



Annual Meeting – April 3, 2013

REPORT FROM THE BOARD PRESIDENT
Lisa Israel

On behalf of the Eastern Suffolk BOCES Board, welcome to the agency's 20th Annual Meeting. As we complete the fourth year of our seven-year strategic plan, we have already accomplished a great deal. This report highlights some of the major accomplishments this year to date.

EDUCATIONAL SERVICES DIVISION

This year, the **Educational Services Division** staff has been extremely busy implementing the Regents Reform Agenda. One of the biggest components of this are the newly revised Annual Professional Performance Review (APPR) regulations, requiring a different level of accountability for every classroom teacher and principal. In addition to APPR, much work is being done to implement the Common Core Standards in every classroom, as well as to implement the data systems needed to capture student results related to all of these reforms. It has been a challenge to do this while continuing to provide all of the other elements of high-quality education, but staff and leadership are working hard to move ahead. The continuing fiscal challenges make the job all the more difficult.

Due to an unusual number of administrative retirements this past year, we have well over 20 new administrators in this division. We are working with the Administrative Unit to ensure a smooth transition for each of these individuals. This includes focused professional development, and formal and informal mentoring and collegial circles, in addition to our regular professional development offerings. It is an exciting time in the field of education, as well as a time that requires much perseverance, and a positive attitude. We look forward to our continued work.

The **Department of Education and Information Support Services (EISS)** provides our component districts with a wide range of educational support services, leadership training, staff development, curriculum-writing projects, and instructional technology staff and programs. Student Data Services provides support and training for a variety of student information systems, as well as special education software, test scanning, data warehouse, and student data analysis.

- **Arts-in-Education:**

Arts-in-Education and Exploratory Enrichment experiences include performances, workshops, residencies, field experiences, and video conferences. Despite the economic downturn, most of our districts continue to engage in Arts-in-Education and we remain the largest Arts-in-Education program in the state. The Exploratory Enrichment program is growing.

This year our efforts have been to continue to clarify how the arts address and are addressed in the new Common Core State Standards for English Language Arts and Literacy, as well as keep schools in the loop regarding the Student Learning Objectives (SLOs) for arts courses. The Music Administrators Organization, in collaboration with ESBOCES Arts in Education, is holding monthly roundtables to discuss these and other issues.

Another initiative is year three of our U.S. Department of Education Arts Education Model Development and Dissemination Grant that has brought Riverhead and William Floyd's

elementary classroom, arts, and library teachers together with the Tilles Center for the Performing Arts and Westhampton Beach Performing Arts Center, for ongoing professional development in arts integration, aesthetic education, and 21st century skills, as part of an arts infusion model of school improvement.

New this year is our office taking over the design and hosting of Conference for Kids, which takes place over a two-day period at Suffolk County Community College, Riverhead Campus. We are in year two of our partnership with the Deer Park School District to host the Long Island Student Shakespeare Festival. We continue to co-host the Long Island Media Arts Show at Five Towns College to exhibit students' videos, animations, photographs, and computer graphics. We work closely with the Long Island Social Emotional Literacy Forum (LI SELF), hosting several forums this year on the Dignity for All Students Act.

Our districts are informed of programs, professional development, state and national arts education, and arts-in-education research and trends, through our listservs and through our monthly *Star* Newsletter.

- **Curriculum, Assessment and Model Schools:**

Education and Information Support Services (EISS) is proud to continue utilizing an electronic scoring model for the grades 3 to 8 New York State Assessments and the New York State English as a Second Language Achievement Test (NYSESLAT). Regional ELA and math scoring will take place at the Central Islip Campus of the New York Institute of Technology. Regional NYSESLAT and science scoring will take place at the Instructional Support Center at Sherwood. The Southampton and West Islip School Districts will be hosting "mini-regional" cluster sites in which they will partner and score electronically with other local districts.

Districts that participate in the Comprehensive Curriculum Development Service are invited to register their administrators and teachers at a discounted rate for an upcoming multi-day professional development series: *Cognitive Rigor, Learning Progressions, and Meaningful Implementation of the Common Core: Taking a Deep Dive into Mathematical Practices and Opinion-Argument Writing*. This series is being offered in collaboration with The National Center for the Improvement of Educational Assessment, Inc. and will take place from June to October, 2013. All ESBOCES component school districts are also invited to participate in curriculum and assessment writing initiatives including Common Core curriculum writing professional development, assessment writing professional development, and regional curriculum writing for K-12 ELA/math. Specifically, we will be targeting high school math teachers this summer by offering Algebra 1 and Geometry curriculum writing.

