annually	ESS Bi-Annual Survey results are above 2.0	See Measurement C

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

Possible Sources of Funding:
- District subscriptions to ESS service

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
AIE: Exploratory Enrichment	22/51	30/51	22/51	36/51	38/51	39/51	27/51	31/51	33/51	31/51
Arts-in-Education	55/69	62/69	55/69	55/69	59/69	59/69	49/69	56/69	59/69	62/69
Cultural Competency – Long Island Consortium for Excellence & Equity (LICEE)	12/69 (2017-2018)	16/69	N/A	12/69	13/69	12/69	14/69	15/69	N/A	N/A

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
Educational Leadership, Development & Placement	12/51	16/51	12/51	11/51	11/51	12/51	11/51	11/51	11/51	9/51
Enrichment Programs - Year-Round/Extended Day	3/51	3/51	3/51	3/51	3/51	4/51	2/51	2/51	2/51	2/51
Enrichment Programs - Summer	5/51	6/51	5/51	4/51	5/51	5/51	3/51	5/51	5/51	6/51
Model Schools	44/51	44/51	44/51	41/51	41/51	40/51	39/51	41/51	43/51	42/51
NYS Curriculum & Assessment Services	32/51	37/51	32/51	36/51	36/51	36/51	38/51	39/51	39/51	40/51
School Library: Virtual Reference Collection - Elem	36/51	40/51	36/51	38/51	44/51	44/51	43/51	43/51	43/51	43/51
School Library: Virtual Reference Collection - MS	32/51	36/51	32/51	34/51	32/51	32/51	32/51	32/51	32/51	32/51
School Library: Digital Media Library PreK-12	32/51	36/51	32/51	31/51	30/51	30/51	28/51	28/51	N/A	N/A
School Library: School Library Automation	43/51	47/51	43/51	45/51	43/51	43/51	43/51	43/51	43/51	43/51
School Library: Virtual Reference Collection - HS	37/51	38/51	37/51	39/51	36/51	36/51	36/51	36/51	36/51	36/51
School Data Bank Services	58/69	58/69	58/69	58/69	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	56/69	58/69	54/69	53/69

2. **Measurement B - Program evaluations/bi-annual results of CoSer Survey** *** CoSer survey for 2022-23 is not available yet (5/29/24)*

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	3.8	N/A		N/A
AIE: Exploratory Enrichment	405.110	3.6	3.8	3.6	N/A	3.4	N/A	3.8	N/A		N/A
Comprehensive Curriculum Development Service	531.350	3.3	3.3	3.3	N/A	3.7	N/A	3.6	N/A		N/A
Curriculum Council	531	N/A	N/A	N/A	N/A	3.5	N/A	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	3.6	N/A		N/A
Enrichment Programs - Year-Round/Extended Day	432.445	3.7	3.7	3.7	N/A	4	N/A	3.5	N/A		N/A
Enrichment Programs - Summer	435.185	N/A	N/A	N/A	N/A	N/A	N/A	3.7	N/A		N/A
Enrichment Programs: LI Science & Engineering Fair - Junior Varsity	435.150	2.0	2.5	2.0	N/A	4.0	N/A	4.0	N/A	N/A	N/A
Enrichment Programs: LI Science & Engineering Fair - Varsity	435.160	4.0	4.0	4.0	N/A	4.0	N/A	4.0	N/A		N/A
Enrichment Programs: Project WISE	435.110	3.8	3.8	3.8	N/A	3.5	N/A	3.8	N/A		N/A
Enrichment Programs: Regional Quiz Bowl	435.130	3.7	3.7	3.7	N/A	4.0	N/A	3.5	N/A	N/A	N/A
Model Schools	532.100	3.5	3.7	3.5	N/A	3.4	N/A	3.6	N/A		N/A
PD: Athletes Helping Athletes	531.610	3.6	3.7	3.6	N/A	3.5	N/A	4.0	N/A		N/A
PD: Frontline	531.200	3.2	3.2	3.2	N/A	3.7	N/A	3.4	N/A		N/A
PD: Professional Development Workshops	531.315	3.7	3.7	3.7	N/A	3.8	N/A	3.7	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
School Library: Library Services/Media	516.210	3.6	3.8	3.6	N/A	3.9	N/A	3.7	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		N/A
SDBS: School Data Bank – Full	514.430				N/A	3.9	N/A	3.7	N/A		N/A
SDBS: School Data Bank – Inclusive	514.470				N/A	3.7	N/A	4.0	N/A		N/A
SDBS: School Data Bank – Intro	514.420				N/A	4.0	N/A	3.5	N/A		N/A
Third Party Assessments	615	N/A	N/A	N/A	N/A	N/A	N/A	3.4	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
AIE: Exploratory Enrichment	2.3	2.5	N/A	2.3	N/A	2.7	N/A	2.2	N/A	
Arts-in-Education	2.3	2.5	N/A	2.3	N/A	2.6	N/A	2.3	N/A	
Comprehensive Curriculum Development Service	2.5	2.6	N/A	2.5	N/A	2.5	N/A	2.3	N/A	
Curriculum Council	2.7	2.8	N/A	2.7	N/A	2.7	N/A	2.6	N/A	
Educational Leadership, Development & Placement Svc	2.4	2.6	N/A	2.4	N/A	2.5	N/A	2.2	N/A	
Enrichment Programs: Junior Reserve Officers Training Corps (JROTC)	2.5	2.6	N/A	2.5	N/A	3.0	N/A	2.5	N/A	
Enrichment Programs: Extended Day/ Year-Round Enrichment Program	2.4	2.5	N/A	2.4	N/A	2.6	N/A	2.3	N/A	
Enrichment Programs: LI Science & Engineering Fair - Varsity	2.7	2.8	N/A	2.7	N/A	2.7	N/A	2.5	N/A	
Enrichment Programs: Regional Quiz Bowl	2.8	2.9	N/A	2.8	N/A	3.0	N/A	N/A	N/A	
Enrichment Programs: Summer Enrichment	2.4	2.5	N/A	2.4	N/A	2.6	N/A	2.5	N/A	
Enrichment Programs: Women in Science and Engineering (WISE)	2.8	2.9	N/A	2.8	N/A	2.8	N/A	2.4	N/A	
Full Service Scoring for NYSED Grades 3-8	2.4	2.5	N/A	2.4	N/A	2.4	N/A	2.4	N/A	
Long Island Consortium for Excellence & Equity (LICEE)	2.6	2.7	N/A	2.6	N/A	2.5	N/A	2.5	N/A	
Model Schools	2.2	2.4	N/A	2.2	N/A	2.6	N/A	2.4	N/A	
Model Schools: Educational Technology Coaches	2.5	2.6	N/A	2.5	N/A	2.6	N/A	2.3	N/A	
PD: Principal Evaluator Service	2.4	2.5	N/A	2.4	N/A	2.4	N/A	2.3	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
PD: Professional Development Workshops	2.5	2.7	N/A	2.5	N/A	2.6	N/A	2.4	N/A	
PD: Athletes Helping Athletes	2.5	2.6	N/A	2.5	N/A	3	N/A	2.3	N/A	
PD: In District Staff Development	2.5	2.7	N/A	2.5	N/A	2.5	N/A	2.4	N/A	
PD: MyLearningPlan/Frontline	2.1	2.2	N/A	2.1	N/A	2.5	N/A		N/A	
School Library: Library Automation	2.3	2.4	N/A	2.3	N/A	2.5	N/A	2.3	N/A	
School Library: Digital Media Library PreK-12	2.5	2.6	N/A	2.5	N/A	2.6	N/A	2.3	N/A	
School Library: Virtual Reference Collection	2.4	2.5	N/A	2.4	N/A	2.5	N/A	2.4	N/A	
SDBS: School Data Bank Services	2.7	2.8	N/A	2.7	N/A	2.6	N/A	2.3	N/A	
SDBS: Shared Data Experts	2.4	2.6	N/A	2.4	N/A	2.7	N/A	2.7	N/A	
Third Party Assessments BOCES Help Desk, Training and Support	2.3	2.4	N/A	2.3	N/A	2.5	N/A	2.1	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
1. Provide technical assistance, professional development, and individualized consultations to all 125 school districts on Long Island.	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN L.I. RBERN Resource Specialists	Ongoing through June 2025	Number of participants at professional development sessions Number of individualized consultations Program Quality Reviews (PQR) conducted at all districts that commit to the process Maintain or increase total number of districts served	Ongoing through June 2025 Conducted a PQR in the three schools comprising one school district
2. Conduct the annual L.I. Teacher Institute (LITI) for educators of ELLs	Program Administrator for ENL/Bilingual Programs L.I. RBERN Resource Specialists	Annually	Meet or exceed 300 participants per year	LITI was held on March 6th in person at the Melville Marriott. There were 502 attendees representing 52 school districts.
3. Conduct five (5) Bilingual/ENL Coordinators' Networking Meetings per year; schedule and organize meeting topics based on feedback, NYSED priorities, new or updated NYSED standards/resources, and district interest	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN	October 2024 December 2024 February 2025 April 2025 June 2025	Agendas reflect feedback from districts and NYSED priorities Maintain consistent attendance at Bilingual/ENL Coordinators' Networking Meetings Positive feedback from attendees	24-25 meetings are scheduled as of January 2024 23-24 Meetings were held on: October 24, 2023 December 8, 2023 February 29, 2024 April 17, 2024 June 7, 2024

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
4. Provide regional professional development on NYSED Office of Bilingual Education and World Languages priorities such as: Dual Language, Integrated ENL Co-Teaching and the Academic and Linguistic Demands of the Next Gen ELA Standards (ALDS)	Program Administrator for ENL/Bilingual Programs Administrative Coordinators for L.I. RBERN L.I. RBERN Resource Specialists	Ongoing Annually	Regional workshops aligned with NYSED OBEWL priorities are offered Positive feedback from attendees	Held 2 Dual Language Institute PD Cohorts serving 4 school districts Conducted five (5) 4-session PD cohorts of Integrated ENL Co-Teaching professional development Conducted eight (8) ALDs workshops
5. Respond to NYSED RFP by applying to continue the L.I. RBERN for the next funding period.	Program Administrator ENL/Bilingual Programs	January 2025 (RFP is anticipated to be released in late fall 2024)	Approved application for ESBOCES to continue hosting the L.I. RBERN for the next funding period.	(RFP is anticipated to be released in late fall 2024)

Measurement – Participants in L.I. RBERN services

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

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		2024-2025
	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	
Professional Development Sessions	125	3,505	125	3,992	125	4205	125	6240	182	4239	185	5170	140	5920			N/A
On-Site Consultations	111	480	16	249	19	312	17	311	10	137*	15	136	11	86			N/A

On-site Consultations data includes meetings that took place via videoconferencing.

Strategy 12: Support the L.I. RBERN to act as "Lead Applicant" for an ESSA Title III Consortium of Long Island School Districts

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Submit Consolidated Application to serve as lead applicant of the L.I. Title III Consortium that provides 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 Long Island districts that qualify for Consortium membership	Program Administrator, ENL/Bilingual Programs Administrative Coordinator for L.I. RBERN	September 2023 through August 2024 Ongoing for each year in which schools are eligible to join a Consortium	Offer Consortium membership to each eligible Long Island school district Maintain or increase the number of ENL teacher participants attending Title III PD sessions	Completed Acted as lead applicant for 2023-24 for 46 eligible Consortium districts
2. Conduct professional development series for ENL teachers in member districts focused on an annually identified theme	Administrative Coordinator for L.I. RBERN	August 2024	Identify PD theme based on feedback collected during Title III Steering Committee Meetings	Theme identified for 2023-2024 was integrated Co-Teaching for ELLs Theme identified for 2024-2025 is Using AI to Enhance Language Education for ELLs
3. Provide two days of classroom embedded support by a Technology Integration Specialist to each member district	Administrative Coordinator for L.I. RBERN	August 2024	Maintain or increase number of districts participating in embedded PD	Data under review
4. Provide one day of on-site Shared Data Expert services to examine ELL performance data to each member district	Administrative Coordinator for L.I. RBERN	August 2024	Maintain or increase number of districts participating in shared data services	Data under review

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

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).

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 Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants
Professional Development Sessions	47	148	48	401	47	447	47	471	48	529	43	169	43	tbd	46	tbd
On-Site Consultations	47	148	48	305	47	345	47	TBD	48	TBD	43	516	43	tbd	tbd	tbd

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

- The ITI-BSE grant sunset on September 30, 2022 and NYSED has not reissued an RFP for this funding. Remaining participants were able to complete coursework to complete certification requirement.