The Model Schools program currently has 34 member districts and offers professional development opportunities that include regional workshops; on-site customized professional development including implementation of grade level projects utilizing various technology tools; Skyping overseas; projects utilizing collaborative tools virtually; online assessment tools; support for Student Learning Objectives, and various projects utilizing mobile learning devices. A few districts have begun using a variety of "flipped" classroom techniques with guidance from our Teacher Integration Specialists, which allows for more time in the classroom for hands-on activities, collaboration, and working individually with students. This year, many of the professional development opportunities revolve around the Common Core Standards. Districts have reported this assistance to be extremely helpful in meeting new state mandates.

The Model Schools team at ESBOCES continues to work with Western Suffolk and Nassau BOCES on new exciting initiatives in technology. This year, the three BOCES applied as a consortium for the Virtual Advanced Placement Program (VAP) Grant under New York State's virtual learning initiative. We were one of the 17 New York State school districts and local

consortia of districts that were awarded this grant. This grant is targeted to improve access to online and blended Advanced Placement courses for low-income students.

ESBOCES continues to offer more opportunities for credit recovery, SAT preparation, and enrichment through our Distance Learning service. We anticipate increased participation from our districts as this allows them to support many different curriculum options at a low cost, spanning across the entire student population from special needs and struggling students, to the gifted and talented.

- **Professional Development:**

The Professional Development program continues to bring Long Island educators together to collaborate and enhance their professional practice. Workshops with national experts in the fields of reading, differentiated instruction, and bullying prevention have been a great success. All participants of the Professional Development program leave with a better understanding of how to assist students and schools to best meet the needs of all students with diverse experiences and backgrounds.

With the new Race to the Top initiatives, our Network Team continues to be essential in delivering training on the newly adopted Common Core State Standards and the new Teacher and Principal Evaluation Systems.

Trainings have also begun on preparing for the Next Generation Science Standards and their impact on science in New York State schools.

- **School Library System:**

The School Library System assists districts and ESBOCES in reaching their goals of improved student outcomes through staff and curriculum development and the use of instructional technology.

The School Library System has expanded its offerings to provide eBooks/eTextbooks to our school districts in response to the demand for using this technology. We have expanded our Digital Media Library to include more resources for elementary level students with Espresso Education. This new tool is very interactive and easy to use in the classroom environment with SmartBoard technology.

The School Library System has started a Professional Development Library this year for our districts. The former Reading First Library has been expanded to include print and digital materials to support instruction and administration.

We have added a new professional development opportunity for our librarians called SLS Cluster Meetings. The four clusters are by region: North Shore; South Shore; Central; and East End. The focus is additional networking opportunities for librarians to learn and share with one another.

For 20 years, the School Library System has partnered with Brookhaven National Laboratory to offer an opportunity for students to pursue an in-depth research project in the sciences. Students research their topic working with librarians at the lab over the course of the school year. They also participate in a daylong event at Brookhaven National Laboratory, where they have the opportunity to meet with scientists, hear a noted lecturer, and have access to research tools only available at Brookhaven National Laboratory Research Library.

- **Literacy Programs:**

Eastern Suffolk BOCES is proud to announce that we have partnered with Nassau BOCES to offer Reading Recovery services for the 2012-13 school year. The U.S. Department of

Education continues to offer grants through the Investing in Innovation Fund (i3) to train new Reading Recovery teachers. Many districts have expressed interest in this initiative and are looking to take advantage of the available funds for the upcoming school year.

- **In-House Programming:**

EISS provides job-embedded support to staff throughout all ESBOCES Special Education and Career and Technical Education (CTE) programs. Professional development efforts this year have focused on the APPR process, Common Core State Standards implementation, and Data Driven Instruction.