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	Activity terminated
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	Activity terminated
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	Activity terminated

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 Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants
Provide tuition remission for ITI-BSE Program participants	112 (Statewide)	320	112	276	84	272	98	354	69	218	54	115	*	*	*	*

* Activities terminated

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 *positive reactions* 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 *increase their learning* 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 *improve their practice* 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 *student outcomes improve* 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

Indicators of Success for Activity 1 - Post workshop Evaluation Questions

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	*	*	*	*	*

*Activities terminated 6/30/2019

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%	*	*	*	*	*
Before "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	*	*	*	*	*

*Activities terminated

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 - <u>Evaluation</u> 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 - <u>End of Year</u> 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	*	*	*	*	*

*Activities terminated 6/30/2019

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
- 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.
- 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.
- 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
- According to data collected as of March 31, 179/293 (61%) students engaged in peer feedback. Progress made. On trajectory to meeting goal.
- 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.
- 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
- 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.
- 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.
- 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 (SESIS)
    - 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 ages 3-22 with advocacy support and academic instruction to support the development of foundational English Language Arts, Math Skills, and content knowledge.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a NYSED-MEP Needs Assessment for each Migratory Youth.	Instructional Support Staff Tutor Advocates	Annually by August 31, 2025	95% of Migratory Youth will have a completed/updated Student Needs Assessment.	Ongoing % of all our Migratory Youth received a Student Needs Assessment during the 2024-2025 academic year.
2. Provide supportive services, including advocacy for each Migratory Youth.	Instructional Support Staff Tutor Advocates	Annually by August 31, 2025	95% of Migratory Youth will have received advocacy services.	Ongoing % of all our Migratory Youth received advocacy services during the 2024-2025 academic year.
3. Provide instructional support and/or advocacy services for all eligible Migratory Youth during the summer months.	Instructional Support Staff Tutor Advocates	During June, July & August, 2025	85% of Migratory Youth will have received instructional support and/or advocacy services.	Ongoing during June, July & August of 2025 Outcome TBD
4. Preschool-aged Migratory Children will receive at least (10) hours/lessons of instructional and support services in English Language Arts.	Instructional Support Staff Tutor Advocates	Annually by August 31, 2025	75% of Preschool-aged Migratory Children, who were available for instruction, will have received at least 10 hours/lessons of instructional support services.	Ongoing % of Preschool-aged Migratory Children received at least 10 hours/lessons of instructional support services during the 2024-2025 academic year.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Engage all Migratory Students in grades 9th-12th in annual goal setting discussions.	Instructional Support Staff Tutor Advocates	Annually by August 31st 2025	90% of Migratory secondary students will participate in goal setting each year.	Ongoing % of Migratory secondary students have participated in goal setting during the 2024-2025 academic year.
6. Ensure that Migratory students and families understand graduation requirements and how to gauge student progress.	Instructional Support Staff Tutor Advocates	Annually by August 31st 2025	90% of Migratory secondary students will have reviewed their class schedules and transcripts with a Migrant Tutor Advocate.	Ongoing/awaiting transcripts % of Migratory secondary students have reviewed their class schedules and transcripts with a Migrant Tutor Advocate during the 2024-2025 academic year.
7. Identify and provide needed instructional support services to Out of School Youth to support the development of language proficiency, educational goals, and/or like skills	Instructional Support Staff Tutor Advocates	Annually by August 31st 2025	85% of migratory OSY available for instruction, will participate in 10 or more hours of English instruction during the 2024-2025 academic year.	Ongoing % of Migratory OSY available for instruction participated in 10 or more hours of English instruction during the 2024-2025 academic year.

Strategy 16: **Migrant Parent and Family Engagement**

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Consult with parents and family, including parent advisory councils (PAC), in the planning operation, and evaluation of State and Local Migrant Education Programs.	FEOP Program Administrator Program Assistant	Annually by August 31, 2025	Hold three local PAC meetings per year.	
2. Provide translation of materials and interpretation at meetings in format and language understandable to the parents and families.	FEOP Program Administrator Program Assistant	Annually by August 31, 2025	Parents attend regularly and are active participants during PAC meetings.	
3. Provide parents and families with information that support them as the primary teachers and advocates for their children.	FEOP Program Administrator Program Assistant Tutor Advocates	Annually by August 31, 2025	Parent receives new information, resources and contacts that support and assist them in advocating for their family at school and in the community through a need's assessment conducted by the Tutors.	

Strategy 17: Continue to develop Diversity, Equity and Inclusivity initiatives that align with agency policies.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Monthly Leadership check-ins with the ES BOCES Director of DEI for collaborative solutions on equity topics.	FEOP Program Administrator	Annually by August 31, 2025	90% of monthly FSSSI meetings will include collaborative conversations with the Director of DEI around equity topics.	
2. Bi-monthly staff meetings that include DEI topics facilitated by FEOP's DEI Liaison.	FEOP Program Administrator	Annually by August 31, 2025	Four FEOP staff meetings will include DEI topics facilitated by our DEI Liaison.	
3. Engage FEOP Team in a DEI activity they can apply within our department.	FEOP Program Administrator FEOP DEI Liaison FEOP Team	Annually by August 31, 2025		

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
Data Protection Officers

Objective: **By July 2025**, 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 group meetings and by employee constant feedback mechanisms	Director, Regional Information Center RIC/SDS Administrators	Ongoing	Meetings hosted throughout the year for various stakeholders Information is shared with stakeholders Feedback from bi-annual CoSer survey is collected, analyzed, and responded to Feedback from individual and group meetings as needed	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Utilize and expand the RIC collegial network to increase expertise and opportunities within the region	Director, Regional Information Center RIC/SDS Administrators	Ongoing	Number of networks increased Expertise and opportunities increased Created new listservs for Data Protection Officers and Technicians	Ongoing Two listservs created 2020
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	Listserv functioning as method of information distribution District visits Utilizing resources from professional research group and various other professional resources Hosting biannual DPO User group meetings with active participation from Suffolk districts	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Support and communicate New York State Education Department initiatives, in coordination and cooperation with other ESBOCES programs, as appropriate. Examples include Education Law 2-d and device and broadband access equity issues.	Director, Regional Information Center RIC/SDS Administrators	Ongoing	Listserv used to distribute information Regional meetings hosted Multiple new districts signed on for the services we provided, including the DPO Support Service, Cyber Planning Service and District IT Staff Professional Development Service	Ongoing
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	Director, Regional Information Center RIC/SDS Administrators ESS Administrators Model Schools Administrators from both Eastern and Western Suffolk BOCES	Ongoing	Plan collaboratively developed and submitted by deadline to NYSED	December 1, 2021 submission complete December 1, 2022 submission complete December 1, 2023 submission complete
6. As identified in Resources Required, the RIC requires an adequate number of appropriately trained personnel. In order to support monitoring and evaluation activities, the RIC will add an activity to track time between the initial vacancy request to HR and the actual hire date	Director, Regional Information Center RIC/SDS Administrators	Ongoing through June 2025	Hiring times shorten over time	Ongoing *There are dependencies outside the RIC's control that reside with Human Resources and Suffolk County Civil Service.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Provide cost effective solutions to ensure a strong Cyber Security posture and maintain compliance with applicable Data Privacy laws	Director, Regional Information Center Information Technology Security Coordinator	Ongoing through July 2025	Multiple districts have signed on for services offered: 26 districts for DPO Support Service 12 districts for Cyber Planning Services 5 districts and all 11 other RICs for District Technician Professional Development Service	Ongoing

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide technology and service delivery support to RIC Financial & District Services and ESS Student Data Services for hosted applications and technology solutions	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Ongoing through July 2025	Integrated support model reflected in budget	Ongoing - the support services provided by the department have undergone a period of exponential growth this year with the addition of new districts being converted to hosting and the rapid expansion of systems, network and security infrastructure provisioned to support peer team efforts.
2. Redesign backup service to utilize newer updated software and hardware technologies to provide a better client end-user experience	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Completed Fall/Winter 2019 and now ongoing through June of 2025	Remote backup requirements reviewed and tested for service deployment strategies	The systems and storage infrastructure supporting the Veeam Backup Service is now fully operational. The service has undergone modest growth through the addition of one more district to the subscriber base. The unit cost of storage space has been reduced through prudent infrastructure upgrades. The team continues to partner internally to support proposals to sign up additional districts.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
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**	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Ongoing through June 2024	Centralized hosting including student management systems, financial systems, and others. Number of SMS hosted districts increased (ongoing to 2024)	The hosted RIC services are demonstrating success by the healthy increase in districts subscribing to the services. The value proposition for districts has shifted from cost to security risk reduction as these services continue to offer both with the added benefit of full disaster recovery. Districts hosted as of June 2023: • SMS = 18 • Financial = 19
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 Work toward full compliance with Education Law 2-d and any updates	Director, Regional Information Center Manager of Technical Services RIC Administrators	Ongoing through July 2025	Support needs for delivery within future common infrastructures assessed by consultation with district stakeholders Outward facing services bundled, where appropriate, with a focus on creating a common regional platform	Ongoing - LAN/WAN support services continue to demonstrate strategic growth and are a critical component for Districts in meeting their technology objectives.

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 2025	District service offerings enhanced, expanded, and modernized	Ongoing 2022-23 – added districts to our nVision Hosted service, made process and efficiency improvements Added districts to our cloud-based Cafeteria Point-of-Sale service. Expanded and enhanced options for email archiving and cloud hosting services

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 Program Administrator for Financial and District Services, RIC Administrators	Ongoing through July 2025	District service offerings enhanced, expanded and modernized	Ongoing In 2017-18, and continued in 2018-19, expanded footprint to 147 districts at an average of 3-5 services per district In 2020-21 continued to expand footprint to 173 districts at an average of 4-5 services per district in 2020-21 In 2021-22 continued to maintain footprint of 154 districts at an average of 4-5 services per district. Upgraded and enhanced several service offerings. 2022-23 – continued to grow and maintain existing footprint of 170 districts at an average of 5 services per district. Upgraded and enhanced several service offerings to include but not limited to emergency notification, cafeteria POS, and forms automation

2. Work collaboratively with other RICs across the state as common standards and approaches are developed across centers relative to data privacy and security	Director, Regional Information Center	Ongoing through July 2025	Services related to Data Privacy & Security expanded	Ongoing
	Program Administrator for Financial and District Services			2018-19 – RIC Directors are analyzing and discussing services in relation to Education Law 2-d and proposed regulations
• Developed and supported Data Privacy and Security resource to assist districts with Education Law 2-d compliance	RIC Administrators			2019-20 – Twenty districts participated in Data Privacy and Security Services
				2020-21 – Thirty-six districts participating in Data Privacy & Security Service. Rolled out the Professional Development portion of the service.
				2021-22 – Forty-three districts participating in Data Privacy & Security service.
				Collaboratively helped facilitate the first NYS-statewide user group meeting; 250 attendees participated.
				2022-23 – Forty-six districts participating in Data Privacy & Security service
				Collaboratively helped facilitate the second annual NYS-statewide user group meeting; approximately 300 attendees participated.
				Held first in-person Suffolk County Data Privacy and

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				Security User Group meeting, with guest speaker from Homeland Security/CISA Worked with colleagues from other NYS RICs to enhance the Data Privacy and Security Service.
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	Director, Regional Information Center Program Administrator for Financial and District Services	Ongoing through July 2025	Virtual Learning offerings increased	Ongoing 2017 - Created partnership with Nassau BOCES 2019 – Expanded partnership to include Blended Courses content and Online Learning Academy. 2020 – Facilitated Zoom licensing in the region in response to Covid-19 Pandemic Supplied 4200 mobile hot spots to allow for remote instruction in response to the Covid-19 pandemic 2021-22 - Continued to facilitate Zoom licensing for the region, experienced substantial growth in language translation services. 2022-23 – Continued to collaborate with colleagues from across the state as part of the Distance

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				Learning Consortium to enhance and grow services Continue to experience substantial growth in both language translation and in tutorial services.

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 2025	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 2025	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 2025	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
1. Monitor Suffolk County school districts for compliance with New York state Education Department (NYSED) reporting requirements • Perform count of districts that report data in compliance with NYSED deadlines	Director, Regional Information Center Program Administrator, SDS	Annually in August	Timely reporting of data per annual analysis for Suffolk County districts occurs	• Offer monthly District Data Coordinator (DDC) meetings both in person and virtually to assist and update district staff with state mandated requirements and deadlines. • Update 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. • Provide ongoing phone, in-person, and virtual support to districts and schools. • "Zero Zone" workshops offer one on one online help sessions throughout the year. Districts schedule time slots to review Level 0 and verification issues. • Provide deadline specific workshops throughout the year, including "Special Education Data Reporting", "Year in Data Reporting", and "End of Year Data Reporting". • Data warehouse team continually reviews Level 0, Level 1, and Level 2 records and makes appropriate

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				contact with districts if there are issues with data reporting verification
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 • Monitor and analyze data reporting of the NYC charter schools regarding compliance with the timely submission of NYSED's deadlines	Director, Regional Information Center Administrative Coordinator, RIC	Ongoing	Monitoring of data reporting by the NYC charter schools. Annual review of data transfers for quality and quantity. Collection and review of customer satisfaction surveys. Provide ad-hoc reports and data collections as required by NYSED or the NYCDOE.	• Collaborated with NYC Dept. of Education (DOE) charter school office and Dept. of Instruction and Information Technology to manage data reporting for more than 271 charter schools. • Work with NYC DOE staff for the continuous improvement and refinement of data collection protocols • Provide targeted training engagements to enhance charter school data reporting capacity with an emphasis on data quality • Maintain a YouTube channel with recordings of all major training events for on-demand 24/7 support. • Collaborate with the SDS programming team for the development of reports and software applications to facilitate data collections • New apps range in function from the automatic notification to charter schools and ESBOCES staff of the existence of certain data

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				quality anomalies, to an automated process to document accounts/access to systems with protected data to ensure compliance with Ed Law 2-d and Part 151 regulations for data privacy and security. • Collaborate with NYSED staff for the continuous enhancement of reports and software functionality that improve data quality. • 2022-23 The ESBOCES Board of Education approved a new contract design for the sale of licenses for a custom Attendance Application to help NYC charter schools electronically record and report Student Daily Attendance. • 2022-23 continued expansion of automated tracking systems to help the project's staff and personnel at the 275 NYC charter schools, to monitor when errors exist and action is required to complete data reporting. • 2022-23 The Level 0 software has been customized to provide unique

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				data quality features to meet the needs of the NYCDOE
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.	Director, Regional Information Center All SDS Administrators	Completed December 2020	Stakeholder interactions are tracked and evidence of issues being resolved exists in the Ticketing System. "Knowledge base solutions" are documented in the Ticketing System Turnkey training by staff members	• Completed all training in Summer/Fall 2020. • All help desks actively using help desk software beginning in December 2020 • Data Warehouse, programming, and Student Management System desks fully implementing software • DC II and Help Desk team leaders utilizing reports to evaluate ongoing issues and team performance
4. Expand service offerings for Data Warehouse / Test Scanning and Reporting	Director, Regional Information Center Divisional Administrator, SDS	Ongoing	Participation in Service	• Continue offering a "District Data Loading Service" to assist subscribing districts in all facets of loading and verifying data throughout the year. Currently there are thirteen districts subscribed and it continues to grow each year. • SDS continues to offer "Regents Data Loading" and "AP Data Loading" services to assist districts in loading assessment data to Level 0. Currently there are 20

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				districts subscribed to the Regents Data Loading Service and 17 districts subscribed to the AP Data Loading Service. • Starting in fall 2021, NYSED began mandating districts to report student access to the internet from home through the "Digital Resource Survey". These data are required to be reported through SIRS. To assist districts with this process SDS developed a "Digital Resource Survey" Service. Currently 12 districts subscribe to this service
5. Expanding the suite of Student Management System web-based offerings	Director, Regional Information Center Program Administrator, SDS	Ongoing	Participation in service Success rate in loading data from Passport for Good into Data Warehouse to create reports for district use	• Began offering Synergy SMS in November 2020 Currently two districts, one Nassau (cross contract) and one Suffolk district have adopted new system • Offering Passport for Good, a K-12 student system that collects data on student engagement in community service. Currently, six (6) Eastern Suffolk districts are participating • 2022-23 number of districts participating in Passport for Good is steady at 6. Some districts have left the service

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				and others have newly subscribed. Focus has switched to using Passport for Good to collect data for Seal of Civic Readiness
6. 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 Every Student Succeeds Act (ESSA)	Director, Regional Information Center Divisional Administrator, SDS Program Administrator, SDS	June 2025	Fewer and more dynamic data systems in use	• Upgrading BARS to utilize third party evaluation data. • Collaborating with ESS staff to deliver timely, district requested data visualizations in both BARS and ReportNet.
7. 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 • Progress dependent upon NYSED's leadership and commitment to this initiative	Director, Regional Information Center All SDS Administrators	Ongoing	Common applications, reporting functions, and services are created for BOCES and district use	• The SDS Student Management team and programmers continue to collaborate with NERIC regarding implementations and data conversion processes • Student Data Services has begun collaborating with NERIC and LHRIC on implementation processes for Synergy. • SDS is working with Passport for Good to assist districts in collecting student data for the

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				purposes of acquiring the Seal of Civic Readiness. • 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). • SDS Administrators and the Systems and Database Coordinator continue working with NYSED and fellow RICs to vet new National Student Clearinghouse reports for district use. • 2023 ESBOCES has ceased supporting Synergy SMS as the support model did not meet the needs of the help desk or those of the two districts that subscribed to this service. ESBOCES recommended districts cross contract with NERIC or LHRIC for this SMS.
8. Assist districts with the transition to Computer Based Testing (CBT) operational testing for grades 3-8 English Language Arts and Mathematics	Director, Regional Information Center Program Administrator, SDS	Spring 2026	All Suffolk districts and schools successfully administer operational tests via CBT	• Continue to assist Suffolk districts with operational CBT including targeted communications and technical support. All districts will be required to offer Computer Based Testing on a phased in timeline

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				beginning with grades 5 and 8 in Spring 2024 culminating with all grades in Spring 2026. • Continue collaboration with the NYSED and other RICs to develop processes for CBT.
9. Collaborate with districts to improve and enhance training opportunities for Student Management Systems (SMS) support services.	Director, Regional Information Center Program Administrator, SDS	Ongoing	Based upon district input, training provided in multiple formats and locations. Training calendars will be revised as required to meet articulated district needs.	• Continue to offer dual online/classroom training events via Zoom. • Offer ad hoc trainings on demand at the DeFeo computer lab. • Increased master schedule training opportunities. Offer in person training for some Student Management Systems. • Now offer all trainings via online platforms to better meet client needs
10. Enhance the suite of products supported by the Special Education Help Desk to meet the diverse needs of students with disabilities.	Director, Regional Information Center Administrative Coordinator, SDS	Ongoing	New products to strengthen and support students' academic learning, identify and target struggling students, and provide interventions to remediate learning challenges are provided.	• Hear Builder special education software solution continues to be offered as a service offering. • N2Y suite of applications continue to be offered • Goalbook is currently offered • Synergy MTSS support has been discontinued effective July 1, 2023.

Resources Required:

Personnel
- Adequate and appropriately trained staff. Resources are continually monitored and evaluated

Facilities
- Need for additional workspace for expanding RIC programs
- 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								
				2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Distance Learning – Safari	444.310	3.8	3.8	3.8		3.5		N/A				
IT Acquisitions – One Time	514.130	3.4	3.5	3.4		3.8		3.4				
Internet Service Provisioning	514.210	3.7	3.7	3.7		4.0		N/A				
Intellipath Line Changes	644.110	3.4	3.5	3.4		3.3		N/A				
Verizon Phone Charges	644.150	3.1	3.2	3.1		3.0		N/A				
SDS: eSchool Data	601.710	3.5	3.5	3.5	N/A	3.5	N/A	3.7	N/A		N/A	
SDS: Frontline RTI	601.030	3.8	3.7	3.8	N/A	4.0	N/A	3.7	N/A		N/A	
SDS: IEP Direct	601.040	3.8	3.8	3.8	N/A	3.5	N/A	3.7	N/A		N/A	
SDS: Infinite Campus	601.610	3.4	3.8	3.4	N/A	3.8	N/A	3.7	N/A		N/A	
SDS: Medicaid Module	601.050	3.7	3.5	3.7	N/A	3.4	N/A	3.7	N/A		N/A	

Program Evaluations/ CoSer Survey Results	CoSer #	BASELINE 2016-17	PROJECTION 2024	RESULTS – CoSer Survey Results Average Rating								
				2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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	3.7	N/A		N/A	
SDS: PowerSchool	601.510	3.6	3.7	3.6	N/A	3.5	N/A	3.7	N/A		N/A	
SDS: SchoolTool	601.850	3.8	3.8	3.8	N/A	4.0	N/A	3.7	N/A		N/A	
SDS: Test Scanning & Reporting	601.990	3.7	3.8	3.7	N/A	3.7	N/A	3.8	N/A		N/A	
District Data Privacy & Security Service	601.405	N/A	N/A	N/A	N/A	N/A	N/A	4.0	N/A		N/A	
Technical Services Augmentation Support		N/A	N/A	N/A	N/A	N/A	N/A	3.8	N/A		N/A	
Financial Services - nVision	601.455	N/A	N/A	N/A	N/A	N/A	N/A	3.6	N/A		N/A	
Virtual Learning Services – Language Interpreting Services	444.400	N/A	N/A	N/A	N/A	N/A	N/A	3.6	N/A		N/A	
Administrative Services – Emergency Notification Systems	601.440	N/A	N/A	N/A	N/A	N/A	N/A	3.5	N/A		N/A	
Administrative Services – Cafeteria POS	601.415	N/A	N/A	N/A	N/A	N/A	N/A	3.1	N/A		N/A	

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Participation in RIC services	142/NYS districts	160/NYS districts	147	143	172	173	154	198	209	
Average component district participation in RIC Services	97%	98%	97%	97%	97%	97%	97%	98%	98%	
RIC Leadership events	13	15	13	4	15	16	9	7	15	
Suffolk Technology	8/yr.	9/yr.	8/yr.	8/yr.	8/yr.	12/yr.	8/yr.	8/yr	8/yr	

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Director meetings										
RIC Advisory Council meetings	3/yr.	4/yr.	3/yr.	2/y	3/yr.	3/yr.	3/yr.	3/yr.	3/yr	
Statewide RIC Directors meetings	11/yr.	11/yr.	11/yr.	11/yr.	11/yr.	37/yr.	25/yr.	32	28/yr	
# of hosted server instances	190	225	349	392	360	337	364	364	375	270 servers + 384 virtual desktops
Volume of NOC disk space	250Tb	500Tb	272	405	1400Tb	1700Tb	1610Tb	1720Tb	1800Tb	1800 TB
Financial Services events	4	6	3/yr.	2	2	2	2	6	6	
Data and software application hosting, data recovery, data backup, and document scanning and hosting	61 districts	65 districts	60 districts	62 districts	62 districts	63 districts	67 districts	76 districts	79 districts	
District Services events	4	6	2/yr.	3/yr.	4/yr.	39/yr.	43/yr.	37/yr.	32/yr.	
Data Privacy and Security Services	3 districts	20 districts	10 districts	12 districts	20 districts	36 districts	39 districts	46 districts	46 districts	
Virtual Learning	4 districts	20 districts	6 districts	14 districts	16 districts	23 districts	64 districts	67 districts		
Other Administrative	142	160	143	147	149	173	154	170	170 districts	

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Technology and Application Support	districts	districts	districts	districts	districts	districts	districts	districts		
Technology Acquisitions events	6	12	9	11	8	7	17	Combined with other events and virtual vendor meetings promoted via listserv	Combined with other events and virtual vendor meetings promoted via listserv	
Participating in RIC Acquisition Services	41/districts	46/districts	48	55	54	60	65	69	70	
Number of East End districts participating in RIC Acquisition Services	9	18	11	16	16	18	21	22	27	
# RIC Acquisition Services Projects	267	332	275	296	318	466	549	684	633	
# of Procurement Vehicles	13	20	18	17	19	19	26	27	27	
Computer-based testing	5 schools	40 schools	30 schools	45 schools	No 3-8 ELA or Math testing done due to COVID	15 Districts 31 schools	19 Districts 46 schools 2 BOCES – ESB and WSB	50 Districts 131 Schools 2 BOCES (ESB and WSB)	69 Districts (mandated grades 5 and 8) 2 BOCES (ESB and WSB)	
Smart Schools	10 districts approved	33 districts approved	35 districts approved	41 districts approved	56 districts approved	N/A	N/A	N/A	N/A	

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Technology planning	68 schools approved	69 schools approved	N/A	N/A	N/A	N/A	64 districts approved	N/A	N/A	

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SDS: Data Warehouse	69/69	69/69	69/69	69/69	69/69	69/69	69/69	69/69	69/69	
SDS: Special Education	50/69	53/69	50/69	52/69	52/69	51/69	52/69	55/69	53/69	
SDS: Student Management Systems	66/69	66/69	66/69	66/69	66/69	66/69	66/69	68/69	67/69	
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	69/69	69/69	69/69	69/69	
# of Suffolk districts complying with NYSED reporting deadlines	69	69	69	69	69		69	69		
# of NYC charter schools supported	215	272	227	235	260	267	271	275	274	
% of NYC charter schools that report NYSED accountability data	98%	100%	100%	99%	100%	94%	99%	99%	99%	
Enhanced BARS - # of participating districts	0	20	4	7	3–service discontinued	Service Discontinued	Service Discontinued	N/A	N/A	
District Data Loading Service						7 full year + one ½ year	9	13	18	
Regents Data Loading Service						19	21	20	25	
AP Data Loading Service						12	16	17	23	
Digital Resource Survey Service		14					14	12	11	
Average time to hire RIC employees	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Strategic Action Plan V: Human Resources

Responsible Administrator: Assistant Superintendent for Human Resources   **Collaborators: Assistant Superintendent for Human Resources**
Associate Superintendent for Educational Services
Director of Diversity, Equity, & Inclusivity
Director for Human Resources
Associate Administrator for Human Resources
School Personnel Officer, HR
Administrative Assistant for Human Resources
Administrative Council

<u>Objective:</u> By July 2025, 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 that 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; while meeting a full range of student needs; and improve operational and fiscal efficacy.

The success of this objective will be measured by:

- Data that reflects workforce demographics.
- Participation in recruitment activities.
- Participation in professional development opportunities for the agency.
- Participation in shared services.
- Quantitative data related to compliance findings.
- Mixed Method data collection related to stakeholder satisfaction surveys.
- Documented Internal HR systems and calendars within Human Resources that are evaluated yearly.

Strategy 1: ESBOCES Department of Human Resources will conduct regular data analysis of workforce demographics across the agency, while supporting efforts to build a diverse workforce that best represents and supports the diverse student population of our agency and our region.

	Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1.	Identify regional goals to close the gap between the demographic composition of students and that of Agency/District employees.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Director for Human Resources School Personnel Officer for Human Resources	Annual	Reduction in gap between demographic data representing Long Island Educators and Eastern Suffolk BOCES component districts.	Worked with the PAC to assess data to discuss S.M.A.R.T. goals for the region.
2.	Establish a system to annually examine data that compares staff and student demographics, both internally and throughout the region.	Director for Human Resources Administrative Council	2027	Data from system used to monitor ESBOCES and regional staff and student demographic alignment	This process is ongoing. The HR Department has worked across various departments to pull together this information.

Strategy 2: ESBOCES Department of Human Resources will coordinate and support agency wide and regional efforts to hire a diverse workforce.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a Regional Diverse Educators Advisory Council to identify regional obstacles.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Assistant to the Assistant Superintendent for Human Resources	2025	Participation in Regional Diverse Educators Advisory Council. Publication of identified regional obstacles. Meeting agendas, minutes.	
2. Utilize the Regional Diverse Educators Advisory Council to inform recruitment efforts across the region.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Director for Human Resources School Personnel Officer for Human Resources	2025/annually thereafter	Increase in recruitment in diverse educators across ESBOCES.	
3. 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 Director for Human Resources School Personnel Officer for Human Resources	2025	Increase in recruitment in diverse educators across ESBOCES.	
4. Continue partnerships with regional Universities/Colleges and organizations to establish strong candidate pipelines into the Agency via regular correspondence.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Director for Human Resources	2025	Recruitment data from Universities/Colleges and organizational partnerships.	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Work with 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 Director of Diversity, Equity & Inclusivity Director for Human Resources	2025	Evidence of regular meetings and related agendas.	
6. Evaluate benefits of expanding advertising network through professional lists and social media venues.	Assistant Superintendent for Human Resources Director for Human Resources	2025	Report resulting from this evaluation process. Survey results from district and candidates/participants	
7. Continue to recruit and retain highly qualified instructional and administrative staff.	Assistant Superintendent for Human Resources Associate Superintendent for Educational Services Director for Human Resources	Ongoing	BEDS data reflects that 100% of instructional and administrative staff are highly qualified.	

Strategy 3: ESBOCES Department of Human Resources will participate in, organize and lead agency and regional professional development and collegial conversations.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. 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: -Improve employee talent; Align talent development with the Agency's needs. -Support succession planning among administrative, instructional and support personnel.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2020-2025	Staff retention and work positive results represented on work culture survey.	My Learning Plan/Frontline has streamlined training and onboarding for all employees. The HR Department proactively worked with EBOCES leaders to ensure succession planning is consistent across the Agency during the 2022-2023 school year.
2. Use analytical tools to quantify and summarize agency wide professional development needs based upon analysis of performance evaluations.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2020-2025	Use of quantified data from evaluations and predictors of professional development gaps/needs	HR analyzed performance evaluations to identify the PD needs across the Agency.

3. Develop a system to annually review and identify all current professional development opportunities available to Civil Service, administrative, and instructional personnel to ensure they align with staff needs.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2020-2025	Conduct annual PD survey. Compile results to inform PD offerings for the coming academic year.	The HR Department monitored PD survey results to ensure that PD offerings aligned with staff needs
4. Assess the effectiveness of current hiring practices as outlined in the Hiring Practices Manual.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2019-2025	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.	The HR department conducted three meetings with Administrative Council to review and make recommendations on the hiring manual for the 2023-2024 school year.
5. Establish inclusive and consistent hiring practices that allow the Agency recruit and retain highly qualified candidates.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2018-2025	Increase in the retention of culturally and ethnically diverse candidates.	This is in progress and will be conducted in collaboration with the DEI office during the 2023-2024 school year.

6. In order to conduct an ongoing audit of ESBOCES hiring practices, an HR Administrator should be present at all interviews for administrative titles. Ensuring equity through best practices such as: reviewing the process, assessing quality of applicants; and procedural fidelity.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2021-2025	Debrief meeting, minutes from meeting, evidence collected from committee folders.	This is in progress and will be done in collaboration with the DEI office annually.

Strategy 4: ESBOCES Department of Human Resources will enhance the agency's mission by offering timely and responsive shared services.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Continue Personnel Administrators Council meetings, in-person and Virtually.	Assistant Superintendent for Human Resources	2017-2025	Increased participation; survey positive rating > 85%	HR developed a survey that was administered to PAC Members.
2. Reestablish New Personnel Administrators Collegial Circle Meetings on a quarterly basis.	Assistant Superintendent for Human Resources	Ongoing	Survey positive rating > 85%	During the 2023-2024 school year, HR successfully hosted 3 New Personnel Administrators Collegiate Circle Meetings. HR will continue to host quarterly meetings during the 2023-2024 school year.
3. Develop and administer PAC & NPACC survey	Assistant Superintendent for Human Resources Director for Human Resources	2025	Survey results and follow up on action items.	HR will reach out to new Personnel administrators who have been in their role 1-3 years.

4. Continue to evaluate applications for teaching, pupil personnel services, teaching assistants, and coaching certificates	Assistant Superintendent for Human Resources Regional Certification Officer	2025	# of evaluations completed.	Increase incoming applications processed through the office. Continue to promote the services offered by the department.
5. Create CoSer 606.125. Provide in-district certification on certification topics. Promote in-district presentations.	Assistant Superintendent for Human Resources Director for Human Resources Regional Certification Officer	2025	Increase certification seminars and workshops across the region. Review of monthly activity logs.	
6. Revise or restructure the NIS service within other shared services offered to districts.	Assistant Superintendent for Human Resources Director for Human Resources	2024-2025	Increase in District subscription levels.	The HR Department reformatted, remarketed, and rebranded the NIS Service to ensure we are meeting the diverse needs of the 51 component districts.
7. Personnel Services (606).	Assistant Superintendent for Human Resources Director for Human Resources Administrative Assistant for Human Resources	Ongoing	CoSer survey results indicating service meets district needs.	The HR Department rebranded the Personnel Services CoSer to ensure we are able to meet the diverse needs of the 51 component districts.
8. Continue to promote the recruitment COSER, engaging with the region: Recruitment (608).	Assistant Superintendent for Human Resources, Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	Ongoing	CoSer survey results. Growth in CoSer subscription.	The HR Department in collaboration with the DEI office hosted quarterly internal affinity groups entitled "Employee Connection Groups". The ECG's will continue during the 2023-2024 school year.

Strategy 5: ESBOCES Department of Human Resources will institute systems, compliance processes, trainings and the use of data to promote workplace civility.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a formal employee training program that provides: • fundamental understanding of compliance issues, specific to the educational setting (public employees); • Continuing education on Agency policies and procedures; and • Guidance and training on workplace issues (e.g., supervision, customer service, wellness, conducting performance reviews, etc.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2024	Workshops offered to meet the objectives outlined in Strategy 4. Participation in workshops and positive participant feedback.	To broaden our offerings to component districts, the HR Department updated the 314 and 606 CoSers for the 2023-2024 school year.
2. Continue to maintain effective techniques to manage workplace issues (e.g., supervision, workplace civility, contemporary issues, wellness, conducting performance reviews, etc.).	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources	2018-2025	Staff handbook distribution. Employee conflict training. Performance, Supervision and Coaching training. Meeting Agendas. Sign-In sheets.	The HR Department in collaboration with Educational Services will be piloting an online performance evaluation during the 2023-2024 school year.
3. Establish systems to ensure compliance with local, state, and federal policies, regulations, and procedures, and to manage workplace issues.	Assistant Superintendent for Human Resources Director for Human Resources	Ongoing	Annual review of policies and regulations. Staff handbook distribution.	The HR Department monitored and tracked the performance, supervision, and workplace conflict training to ensure compliance with local, state, and federal policies, regulations, and procedures.

Strategy 6: ESBOCES Department of HR will collaborate with other stakeholders to administer workplace culture surveys with comprehensive follow-up.

	Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1.	Develop systems for tracking personnel issues and/or surveying Supervisory staff to identify workplace civility and supervisory needs.	Assistant Superintendent for Human Resources Director for Human Resources, School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2018 – 2025	Workplace survey data.	The HR Department monitored and tracked the performance, supervision, and workplace conflict training to ensure compliance with local, state, and federal policies, regulations, and procedures.
2.	Conduct an annual Workplace Survey and summarize the data to inform decision making.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Director for Human Resources	2018 - 2025	Results indicative of Year over Year success. Annual Percent of staff participation.	The HR Department presented an annual workplace survey report to the Administrative Council that was used to inform decision making for the 2022-2023 school year.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Conduct exit interviews with employees separating from ESBOCES.	Chief Operating Officer Assistant Superintendent for Human Resources	2018 - 2025	Review of exit interview surveys.	The COO in collaboration with the Office of Recruitment reviewed and analyzed exit interview data to inform practices, procedures and areas of growth across the Agency for the 2022-2023 school year.
4. Compile and Analyze the data collected from the exit interviews to guide & enhance ESBOCES programs.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Director for Human Resources	2018 - 2025	Review of exit interview surveys.	The COO in collaboration with the Office of Recruitment reviewed and analyzed exit interview data to inform practices, procedures and areas of growth across the Agency for the 2022-2023 school year.

Strategy 7: ESBOCES Department of HR will document all HR practices, engage in annual reviews and improvement cycles.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Continue the use of School Front for digital records retention and management to work towards full implementation.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	Annual	Selection and implementation of automated system.	The HR Department has implemented School Front across the Agency. The software supports: Records management, Recruitment; Onboarding.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Continue to evaluate systems appropriate for automation of HR transactions: -Onboarding functions -Benefits administration -Records scanning -Digital record retention	Assistant Superintendent for Human Resources Director for Human Resources, School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2025	System meets the Agency operational, fiscal, and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion.	The HR Department continues to implement School Front across the agency. We anticipate full implementation of School Front by the fall of 2025.
3. Implementation of benefits administration through School Front.	Assistant Superintendent for Human Resources Director for Human Resources, School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources	2025	System meets the Agency operational fiscal, and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion.	Until the benefits administration module of School Front is fully operational, the benefits department is collaborating with the Onboarding team in an effort to streamline the benefits enrollment process.
4. Establish a strategy to inform succession planning among Administrative, Instructional, and Support personnel.	Assistant Superintendent for Human Resources Director for Human Resources School Personnel Officer for Human Resources Associate Administrator for Human Resources Administrative Assistant for Human Resources Administrative Council	2020 – 2025	Report identifying professional development needs based upon annual performance evaluations.	The HR Department integrated succession planning into our hiring practices.
5. Develop a system to provide Cabinet-level administration with an annual succession plan report.	Assistant Superintendent for Human Resources	2020 – 2025	Data compiled with retirement predictors.	The HR Department conducted a review of anticipated retirees. This data is reviewed annually to aide in the completion of the succession planning report.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Continue regular meetings and professional development training with the NYSED office of Teaching.	Assistant Superintendent for Human Resources Director for Human Resources, Regional Certification Officer	2025		

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
- Littler-Mendelson: Various Employer and Workplace Responsibility Workshops

2020/21 – Professional Development workshops offered:
- Guidance on NYS Schools Reopening Plans
- COVID-19 Legal Updates and Personnel Procedures for HR Administrators
- Reasonable Accommodations in an Unreasonable World – Navigating Accommodation Requests in the middle of a Global Pandemic

- Legal Updates 2021
- Legal Panel – Various HR Topics (FMLA; Staffing; negotiations; Employee Discipline; Reopening Projections; Workers Compensation)
- School Meter Data Visualization for School Leaders
- State and Federal Vaccination Legal Updates
- Agency Administrator and Nurse Drug and Alcohol recognition program by SCPD

2022/23 – Professional Development workshops offered:
- Civil Service 101
- Best Practices in the Workplace
- New Teacher Certification Presentation
- How to Have Difficult Conversations in the Workplace
- Sexual Harassment Training
- NYSASPA: DEI Best practices to Human Resources

Number of hired employees and respective unit/group, including position changes

	ASUP	BEES	CSEA	UPSE	PARA	SDEV	DPMM	ANI	NREP	TOTAL
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**
2020-21	6	20	4	41	87	2	3	2	4	**169**
2021-22	8	38	2	61	175	8	0	6	5	**305**
2022-23	2	50	1	57	255	5	0	6	5	**381**
2023-24	8	72	6	54	235	2	0	5	6	**388**

June 30, 2023 – All ESBOCES

Self-Identified	Number	Percentage
Two or More Races	5	0.10%
Asian	56	1.13%
Black or African American	289	5.97%
Declined to Answer	91	1.88%
Hispanic of Latino	413	8.53%
American Indian or Alaskan Native	2	0.04%
Native Hawaiian or Pacific Islander	29	0.60%
White	3957	81.72%
Grand Total	**4842**	

Admin Council / Cabinet Level

Job Categories	2020		2022		2023		2024	
White	12	86%	12	86%	14	82%	10	77%
Black or African American	2	4%	2	4%	3	18%	3	23%
Hispanic or Latino	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%
American Indian or Alaskan Native	0	0%	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%	0	0%
Total Staff / % Minority	**14**	**4%**	**14**	**4%**	**17**	**18%**	**13**	**23%**