- **Student Data Services:**

The Student Data Services Test Scanning and Reporting and Data Warehouse teams have been proactive in assisting all districts in Suffolk County. The requirement for districts to scan the results of all Regents exams has provided the Test Scanning team with the challenge of processing approximately 250,000 exams, in addition to the approximately 400,000 grades 3-8 assessments. The programming team has enhanced the capabilities of the Eastern Suffolk BOCES Assessment Reporting System (BARS) on the Web to establish links to nyLearns in order to provide districts with instructional resources related to specific performance indicators addressed by test items.

The Student Management System portion of Student Data Services currently supports all Suffolk County school districts with a variety of student management services for both regular education and special education management needs. We presently support eSchoolData, Infinite Campus, PowerSchool, and schoolTool student management systems. This upcoming school year the student management system group will also be supporting Aspen, which is new to the Suffolk County region.

This year, the Medicaid in Education support group facilitated 17 “Relevant Employee” face-to-face trainings for all relevant Medicaid associated providers in Suffolk County. In addition, we hosted PCG, the private company facilitating the random moment in time study for the new cost-based Medicaid reimbursement program. Attending the meeting were both special education directors and business officials from across Suffolk County.

The Special Education Help Desk provides support for Cleartrack and all Centris Group LLC products such as IEP Direct, Centris Sync, RTIm Direct, Medicaid Direct, and Document Repository.

The Third Party Assessment Help Desk assists our component school districts with a variety of products that were approved by the New York State Education Department. The products that ESBOCES currently supports are AIMSWeb, Discovery Assessment, iReady, NWEA, Right Reason Technologies, and Renaissance STAR.

We offer a variety of support to member districts including conferences for individual management systems, user support meetings, on-site group and individual trainings at the district, classroom training sessions in our computer labs, go-to-meetings, and help desk support. We also offer on-site support as well as a report card and transcript production service geared to the individual needs of the district.

With the increased attention on preparing students for college, Student Data Services Shared Data Experts have created multiple, targeted reports using post-secondary data from the National Student Clearinghouse to assist districts in preparing students for college level work. Our work in this area continues to be presented at local and national conferences, especially with emphasis on what it means to be college and career ready.

The Staff Developer/Shared Data Expert service provides a certified teacher to work in the district to assist teachers and administrators to compile data from multiple sources and produce student assessment data reports in Excel, Access, PowerPoint, and other software programs. Each member of the team has had proposals accepted to present their work at highly recognized conferences such as the Long Island Association for Supervision and Curriculum Development (LIASCD), NY Schools Data Analysis Technical Assistance Group (DATAG), and the National Center for Education Statistics Summer Forum and the Data Conference STATS-DC. The Staff Developer/Shared Data Expert Service demonstrates continued increase in district participation. Currently, staff developers/shared data experts are deployed in over 30 districts.

The **Career Technical and Adult Education Department** continues to improve programs and innovate course offerings in spite of the fiscal challenges of the region. The Board of Education commissioned a Task Force in the spring of 2012 to identify methods to improve career and technical education, and stem the tide of decreasing enrollment. A multitude of recommendations came from the Task Force, which at present is becoming an action plan for the department. Some of the key findings include:

- Accounting for regional cost differences, CTE tuition is on par with similar programs across the state.
- The department should rebrand to highlight rigor and relevance, STEM curriculum, college articulation, and college and career readiness.
- The benefits of CTE include improved Regents scores, higher graduation rates, higher rate of persistence in college, and employment after college.
- Rebranding, innovation, and advocating legislative action should be the top priorities for the agency.

Student Outcomes and Program Highlights

- In 2012, our CTE and Special Career Education (SCE) student completers were offered over \$1,604,175 in cash and post-secondary scholarship awards.
- CTE students can take advantage of over 94 articulation agreements with 38 colleges, technical schools, and institutes of higher learning.
- This school year, with the collaboration of business leaders and academic teachers from our component districts, CTE teachers reassessed and updated 12 curricula for NYSED recertification.
- We are pleased that our current efforts align with the focus areas for CTE in New York State:
 - Integrating academic and technical content, which allows students to earn academic credit through a CTE course
 - Identifying technical assessments for our courses that meet state requirements
 - Documenting student achievement through the technical endorsement on high school diplomas
 - Providing a Summer Career Exploration program for students in grades 8 through 10
- We are pleased to announce our first in-district CTE program in Hampton Bays. Area students attend the early childhood program at Hampton Bays, exposing more students to career and technical education, and the benefits of an early start in career and college preparation.

In **Special Career Education**, academic credit is now recommended for additional courses that comply with the NYSED academic standards for content embedded in the career curriculum. This provides special education students with an opportunity to attain graduation requirements, reinforce academic content knowledge, and learn skills in their chosen career program. Currently, 10 courses have academic credit associated with their curriculum.

In **Special Education**

- The NYS Education Department has mandated extensive reporting of student data related to the APPR initiative. Our investment in the BOCES Direct Student Management System has positioned us well to meet this need, and our efforts have shifted toward preparation of student-teacher linkages, period-by-period attendance, student roster verification, and other critical compliance issues.
- We have made great strides in the planning and implementation of instructional technology to support differentiated learning in our diverse educational settings and 21st century learning for all of our students. We have received grants and donations of iPads in various locations, and re-allocated textbook funds to support electronic texts. We have trained over 100 teachers in the use of iPads for instruction, and have deployed this technology in selected classrooms within each of our programs.
- We have identified new student assessments that will support the full range of our programs. The Measures of Academic Progress and Unique Learning assessment tools offer accurate assessments of a student's growth and skill development, are aligned with Common Core curriculum, and clearly outline areas of strengths and need for our students that our teachers can use to inform their individual and classroom instruction.
- We continue to expand our offerings to districts to support "at risk" students, whether high school, middle school and now, elementary age. We are working to support ELA and math instruction in an after-school enrichment model that is designed to meet the needs of participating districts for their identified students. We continue our very successful Regional Alternative High School Program, which includes Alternative Learning Centers that provide instruction in an alternate setting for students who have been suspended from school for long- and short-term periods of time, students in need of credit recovery, and students who are preparing for Regents testing. We will also continue our collaboration with a consortium of our component school districts to coordinate Regional Special Education Summer Programs in two district locations. We were able to design programs to meet the needs of over 200 students from our eight consortium districts at our sites in the Patchogue-Medford, Shoreham-Wading River, and Bay Shore School Districts this past summer.
- We project that we will operate approximately 35 classes in local district settings for the 2012-2013 school year. Additionally, by working with our districts to enroll students who are not classified as special education, but are in need of additional support (alternative students), we have achieved "integrated" status for nine of our academic and learning centers.
- The ESBOCES Special Education Department supports our districts' efforts to serve the region's students in their home schools wherever possible. Our districts have responded very positively to our efforts, and we have experienced ongoing district participation in our Teacher Consultant, Parent Training, and Home Applied Behavioral Analysis (ABA) services.
- We have maintained our focus on instruction by providing experience-based opportunities in the critical area of Transition. We believe that planning for each student's future must be a part of every school year. As such, these instructional strategies have been incorporated as a kindergarten through graduation continuum, focusing on key areas of assessment of student strengths and interests, collaborative planning with parents, preparation for student success in less restrictive environments, and regulatory compliance. In addition, we continue to refine our community-based instruction opportunities.

The **Regional Information Center (RIC)** continues to provide a wide array of administrative and instructional technology solutions and services to all of our component and regional districts, as well as to other areas of the agency including our Special Education and CTE programs.