Retirement Data

Unit or Group - Number or Retirees	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Administrators, including Non-Represented	4	4	7	3	2
Teachers	29	25	16	28	33
Para Educators	35	37	51	35	15
UPSEU, DPMM, CSEA, Adult Lit., AdNursing	33	19	24	21	27
Non-Represented Civil Service	3	2	2	3	0
Administrators, including Non-Represented	4	4	7	3	1

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

Personnel Administrators Council			New Personnel Administrators Collegial Circle		
Year	Mtgs	Attendees	School Year	No. of Meetings	No. of Attendees
2017-18	4	20, 20, 25, 18	2017-18	3	4,6,5
2018-19	3	24, 28, 17	2018-19	3	9,6,6
2019-20	13	30, 27, 33, 36, 24, 30, 31, 15, 18, 22, 29, 31, 30	2019-20	2	7,7
2020-21	6	29, 32, 37, 44, 40, 32	2020-21	2	N/A
2021-22	4	29, 37, 31, 32	2021-22	4	7, 5, 5, 6
2022-23	5	40, 31, 32, 27, 24	2022-23	2	7. 7
2023-24			2023-24		

Participation in Shared Services

CoSer Name	CoSer #	Number of Participating Districts							
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
NIS	602	16	13	13	14	13	16		
Recruiting Service	608	11	11	11	13	21	17		
Personnel Services	606	4	3	3	1	1	0		

Regional Certification

Workshops						Districts						Candidates					
18-19	19-20	20-21	21-22	22-23	23-24	18-19	19-20	20-21	21-22	22-23	23-24	18-19	19-20	20-21	21-22	22-23	23-24
6	28	10	4	5	6	6	6	6	3	3	4	92	169	98	45	59	62

Participation in Annual Career Fair and Related Activities

Career Fair			
School Year	Date	Candidates	Districts
2016-17	February 2017	135	10
2017-18	March 2018	262	11
2018-19	April 2019	280	12
2019-20	April 2020	N/A	N/A
2020-21	April 2021	169 (virtual)	21
2021-22	April 2022	85 (in-person)	17
2022-23	April 2023	278 (in-person)	18
2023-24	March 2024	850 registrants	18

For the March 2024 Career Fair for Culturally and Ethnically Diverse Educators, surveys were conducted for Districts and candidates.
Affinity Groups were represented at the career fair and met with candidates and Districts.
The Certification Office met with candidates to answer questions and provide guidance.
Data from the candidate survey indicates that 77% of the candidates felt that the in-person career fair was a positive experience and 86% of the candidates were offered a second interview as a result of the career fair.

Data from the District survey indicates that 83.3% of the Districts feel that the career fair was a positive experience and 66.7% plan on definitely attending next year; 33.3% may possibly return next year.

Strategic Action Plan VI: Communications and Public Relations

Responsible Administrator:
Divisional Administrator for Communications and Research

Collaborators:
 Administrative Council Members
Director of Diversity, Equity, & Inclusivity
Communications Advisory Committee
Office of Communications Staff
Office of Technology Integration

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	Divisional Administrator Communications & Research	Ongoing through 2025	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	Divisional Administrator Communications & Research	Ongoing through 2025	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	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	Regular meetings where public relations ideas are shared	Ongoing
2. Meet with Administrative Council and Cabinet	Divisional Administrator Communications & Research	Ongoing through 2025	Meetings as needed where public relations ideas are shared	Ongoing
3. Engage with staff and student's agency wide by regular visits to building events and through social media	Director of Diversity, Equity & Inclusivity Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	• Agency newsletters • Regular visits to building events • Social media posts	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Establish building/program public relations liaisons	Divisional Administrator Communications Advisory Committee	May 2019 then annually each September	Liaisons identified	Complete 2019 Complete 2020 Complete 2021 Complete 2022 Complete 2023
5. Train PR liaisons	Divisional Administrator Communications Staff Public Relations Specialists	May 2019 then annually each September	Annual training completed	-2019-20 training completed -2020-21 postponed due to COVID-19 -2021-22 postponed due to COVID-19 -This activity will be replaced by Activity 7
6. Evaluate need for PR liaisons for non-instructional programs Phase One: Educational Support Services Phase Two: Evaluate and implement changes to ESS PR liaison program Phase Three: Next Department/Division to be identified in 2024	Communications Advisory Committee Communications Staff	April 2024	Decision made	Phase One: Complete for ESS Phase Two: August 2022
7. Conduct PR Liaison Program	Divisional Administrator for Communications & Research Public Relations Specialists PR Liaisons	Beginning Fall 2022 - Annually each Fall/Winter	PR Liaisons are trained, engaged, and have met to share best practices	Complete Winter 2022 Complete Fall 2023
8. Establish a secure electronic medium for staff to "tell PR" and where photos/videos can be attached	Divisional Administrator Communications & Research Director of Technology Integration Public Relations Specialists	January 2023	Medium is in place and has been promoted to staff and to the public for use	Complete Use of the ESBOCES Secure Courier has been promoted

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 2025	Attendance at workshops	Ongoing
2. Develop and Administer the Biennial Communications Survey 2017 – Internal Staff Starting 2021 – Internal & External	Divisional Administrator Communications & Research	Fall 2017 Fall 2021 Fall 2024	Survey administered	-2017 Complete -2021 – postponed due to COVID-19 -2022 - Complete
3. Collect baseline data	Communications Staff	Spring 2018	Survey responses analyzed	Complete
4. Add baseline data (2018) into Strategic Plan	Divisional Administrator Communications & Research	June 2019	Baseline data established and added to plan	Complete
5. Attend professional development that focuses on inclusivity, diversity, and equity in all communications/public relations outputs, both print and digital.	All Communications Staff Director of Diversity, Equity & Inclusivity	Ongoing through 2025	Communications staff trained and implementing best practices	Ongoing

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	Divisional Administrator Communications & Research Communications Advisory Committee	Ongoing through 2025	All policies & regulations regarding communications are appropriate and relevant	Ongoing
2. Subscriptions to public email alerts via Access Board and other available resources regarding print and electronic communication	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	Alerts read and shared with relevant staff in a timely manner	Ongoing
3. Regular use of scanning software on websites for ADA accessibility requirements	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	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	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	Alerts read and shared with relevant staff in a timely manner	Ongoing
5. Ensure ESBOCES and Academy Websites are following the Americans with Disabilities Act (ADA) and Website Content Accessibility Guidelines (WCAG)	Divisional Administrator Communications & Research Communications Staff	January 2018	Scan indicates minimal corrective action	Complete
6. Ensure ESBOCES and Academy Mobile Apps follow new WCAG 2.1 standards for ADA compliance	Divisional Administrator for Communications & Research Communications Staff	September 2024	Mobile apps meet WCAG Standards	

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 2. Beginning 2023-24 Blackboard converts to Finalsite.	Communications Staff	Ongoing through 2025	Communications staff acquires and shares with editors, all updates to Web content management solution	Ongoing
2. Re-structure ESBOCES website for optimum navigation Phase One: Adult Education pages Phase Two: Remaining website pages	Program Administrator Communications & Research Administrative Council Program Administrators	December 2018 October 2018	Analytics indicate efficient user navigation Positive responses from biennial survey	Phase One: Complete 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 One: internal –key words and alternate text added Phase Two: external – further evaluation by professional service	Communications Staff	June 2020 June 2021 December 2022	Evaluation complete	Phase One: Complete March 2020 Phase Two: Complete June 2021 Phase Three:

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
<u>Phase Three:</u> examine return on investment for professional SEO services			Decision made as to continued SEO services	Complete December 2021
6. Develop evaluation tool and reporting process for content of individual program webpages	Communications Staff	October 2024	Tool established and in use	
7. Establish Sub-site for Adult Education	Media Development Coordinator Divisional Administrator for Adult Education	September 2022	Sub-Site has been launched	Complete
8. Establish website for LI BERN	Media Development Coordinator Program Administrator for LI RBERN	October 2023	Site has been launched	Complete
9. Expand translations available on ESBOCES and Academy Websites to be more visible	Divisional Administrator for Communications & Research Media Development Coordinator	December 2024	Websites updated	
10. Conversion of ESBOCES website platform from Blackboard to Finalsite • Phase One: Training for Communications Staff • Phase Two: After content conversion, all content is checked for accuracy and visual identity • Phase Three: Train website editors • Phase Four: Editors review/update content in incubation site – support provided by Comm staff • Phase Five: website goes live	Divisional Administrator for Communications & Research Media Development Coordinator Office Applications Specialist Website Editors	July 2023 August 2023 September 2023 October 2023 October/November 2023	All editors are trained, new website is live, content is accurate	All phases complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
• Phase Six: Announcement and video of new website to internal & external stakeholders • Phase Seven: Mobile app established		October/November 2023 December 2023		
11. Conversion of Academy website platform from Blackboard to Finalsite • Phase One: Training for Communications Staff • Phase Two: After content conversion, all content is checked for accuracy and visual identity • Phase Three: Train website editors • Phase Four: Editors review/update content in incubation site – support provided by Comm staff • Phase Five: website goes live • Phase Six: Announcement and video of new website to internal & external stakeholders • Phase Seven: Mobile app established	Divisional Administrator for Communications & Research Media Development Coordinator Office Applications Specialist Website Editors	July 2023 August 2023 September 2023 October 2023 October/November 2023 October/November 2023 December 2023	All editors are trained, new website is live, content is accurate	All phases complete

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	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	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 all platforms	Divisional Administrator Communications & Research Communications Staff	Ongoing through 2025	Increase in number of followers on all social media platforms	Ongoing
3. Establish Snapchat accounts for ESBOCES and the Academy after Evaluation	Divisional 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	Divisional Administrator Communications & Research Director of ESS Program Administrator for Professional Development	May 2021	Account supports marketing of professional development offerings	Complete
5. Develop an evaluation tool and reporting process for agency-sponsored social media sites	Divisional Administrator Communications & Research Communications Staff	September 2024	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.	Divisional Administrator Communications and Research Director of Diversity, Equity & Inclusivity Communications Advisory Committee	Spring 2021	Efficacy determined	Complete December 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Establish protocols for staff who use <u>personal</u> social media to promote the agency Phase One: Update Policies and Regulations <u>Phase Two:</u> Promotion of new Policies and Regulations Phase Three: Training Phase Four: Review staff social media use (individual accounts, and overall impact on the Agency Public Information Program	Divisional Administrator for Communications and Research Communications Advisory Committee Communications Staff	<u>Phase One:</u> October 2023 <u>Phase Two:</u> December 2023 <u>Phase Three:</u> May 2024 <u>Phase Four:</u> September 2024	<u>Phase One:</u> Policies and Regs approved and posted to eDocs <u>Phase Two:</u> All ESBOCES staff advised of updates <u>Phase Three:</u> All relevant staff received training <u>Phase Four:</u> Evaluation complete and needs addressed	Phases 1-3 complete 2024

Strategy 7: Produce and distribute quality Agency Newsletters that are informative, relevant, and engaging to readers

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 results reviewed July/August 2018 2019-20 survey not administered due to COVID-19 2020-21 to be administered Fall 2021 Fall 2021 survey results reviewed and responded to
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 (Newsfeed)
3. Research and evaluate the development of an agency podcast	Divisional Administrator for Communications & Research Public Relations Specialists Media Development Coordinator Office of Technology Integration			

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	Divisional Administrator Communications & Research Communications Staff	December 2024	Posting of updated guide on e-docs and promoted to agency staff	First draft complete January 2020 Replaced with activity 16
2. Develop Print and Digital Copyright Use Guide	Divisional Administrator Communications & Research Communications Staff	December 2024	Posting of guide on e-docs and promoted to agency staff	In progress
3. Develop necessary procedures for publishing approval	Divisional Administrator Communications & Research Communications Advisory Committee	February 2020	Posting of procedure on e-docs and promoted to agency staff	Ineffective
4. Develop protocols that address diversity and inclusivity in all media	Divisional Administrator Communications & Research Communications Staff Director of Diversity, Equity & Inclusivity	Ongoing through 2025	Protocols developed	Ongoing
5. Establish agency-wide list of all print and electronic publications	Divisional Administrator Administrative Coordinator Communications & Research Administrative Council	First draft Spring 2021 and then each Spring thereafter	List available for use by Administrative Council and the Office of Communications	2021 Complete 2022 Complete 2023 Complete 2024 Complete

6. New Agency Brochure design • Phase One: Develop new design • Phase Two: Communicate transition to agency • Phase Three: Provide graphic support to all programs for migration to new design or development of new brochures	Divisional Administrator Administrative Coordinator Communications & Research Communication Advisory Committee Graphics Department	Phase One: Spring 2020 Phase Two: September 2024 Phase Three: Ongoing	New brochure established for use All agency brochures migrated to new design	Phase One: Complete
7. Develop a visual identity guide for the Academy brand	Divisional Administrator Communications & Research Director of CTE and AE Program Administrator for CTE	March 2025	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	Divisional Administrator Communications & Research	September 2024	Posting of procedure on e-docs and promoted to applicable agency staff	
9. Develop formal intra-agency videos	Divisional Administrator Communications & Research Communications Advisory Committee	Ongoing through 2025	Videos available for viewing on website and for presentation at events	In progress Special Ed ESS Department Summer Enrichment
10. Develop organized clearinghouse and method of distribution of marketing materials internally	Divisional Administrator Communications & Research Principal Stenographer	December 2019	Clearinghouse established being utilized internally	Complete (see activity 12)
11. Investigate placement of digital signage (internal and external)	Divisional Administrator Communications & Research Media Development Coordinator Office of Technology Integration	Ongoing through 2025	Digital signage placed where applicable	HAC completed 2024
12. Add web links to Shared Services Guide for each program	Central Support Services Communications & Research	October 2020	SSG 2021-22 includes web links	Complete

13. Visual Identity Guide training for relevant agency staff	Divisional Administrator Communications & Research Media Development Coordinator	June 2021 and ongoing as needed	Relevant staff knowledgeable regarding VIG	Ongoing
14. Compile formal standard operating procedures for the Communications Office	Divisional Administrator for Communications & Research Principal Stenographer Communications Staff	Ongoing through 2025	SOPs published and available for staff	
15. Establish internal vinyl printing service	Divisional Administrator for Communications & Research Graphics Department	December 2024	Service available to staff	In progress
16. Develop ESBOCES Visual Identity Guide/Regulation Phase One: ESBOCES Name, Logo, Color Palette, Fonts Phase Two: Mastheads, Flyers Phase Three: ESBOCES/Academy email signatures Phase Four: Letterhead, Memos, Envelopes, Labels, Business Cards Phase Five: Programs, Invitations, Certificates Phase Six: Standard Agency board listing		Phase One: July 2024 Phase Two: October 2024 Phase Three: December 2024 Phase Four: February 2025 Phase Five: April 2025	Each Phase has completed the approval procedure and is adopted into regulation	
17. Develop Communications Guidelines Manual		December 2024	Manual is published, promoted and distributed	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
18. Redesign End of year programs and invitations to align with VIG		March 2025	Invitations meet VIG guidelines and are ready for use by instructional buildings	
19. Provide translation/interpretation services	Divisional Administrator Communications Staff	Ongoing through 2025	Services are accurately and efficiently provided	Ongoing

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 August 2024	Brochure developed and in circulation	Complete August 2019
2. Provide website accessibility resources and support to districts subscribing to service for website services	Program Administrator Communications & Research	Ongoing through 2025	Satisfaction of subscribing districts with consultant services	Complete
3. Establish relevant base-line data with new evaluation tool	Program Administrator Communications & Research	September 2017	Relevant base-line data will be established	Complete
4. Promote graphics service for districts	Program Administrator Communications Staff	September 2024 and ongoing	CoSer available to districts	
5. Provide Translation/Interpretations Services to districts	Divisional Administrator Communications Staff	Ongoing through 2025	Services are accurately and efficiently provided to districts	Ongoing

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 • Connections/Partnerships • Marketing	Strategic Planning Council	August 2017	Most relevant topic/ideas identified and compiled	Complete
2. Define and provide an operational context for: • 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 • 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
7. Presentation of Marketing Plan to ESBOCES Board	Program Administrator	June 2018	Presentation complete	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
8. Provide support to all programs/ departments in meeting their marketing goals	All Office of Communications staff	Ongoing through June 2025	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 prints, digital, broadcast articles/segments appearing in local and regional news outlets	71	176	68	112	58	43	29	20
Number of visits to ESBOCES website (average per month)	75,589	79,581	92,848	90,173	87,464	85,336	77,925	62,641**
Number of visits to Academy website (average per month)	1,738	2,199	2,995	3,605	4,402	4,337	4,202	3,517**

	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023*	2023-2024
Number of followers on BOCES social media:								
Facebook	2,008	2,513	3,280	3,675	4,226	4,814	5,420	6,211
Twitter	1,099	1,527	1,788	2,043	2,171	2,334	2,367	Discontinued
Instagram	218	493	933	1,365	1,559	1,863	2,262	2,953
YouTube	72	98	140	382	638	758	783	953
LinkedIn	1,333	1,555	1,875	2,152	2,556	3,055	3,613	4,257
TikTok						119	273	388
Number of followers on Academy social media:								
Facebook	183	230	320	392	473	496	543	587
Twitter	311	413	685	742	758	796	804	Discontinued

Instagram	20	105	194	268	310	329	366	414
YouTube	42	65	72	132	157	167	171	177
Number of subscribers to Newsfeed								1661
Number of items produced by PR:								
Outgoing press releases		124	67	50	33	29	29	24
Website articles		127	68	69	37	62	39	61
Media pitches		24	23	45	11	35	49	27
Social media posts	N/A	1,874	1,330	1,222	1,242	1,400	1,026	805***

  * Through May 31, 2023
  ** New website data collection tool. Average is from 9/01/23 – 6/30/24
  *** Twitter discontinued

Results of Biennial Communications/Public Relations Survey

Goals: Percentage will meet or exceed baseline data through **2024**.

	Baseline 2017-18	*2021-22	2023-24**
Website attributes (% excellent/good)	86.53%	83.23%	
Highlights (target audience parents/students): Readership (% regularly) Attributes (% excellent/good)	52.06% 81.00%	16.47% 61.70%	discontinued
Dialogue (target audience component boards) Readership (% regularly) Attributes (% excellent/good)	35.96% 59.71%	14.53% 43.89%	discontinued
Keeping It Personnel (target audience staff) Readership (% regularly) Attributes (% excellent/good)	41.95% 67.63%	40.77% 71.97%	discontinued

	Baseline 2017-18	*2021-22	
News Around the Agency email Readership (%regularly) Attributes (% excellent/good)		44.19% 70.94%	
Newsfeed Readership (%regularly) Attributes (% excellent/good)		26.67% 88.97%	
Facebook Attributes (% excellent/good)	87.65%	87.91%	
Instagram Attributes (% excellent/good)	95.70%	87.43%	
Twitter Attributes (% excellent/good)	87.16%	85.45%	
LinkedIn (% excellent/good)		76.78%	
Emails from PR (% open)	95.31%	96.03%	
Feel informed (% well/very well): Staff news and achievements Student news and achievements Alumni news and achievements	40.73% 87.45% 67.08%	 N/A	

*The 2019-20 survey was postponed to 2020-21 due to COVID-19. The 2020-21 survey was administered in the Fall of 2021. Distribution of the survey was expanded to external stakeholders.

Results of School District Evaluation of Communications Consultant
Goals: To maintain or exceed a 90% rate of excellent/very good.

		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
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%	94.6%	90.5%	87.17%	80.02%	

*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 2020
- I Teach CTE
- St. Baldrick's
- 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

2020-21
Additional Promotional/Special Projects Included:

- I Teach CTE
- Autism Speaks
- Teaching in a Remote Learning Environment and other Professional Development Opportunities
- Various presentations/videos for the ESBOCES Board (How We Did Things Differently, Equity Champions, Virtual Recognitions)
- DEI Workshops
- Vaccination Sites
- Diversity Career Fair
- Community Legislative Committee
- Brookhaven Youth Free Counseling
- Student/Staff Health Flyers and Other Health Signage
- Long Island Technology Summit

2021-22
Additional Promotional/Special Projects:

- Promotion of Educational Support Services – branded graphics, PR Liaison program, "People Behind the Program" social media campaign
- Establishment of ESBOCES TikTok
- Autism Speaks
- Numerous advertisement campaigns to fill vacant staff positions – flyers, emails, radio advertising, social media boosted posts, website posts, on-line employment apps.
- New *Spotlight* newsletter designed and two issues published in 2021-22 to replace *Highlights*, *Dialogue*, and the *Liaison Connection* publications; print and digital distribution was expanded. *Keeping It Personnel* newsletter was replaced with monthly *News around the Agency* emails.
- Language translations of six documents into 11 languages for public documents to support the NYS BOCES district superintendents.
- Added external stakeholders to Public Relations Survey
- New RFP's and bids established for video production services, radio advertising, and public relations services
- Continued updates to signage and website information regarding COVID-19.
- Adult Education boosted social media posts

2022-23
Additional Promotional/Special Projects

- Community Legislative Committee
- Autism Speaks
- DASA Dedicated to Dignify Student Poster
- Re-design of Code of Conduct Brochure
- Adult Education boosted social media posts
- Advertising for Teaching Assistant and Special Education Teacher Aide vacancies
- Fran Cook Hairstyling Competition – graphics and promotion
- Diversity Career Fair – graphics and promotion
- LPN graduation and head shots
- Afternoon of Beauty
- National Technical Honor Society head shots
- CTE Signing Day head shots

- Stop the Chock campaign
- Special Education Promotional Videos – Project management
- I am CTE/I Teach CTE campaign
- DEI Liaison TikTok interviews
- Student Assistance Services Social Host Laws Social Media Campaign
- Parent-Family Advisory committee – membership campaign. Promote workshops.

2023-24
Additional Promotional/Special Projects

- Migration/re-design of new websites
- Adult literacy poster campaign
- CTE poster campaign
- CTE signing day headshots
- CTE signing day social campaign
- Video Project Management
  - Special Education
  - PEACE Project video
  - HR video
  - ESS video
  - EAP video
- Employee of the Year headshots
- LPN April grads headshots, group shots, funny shots
- LPN August grads headshots, group shots, funny shots
- National Technical Honor Society headshots
- PTA dinner coverage, photos on website, etc
- Research video equipment, webinars
- Research podcast equipment/content
- MTC Wall murals extra photography
- Crisis Communications
- Edited Transgender "On Board" article
- Photography for Annual Budget PPT
- District Superintendent's Office of Personnel Event coverage

- BTC staff photo
- Community Legislative Committee coverage
- Longwood Legislative Committee coverage
- Fran Cook Hairstyling Competition coverage
- Diversity Career Fair promotion
- Parent-Family Advisory Committee – membership campaign
- Adult Education – social media advertising (4)
- Special Education Job Fairs (2) Radio, social media, advertising, graphics
- WHBLC Hiring – social media advertising, graphics
- ConnectEd messaging support
- Foreign Language Translations

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

Responsible Administrator: Chief Operating Officer
            District Superintendent

Collaborators: Cabinet
              Directory of Diversity, Equity, & Inclusivity
              Administrative Council
              Strategic Planning Steering Committee
              Divisional Administrator for –
              Communications & Research
              Internal Coordinator

Objective: By July 2025, 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 Middles States Association's process, advocacy activities, ongoing programs and services evaluations.

The success of this objective will be measured by:
- Successfully earning and maintaining Middles States reaccreditation
- Regular reviews and updates of the agency's Strategic Plan
- Review and implementation of feedback from our agency Steering Committee and Middles States Council
- Biennial CoSer surveys of our districts
- Number of advocacy activities supported by the agency
- Number of collaborations related to advocacy

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.	Annually and ongoing
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	Annually and ongoing
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	Annually and ongoing

Target Goal – By 2025

- 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

<u>Results for Strategy 1:</u>

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

2020-2021
- Annual Strategic Planning Council meeting held in November (postponed from August 5, 2020 due to tropical storm)
- Annual update meetings held with individual plan administrators
- Annual report for post-secondary CTE institutions not required in a Mid-Term Report year
- Two Steering Committee Meetings held (one combined with Strategic Planning Council due to tropical storm)
- Middle States Mid-Term Report completed and accepted by Middle States Association

2021-2022
- Annual Strategic Planning Council meeting held in August via Zoom
- Annual update meetings held with individual plan administrators, Internal Coordinator, Chief Operating Officer and Deputy Superintendent
- Annual report for post-secondary CTE institutions submitted and accepted
- Two Steering Committee Meetings held; one in November and one in May.

2022-2023
- Annual Strategic Planning Council meeting held in August via Zoom.
- Annual update meetings held with individual plan administrators and Internal Coordinators
- Annual report for post-secondary CTE institutions submitted and accepted
- Two Steering Committee Meetings held
- Attended training for accreditation with Middle States

2023-2024
- Annual Strategic Planning Council meeting held in August.
- Annual update meetings held with individual plan administrators and Internal Coordinators
- Annual report for post-secondary CTE institutions submitted and accepted
- Reaccreditation Survey issued, analyzed and shared with Administrative council
- Steering Committee meeting held in May to work on updates to foundational documents
- Reaccreditation Process Group Met to move accreditation forward

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 aid 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 and ongoing
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
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	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	Annually and 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 for Strategy 2:

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 books is being prepared.

2020-2021
- Grant money: $27,482,498
- Grant Management web page is regularly updated
- Business Office reviewed and supported the completion of; 38 FS-10 budgets/RFP/Contracts, 20 grant amendments, and 33 vouchers
- 2020-21 Grant Briefing Book will be disseminated to Administrative Council.
- Secured $798,043 in Higher Education Emergency Relief Fund Funding.
- Five potential projects are registered with Federal Emergency Management Agency. Two have been formally submitted for possible reimbursement.

2021-2022
- Grant money: $28,864,562
- Grant Management web page is regularly updated
- Business Office reviewed and supported the completion of; 32 FS-10 budgets/RFP/Contracts, 21 grant amendments, and 18 vouchers
- 2021-22 Grant Briefing Book will be disseminated to Administrative Council.
- Secured $1,148,131 in Higher Education Emergency Relief Fund Funding.

- Six potential projects are registered with Federal Emergency Management Agency.
- $433,814 received to date from FEMA for PPE.

2022-2023
- Grant money: $30,841,991
- Grant Management web page is regularly updated
- Business Office reviewed and supported the completion of 25 FS-10 budgets/RFP/Contracts, 11 grant amendments, and 14 vouchers
- 2022-23 Grant Briefing Book will be disseminated to Administrative Council
- Awarded 21st Century Community Learning Grant for $1,200,000 per year for five years
- Seven potential COVID-19 projects are registered with Federal Emergency Management Agency
- $265,914 received to date from FEMA for PPE.

2023-2024
- Grant money: $32,858,347
- Grant Management web page is regularly updated
- Business Office reviewed and supported the completion of 23 FS-10 budgets/RFP/Contracts, 23 grant amendments, and 22 vouchers
- 2023-24 Grant Briefing Book will be disseminated to Administrative Council

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, 2019 and 2021 and in June of 2024
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 19-20 school year complete 20-21 school year complete 21-22 school year complete 22-23 school year complete
4. Revise biannual CoSer survey to be more user friendly	Program Administrator for Research Administrative Council	February 2021	Revised CoSer Survey	Revisions completed. Survey with revisions was distributed fall of 2021
5. Update "Eastern Suffolk BOCES by the Numbers" flyer	Divisional Administrator for Research	Annually every March	Publication of flyer	Completed 2024

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

2020-2021
- BOCES report card completed
- Program input was requested and feedback was gathered for development of revised CoSer survey. Development of revised survey was completed and distributed in the fall of 2021. Results were shared with Administrative Council for feedback and action if needed.

2021-2022
BOCES report card completed

2022-2023
BOCES report card completed

2023-2024
BOCES report card completed
Coser survey was disseminated in May of 2023 and published in June 2024

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. Develop and oversee a virtual clearinghouse of resources to support DEI work in the region	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity Program Administrator for Research	June 2021	Clearinghouse available and maintained	DEI resources vetted and readily available. DEI resources on the ESBOCES webpage have been reorganized for ease of use.

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

- An organized system for gathering and analyzing data exists
- Virtual clearinghouse of DEI resources created and maintained

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.

2020-2021
- Annual calendar for research and advocacy data collection and analysis was prepared.
- Virtual clearinghouse of DEI material was created and is updated regularly.

2021-2022
- List of partners was updated.
- Increased attendance at regional partnership events.

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 Divisional Administrator for Research	Ongoing	The number of advocacy activities	Completed for 2017-18 Completed for 2018-19 Completed for 2019-20 Completed for 2020-21 Completed for 2021-22 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 Director of Diversity, Equity & Inclusivity Program Administrator for Research	Ongoing	Partnership activities The development of a clear definition of college ready that results in more successful bridges for students	The Superintendent's College Presidents Partnership has been less active than it was pre-covid. We continue to monitor the work via emails and occasional updates.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Partner with Long Island institutes of higher education to build bridges and enhance communication.	District Superintendent Director of Diversity, Equity & Inclusivity	Ongoing	Increased collaborative Activities	Ongoing
4. Provide research data and reports for the Long Island Education Coalition	Chief Operating Officer Divisional Administrator for Research	Ongoing annually	Completed research and reports	Completed for 2017-18 Completed for 2018-19 Completed for 2019-20 Completed for 2020-21 Completed for 2021-22 Completed for 2022-23 Completed for 2023-24
5. Explore additional resources and avenues to form partnerships that support the mission of the Agency and serve the region, particularly through a DEI lens.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity Divisional Administrator for Research Administrative Council	Ongoing	Increased number of partnerships	Number of partnerships have increased notably
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
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	The number of building tours decreased to zero during COVID. The Spring of 2021 saw our buildings begin to re-open to visitors.
8. Increase participation in LIMBA and LIA meetings	Chief Operating Officer District Superintendent Cabinet	September 2018	Increased meeting attendance and networking results	Chief Operating Officer was asked to be on the Board of Directors of LIMBA Attendance at both LIMBA and LIA meetings increased substantially with a mix of virtual and in-person meetings.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
9. Increase engagement with lawmakers related to ESBOCES by regular mail contact, social media, building event invitations	Chief Operating Officer District Superintendent Divisional 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. Successful Advocacy weeks in both 2021 and 2022 via Zoom Advocacy Day 2023 cancelled due to inclement weather Beginning 2022 lawmakers (local and state) receive hard copy of the Spotlight Newsletter
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 Director of Diversity, Equity & Inclusivity	October 2018	Meetings and development of action plan	Completed for 2018-19 Action Plan Drafted Action Plan Completed 11/19 Integrated into Strategic Plan 8/20 The ESBOCES DEI Work Group has now become and DEI Advisory Committee which meets 5 times a year for a combination of learning and reviewing the DEI work in the Agency. It is co-chaired by the COO, DS and Director of DEI

11. Provide regional leadership along with NYSCOSS Commission on Diversity and Inclusivity	District Superintendent Director of Diversity, Equity & Inclusivity	August 2017 and ongoing	Increasing Long Island participation in Diversity and Inclusivity commission events	In progress Ongoing
12. Advocate for equitable resources across school districts	Agency Leadership	Spring 2020 and ongoing	DEI consistent policies and regulations	2021-2022 See listing below Ongoing
13. Create a supportive safe environment for DEI work.	Agency Leadership	Spring 2020 and ongoing	DEI consistent policies and regulations	In progress Ongoing
14. Research successful systems to help the agency identify structural or systemic biases.	Agency Leadership	June 2021	Tools and resources	Ongoing work in all departments related to this.
15. Partnership with NYSSBA and NYSCOSS to facilitate BOE trainings relative to DEI.	Chief Operating Officer District Superintendent	Spring 2020 and ongoing	Board Training	DEI CoSer developed during 2021-2022. Increasing participation throughout the year and for 2022-2023.
16. Foster and review linkages with regional agencies and organizations engaging in research affecting public education.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity Divisional Administrator for Research	Ongoing	Annually updated list of partners	Ongoing
17. Partner with Long Island institutes of higher education and school districts to diversify the pool of students that enter and successfully complete teacher preparation programs.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity	Ongoing	Increase in teacher candidates from diverse backgrounds	In progress
18. Coordinate Eastern Suffolk BOCES DEI Advisory Council in an effort to increase engagement and change practices relative to DEI.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity	June 2021 Ongoing	Completion of subcommittee short term and long-term goals	Meetings held five times a year. Ongoing

19. Provide support to Agency leadership for data discovery/analysis/reports and for survey development	Divisional Administrator for Communications and Research Materials Development Coordinator	Ongoing	Needs of Agency leadership are met	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
- Updated list of collaborations exists

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

2020-2021
- Communication Advisory Council maintaining listing of partners and collaborations.
- Facilitation of several regional book studies related to diversity, equity, and inclusivity (DEI).
- LIEC budget impact survey was developed and disseminated.
- An LIEC survey addendum was sent out in October to gather information related to COVID-19 budget impact.
- Eastern Suffolk BOCES DEI Task Force changed its name to Advisory Council to reflect a shift in its work.
- Multiple presentations for Eastern Suffolk BOCES induction cohorts on diversity, equity, and inclusivity.
- Presentations at the New York State Association for Women in Administration workshop.
- Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee continued to meet regularly to move forward the Board work.
- Partnership with SCSSA and 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.

2021-2022
- Communication Advisory Council maintaining listing of partners and collaborations.
- Facilitation of several regional book studies related to diversity, equity, and inclusivity (DEI).
- LIEC budget impact survey was developed, analyzed and disseminated.
- Long Island Costs and Outcomes study for 2020 and 2022 was developed and disseminated in collaboration with the Long Island Association.
- Eastern Suffolk BOCES DEI Advisory Council continued to meet, learn and facilitate Agency work.
- Multiple presentations for Eastern Suffolk BOCES induction cohorts on diversity, equity, and inclusivity.
- Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee continued to meet regularly to move forward the Board work. Also participated in three DEI book studies.
- Several ESBOCES Board members took part in additional professional development related to DEI.
- All Cabinet members developed individual DEI goals and reported on them regularly.
- Partnership with SCSSA and stakeholders from Stony Brook University related to collaboration for DEI work.
- Presentation at multiple events (Nassau County NYSUT leadership, Regional Fiscal Summit, recorded for NSSBA, LIMBA meeting) related to Long Island's shifting demographics.
- Regional Longwood Legislative breakfast presentation related to Long Island school district challenges.

2022-2023
- Work Culture Survey and Report
- BOCES of New York State data collection
- Locating data/data sources/other information
    DEI – district enrollment, demographics, wealth
    Human Resources – staff demographics
    Business Office – Statewide BOCES data

- Longwood Legislative Breakfast presentation
- LIEC Budget Impact Survey developed, analyzed, and reported
- Advocacy data points compiled for ESBOCES Board Members for NSBA Advocacy Institute
- NYS Executive and Legislative Budget analyses for the Long Island Region
- Delegate Facemap updated to reflect new Senate District boundaries
- Data resource document developed for Long Island school districts
- Presentation at N-SSBA event related to Long Island's changing demographics

- Several ESBOCES Board members and Chief Operating Officer took part in a Diversity Thought Symposium
- Development of a statewide DEI resource repository facilitated by the ESBOCES District Superintendent which provides free, high-quality resources developed by and for K-12 educators and education leaders
- Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee meets several times per year and engaged in a committee-wide DEI book study
- Community Legislative Committee meetings held four times during 2022-23 in hybrid format reaching more participants
- District Superintendent served as Chair on an advocacy team with BOCES District Superintendent leaders to meet with elected officials from across the state to advocate for BOCES specific issues.

<u>2023-24</u>
- BOCES of New York State data collection
- Reaccreditation Survey developed, distributed, analyzed and report written
- Longwood Legislative Breakfast presentation
- LIEC Budget Impact Survey developed, analyzed, and reported
- Advocacy data points compiled for ESBOCES Board Members for NSBA Advocacy Institute
- NYS Executive and Legislative Budget analyses for the Long Island Region
- Delegate Facemap updated
- SCSSA Suffolk County "Our Story" data research

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

Strategic Action Plan VIII: Operations, Management, and Finance

Responsible Administrator: **Associate Superintendent for Management Services**   **Collaborators:**   **Director, Business Services**
Director, Administrative Services
Divisional Administrator Office of Technology Integration
Purchasing Administrator

Objective: By July 2031, 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	Associate Superintendent for Management Services	June 2018	Baseline data established	Complete
2. Host SBO meetings to review the most recent best practices in School Finance	Associate Superintendent for Management Services	Annually through 2024	Attendance levels at these meetings	Ongoing
4. Serve as coordinator for the NYS Association for School Business Officials Annual School Business Management Workshop	Associate 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	Associate 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)	Associate Superintendent for Management Services	Through 2024	Participate in monthly meetings	Ongoing
6. Host a Prevention of Banking & Business Office Technology Fraud Regional Training	Associate Superintendent for Management Services	Summer 2019	Evaluation results from event	Complete
7. Annually host a summer SBO meeting training related to school finances	Associate 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/Cluster Meetings	3	3	3	10	7	11	
SBMW	1	X	X	X	X	1	X
Suffolk County ASBO Meetings	9	8	6 (3 mtgs. Were cancelled due to COVID)	9	9	9	
Suffolk ASBO Executive Board Meetings	X	8	7 (2 mtgs. Were cancelled due to COVID)	8	6	6	

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	Associate 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	Associate 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	Associate 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	Associate 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	Associate 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	$7.19	$7.17	$7.39	

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 2021-2022 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 2021-2022 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 2021-2022 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 2021-2022 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
-2021-22 Administrative Budget passed with "0" no votes – 39 yes and 12 did not meet
-2022-23 Administrative Budget passed with "0" no votes – 38 yes and 11 did not meet
-2023-24 Administrative Budget passed with "1" no votes – 35 yes and 14 did not meet and 1 did not vote

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 2021-22 school year
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 2021-22 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 2021-22 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 2021-22 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 2021-22 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	N/A	N/A	Pending*	

*OSC Audit performed pending report.

- 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	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 40%**

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%	41%	23%	25%	
Moderate	53%	53%	51%	50%	59%	77%	75%	
High	0%	0%	0%	0%	0%	0%	0%	

**An increase in large complex audited areas has resulted in a low control risk under 40%. This risk should be adjusted to a 30% goal for 2023-24.

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	Annually through 2024	The cooperative bids usage reports	Ongoing
2. Review the specifications of the cooperative bids to ensure compliance with General Municipal law	Purchasing Administrator	Annually through 2024	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 2021-22 school year

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

Results for Strategy 5

Baseline 2016-2017	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	$4,300,000	$7,600,000	$6,500,000	

The goal is for the program to achieve $5,000,000 average savings by 2023-24.

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	60	63	63	

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)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
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)
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	Divisional Administrator for Technology Integration	Annually through 2024	The completion of the needs assessment	Ongoing
2. Identify facilities and technology requirements and address needs	Divisional Administrator for Technology Integration	Annually through 2024	Project status report	Ongoing
3. Identify staff by location	Divisional Administrator for Technology Integration	Prior to scheduled moves	Updated system attributes	Ongoing
4. Evaluate, procure, and configure technology equipment	Divisional Administrator for Technology Integration	Annually through 2024	Technology equipment is received	Ongoing
5. Assess and build out LAN/WAN infrastructure	Divisional Administrator for Technology Integration	Annually as needs exist	Updated topology diagrams and fiber certifications	Ongoing
6. Deploy hardware and software	Divisional Administrator for Technology Integration	Annually through 2024	Technology is operational	Ongoing
7. Test systems for functionality	Divisional Administrator for 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.

<p style="text-align:center;">Age of Technology Equipment</p>

Baseline 2016-17	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.	3.01 yrs.	3.01yrs.	2.092	

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	Completed 6/30/21

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	18	16	1	8
response time >30 minutes	223	177	48	53	42	36	0	1

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. 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 30, 2022	0 students not transported due to unavailability of transportation due to COVID-19 impact	Completed
2. Challenges continue due to difficulty obtaining sufficient bus drivers and other bus staff from our contracted vendors particularly Towne Bus Company. Obtaining bus drivers to cover field trips is an ongoing challenge.	Director of Administrative Services	June, 2024	All students requiring transportation for Home to School and Field Trips have been transported.	Ongoing coordination with bus companies and using other creative routing and other solutions to ensure students are transported when needed is continuing.

Baseline Data
2020-2021 - The number of students not transported for Home to School.

	2020-21	2021-22	2022-23	2023-24
# of Students	3	10	132 *	181***
# of Districts	NA	NA	10	11

2020-21 - The number of students not transported to Field Trips:

	2020-21	2021-22	2022-23	2023-24
# of Students	300	500*	250 **	195**
# of Districts	NA	NA	8	5

*This was due to the inability of Towne Bus, one of our contractors, to initially provide transportation for 132 students in their region. Alternate means of providing transportation were secured through other contractors and the home school districts which then resulted in less than 10 students for which transportation was not provided for the remainder of the school year.

**This was due to the inability of the contractors to obtain enough drivers to transport students for field trips.

***The start of school year 2023-24 resulted in these numbers of students not being transported for several weeks due to major issues with all three of our bus contractors, Towne Bus, Suffolk Transportation and Montauk Bus. Towne Bus implemented a new software at the start of school which was improperly set up and rolled out which resulted in 69 students not transported, Suffolk Transportation's unexpected turnover of experienced staff at the start of school which resulted in 71 students not transported and Montauk bus's inability to obtain bus drivers resulted in 21 students not being transported the first few weeks of school.

Strategy 8(c): Purchase, set-up and implement a transportation routing software tool to improve the efficiency and effectiveness with which we route new students

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2021-22 Baseline Data	Director of Administrative Services BOCES Transportation Administrator	June 2023	Percentage of routes handled utilizing new transportation software	Completed 6/30/2022
2. Evaluate Transportation Routing Software to determine the best software for the department	Director of Administrative Services BOCES Transportation Administrator	September 2024	Software is selected	Transfinder was initially chosen however, it does not connect to our billing software, therefore another means of routing must be secured. This activity is still ongoing.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Purchase order for new software vendor is executed	Director of Administrative Services BOCES Transportation Administrator	September 2024	Purchase Order created for vendor	In process once new vendor selected
4. Set- up the Transportation Routing Software	Director of Administrative Services BOCES Transportation Administrator	June 2025	Software set up and testing done to begin routing using the new software	
5. All Transportation routing is done via the routing software	Director of Administrative Services BOCES Transportation Administrator	September 2026	All routing occurs utilizing the software	

Baseline Data:
The percentage of routes handled through routing software:

	2021-22	2022-23	2023-24
Percentage of routes on routing software	0%	0%	0%

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	Completed
2. Implementation of "On-Boarding" Software	Director of Administrative Services	June 2023	Ability to process applicants through the on-line system	Set-up and Training is in process

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
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	Completed March 2021
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	Completed March 2021 and ongoing

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

<u>Baseline Data</u>: 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**	7-20**	7-20**	7-20**	7***

*decrease due to person training replacement of in which was scheduled monthly with an on demand viewed immediately upon hiring

** decrease to 7 days will only occur if fingerprinting not required. If fingerprinting required 20 days will be the maximum and likely turnaround time. The decrease to 7 days is due to obtaining signed background check forms from summer subs, obtaining email addresses for potential references, and the ability of background check forms to be signed and returned electronically rather than in person.

***decrease due to removal of requirement for background checks combined with faster turnaround time for fingerprinting.

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 the Agency	Director of Administrative Services	June 2021	Large orders of technology equipment will be received by the CAM rather than OTI after deployment	Completed June 2021

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	2488	425	1,415	462
% of OTI Assets	0%	0%	0%	18%	94%	55%	92%	95%

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%	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 Data Analyzed for districts & districts contacted	Completed & Ongoing for Substitute Services
4. Gather baseline date 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.
* SBO meetings were not held in the Tech Centers due to Covid-19.

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	2 Via Zoom	3	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	0*	0*	1	

Strategy 13: Evaluate, implement and meet the state mandated deadlines for Zero-Emissions Busing.

Addresses BOCES Goal(s).

    V   -- Cost effectiveness, quality management and operational efficiency.
    VIIII – Health, Safety, Security and Space

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Understand the zero emissions initiative as applicable to ESBOCES	Director of Administrative Services BOCES Transportation Supervisor	December 2024	Clear understanding of the requirements of BOCES for its districts and its own internal fleet	
2. Plan for implementation of zero emissions busing	Director of Administrative Services BOCES Transportation Supervisor	December 2025	Create a plan for replacement of existing fleet of approximately 10 buses by the 2035 deadline	
3. Plan for establishment of needed electrification infrastructure	Director of Administrative Services BOCES Transportation Supervisor	December 2026	Create a plan for the funding and construction of infrastructure required to support zero emissions busing	
4. Ensure adherence to NYS mandated zero emissions deadlines will be met	Director of Administrative Services BOCES Transportation Supervisor	June 2035	All buses meet the zero emissions requirement	

Resources Required:

Measurements to be used to track progress

	Baseline 2023-24	Projection 2031	2024-2025
Number of Electric Buses	0	10	

Strategy 14: Relocate the Lindenhurst Textbook center to a conveniently located center in western Suffolk County which will minimize the disruption for families and continue to be a valuable resource for our districts.

Addresses BOCES Goal(s):

- III - Shared Services
- V - Cost effectiveness, quality management and operational efficiency.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Secure new space for a textbook center to replace Lindenhurst	Director of Administrative Services Central Support Services Supervisor	June 2024	A new textbook location has been found	
2. Draft and execute a lease agreement for the lease of new space	Director of Administrative Services Central Support Services Supervisor	December 2024	Lease fully executed	
3. Create a plan for relocating the center and the staff to the new location	Director of Administrative Services Central Support Services Supervisor	December 2024	Plan created to relocate and move the center and staff to the new locations	
4. Move to new textbook location	Director of Administrative Services Central Support Services Supervisor	June 2025	New textbook center fully open and serving all families formerly assigned to Lindenhurst	

Resources Required

Measurements to be used to track progress

	Baseline 2023-24	Projection 2031	2024-2025
% of Students obtaining textbooks From Lindenhurst	100%	0%	

	Baseline 2023-24	Projection 2031	2024-2025
% of Students obtaining textbooks from Relocated Center	0%	100%	

Strategy 15: Diversity, Equity and Inclusivity.

Addresses BOCES Goal(s):

- II – Staff Development
- IV – Program and Services Availability

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Annual workshop for Management Services staff with Director of DEI	Associate Superintendent for Management Services & Directors/Sr. Manager of OTI	Through June 2025	The majority of Management Services staff attend annual workshop	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Directors meet monthly with DEI liaisons	Associate Superintendent for Management Services & Directors/Sr. Manager of OTI	Through June 2025	Monthly meetings occur	Ongoing
3. New staff participate in Management Services Mentorship Program	Associate Superintendent for Management Services & Director/Sr. Manager of OTI	Through June 2025	All new hires complete the mentorship program	Ongoing
4. Include DEI discussion in standing leadership meetings	Associate Superintendent for Management Services & Director/Sr. Manager of OTI	Through June 2025	DEI discussions occur at most standing leadership meetings	Ongoing

Resources Required

Measurements to be used to track progress

	Baseline 2023-24	**Projection 2025**	**2024-2025**
% of staff attending annual DEI workshop			

	Baseline 2023-24	**Projection 2025**	**2024-2025**
Meetings with DEI liaisons	0%	100%	

	Baseline 2023-24	**Projection 2025**	**2024-2025**
% of new hires participating in mentorship program	0%	100%	

	Baseline 2023-24	**Projection 2025**	**2024-2025**
Leadership Meetings with DEI discussion	0%	100%	

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 2025**. Eastern Suffolk BOCES will continue to effect a measurable improvement in school facilities management by providing 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 steam traps	Director of Facilities	Annually each year through 2025	Results of indoor air quality tests	Ongoing
3. Train operations and maintenance employees with preventative maintenance practices. Train staff in use of energy mgmt systems	Director of Facilities	Annually each year through 2025	Completed training	Ongoing
4. Train custodial staff with best practices of building cleaning and safety procedures	Director of Facilities	Annually each year through 2025	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									
% of staff attending training sessions	**2016-17**	**Projection**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
0	62%		59%	57%	54%	30%	40%	20%	15%	
1	5%		6%	6%	7%	5%	10%	10%	15%	
2	15%		15%	17%	17%	40%	30%	30%	25%	
>2	18%		19%	20%	22%	25%	20%	30%	35%	

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	Annually	Inspection results and building systems being certified	Ongoing
2. Complete a security audit of our facilities and grounds	Security Coordinator	June annually	Security audit report created	Ongoing
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, H & S Administrator, Security Coordinator	Annually each year through 2025	Documentation trainings are conducted as required	Ongoing
5. Continue to provide Health and Safety Officers to component school districts	Health and Safety Administrator	Annually each year through 2025	Regional Occupational Safety and Health CoSer Survey results	Ongoing
6. Evaluate building equipment to ensure student and staff safety	Director of Facilities, Assistant Plant Facilities School Custodial Supervisor	June annually	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**, and **2021-22** 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.
- In **2022 -23** met regularly and plans were updated.   Assessments were made at the Bellport and Westhampton Beach campuses. Allied Universal Security, AUS, was tasked to provide each vehicle with school campus information, proper two-way radios and mobile phones. AUS also implemented a security tour system to increase guard efficiency and effectiveness.

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). In 2023 an O & M security committee was initiated and meets multiple times per year.

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	Attendance at meetings	Ongoing
2. Hosting Round Tables school facilities meetings	Director of Facilities	Annually each year	Round Table Meetings held	Ongoing
3. Continue to create specifications for school facilities cooperative bids	Director of Facilities and Purchasing Administrator	Annually each year	Number of school facilities related cooperative bids	Ongoing
4. Evaluation of existing school buildings as requested by component school districts	Director of Facilities	Annually each year	Site visits	Ongoing
5. Participate and chair East End Facilities Meetings	Director of Facilities	Annually each year	Attendance at meetings	Complete
6. Select and onboard Assistant Plant Administrator	Director of Facilities	July 2024	Position filled	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Coordinate DEI training for Director of Facilities in component districts	Director of Facilities Director of Diversity, Equity & Inclusivity	Annually each year	Training Occurred	Ongoing
8. Select and Onboard Health and Safety Officers	Director of Facilities	As needed	Position filled	Ongoing
9. Create Quarterly meetings with PSE&G and National Grid. Invite WSB and Nassau BOCES	Director of Facilities	Annually each year	Meetings held	Ongoing

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	2024-25
# of Suffolk County Chapter Meetings	5	8	6	6	6	6	6	6	6	
# of Round Table meetings	1	3	2	1	2	2	2	3	4	
# of cooperative bids	24	25	24	25	25	25	26	27	27	
# of site visits	1	3	1	2	3	2	4	6	8	

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		Baseline data gathered 2016-17	Complete
2. Identify infrastructure needs and buildings systems beyond useful life	Director of Facilities	August 2025	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 2025	Capital project complete	Ongoing
5. Complete five-year building condition survey	Director of Facilities	June 2025	Successful submission to SED Facilities Planning	Pending
6. Analyze results of Five-Year building condition survey	Director of Facilities	June 2025	Summary Report and Action Plan completed	Ongoing

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

Projection: By August 2024, our goal is to have MMS construction and renovations complete and be ready for opening September 2024.

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.	Health and Safety Administrator and Security Coordinator	Ongoing	Increase informal and formal meetings between ESBOCES and local emergency responders.	Ongoing
2. Participate in live drills with Suffolk County Emergency Response Team. Hold Tabletop exercises with Administrators	Health and Safety Administrator and Security Coordinator	Through 2025	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.

Strategy 6: Diversity, Equity and Inclusivity

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Annual O&M workshop with Director of DEI	Associate Superintendent for Management Services	Annually	Majority of O&M attending the annual workshop	Ongoing
2. Monthly meetings with O&M DEI Liaisons	Associate Superintendent for Management Services	Annually	Participation of Liaisons and admins monthly	Ongoing
3. DEI Liaison to be included in interviews as well as interview committee to review the DEI best practices hiring video	Director of Facilities	Ongoing	DEI Liaisons attending interviews	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Provide mentoring to each new staff member	Director of Facilities	Ongoing	Staff onboarded in a friendly, helpful manner	Ongoing
5. Include DEI discussion in all Custodial Supervisors' meetings	Director of Facilities & Assistant Plant Administrator	Ongoing	Liaison and staff feedback	Ongoing

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