- The RIC successfully continues to launch and enhance our service options, as well as continues to conduct research and development projects, in order to develop more cost-effective solutions for our districts.
- We have re-designed our Internet Service Provisioning (ISP) and high-speed connections (LAN) model, and are now offering the same service at a savings of over 60 percent of what our previous fees were as a result of the advancements that several of our fiber partners have made in the region over the past few years. This reduction on cost, while still maintaining the highest quality service to our districts, is also extending into the area of school district Wide Area Networks (WAN), which is creating new demands for our services across the board in this area.
- Google Apps for Education support services are gaining participation from districts eager to find cost-effective solutions to deploying cloud-based services for staff and students alike. We are also setting up a support service for Microsoft 365 users with the same support model that we offer in Goggle Apps for Education.
- We have designed and launched a Hosted Network Operations Center (NOC) Management service, which will allow districts to relocate emails, software applications, file stores, etc., into our NOC, and then have these services managed back to them through secure network connections. This will eliminate the need for districts to continue to maintain all of the associated computer hardware and storage at their site, and effect significant cost savings to them both fiscally and in resource capacity of their existing technology support staff. To date, we are almost complete with the full insourcing of the Rocky Point School District's applications and file stores, and have several other districts interested in moving some number of applications to our center for services back to them.
- Support for Cafeteria Management Systems has started to show increased participation as districts that were previously cross-contracted to other RICs for these services will now be participating in our support services.
- Our Distance Learning services are beginning to gain in service participation, especially with the addition of multiple new learning management system tools associated with APPR/SLO models. All of these services also come with partnered Professional Development opportunities through the collaborative relationship that we have established with Model Schools to deliver the associated Professional Development portion of the support to our districts.
- Support for Transportation Management Systems is also continuing to grow, as the restructured service we launched in 2011-12 has begun to gain increased interest and participation.
- Services in the area of document management is starting to gain participation with the addition of the IQM2 Board Docs and Filebound, which allows districts to maintain digital versions of critical documents for easier and more secure document management and retention. These products, coupled with our Offsite Data Disaster and Recovery/Retention services, using the 50 Tb storage area network (SAN) that we have constructed here at Sherwood and replicated in full at our sister RIC at Erie 1 BOCES, makes this solution fully comprehensive for district use.
- The Partnership for Assessment of Readiness for College and Careers (PARRC) and the Technology Readiness Tool has been keeping everyone including the RIC busy this year, which has become the regional expert knowledge resource, assisting districts in staying current with information around this drive towards computer-based testing for the state. They are also assisting with gaining access to and inputting/updating data into the Technology Readiness Tool, which is being used to help inform SED's discussions and decisions with the Board of Regents around this topic. Additional information is also being tracked and managed relative to SED's Education Data Portal initiative on behalf of our agency and our districts, through both the RIC and Student Data Services, to keep everyone updated on all of these critical data and technology initiatives.

Overall, our service models are continuing to grow and develop, keeping pace with developments in technology and with a sharp eye on cost efficiencies and service quality for districts and instructional programs.

Through the **Office of Planning and Program Improvement (OPPI)** the Strategic Planning process and Middle States Association Accreditation for Growth is proceeding as required. The 2012-13 Strategic Plan is in place and being implemented. All accreditation requirements for 2012-13 have been completed, including a successful Mid-Point Review report. Service in the Middle States Association Domestic Schools Advisory Committee continues. Numerous reports were completed to provide data for data-driven decision-making, including the ESBOCES Middle States Annual Profile Update, the Career and Technical Education Survey, the *Long Island Education: Costs and Outcomes* report, and numerous documents for various educational information events.

Expanded issues of “Funding News” were developed and delivered to stakeholders. Numerous RFPs were responded to; some were awarded, and several were not. Searches continue for other well-matched potential opportunities. Advocacy activities that support informed discussion of educational issues of the region and state continue.

In these challenging times, through the work of the **Chief Operating Officer and the Offices of Communications and Research**, many advocacy activities have taken place this year to communicate the needs and strengths of the regions’ school districts on a local, regional, and statewide level. Working with districts, school boards, and business and community groups, numerous presentations and events were planned and delivered including the Longwood/ESBOCES Legislative Breakfast, the Nassau-Suffolk School Boards Association’s Conference, the Suffolk County School Superintendents Association’s Advocacy Program, and others. These activities continue to provide tools that communicate the true needs of our region and help the various stakeholder groups strategize ways to meet those needs. Many of the reports, PowerPoint presentations, surveys, and other resources developed for these initiatives have been placed on the agency’s website and made available to all.

Specially-funded projects continue to support the region in many areas including the arts; literacy; library services; technology; special education; career, technical, and adult education; bilingual education; family education and outreach; and others. Transition planning for several of the projects that will be ending continues with staff strategizing ways to keep the benefits of their various projects coming to the region. Unfortunately, some funders have been unable to continue funding projects in these fiscally challenging times. The agency is facing these issues by pursuing new opportunities and building additional partnerships.

- **Early Reading First (ERF)** “Bridges to Literacy” - U.S. Department of Education
During this third and last year of implementation of the Bridges to Literacy Early Reading First project, we continued to provide resources to children, parents, and teachers to enhance early literacy and language development. The Bridges to Literacy project is a partnership between Eastern Suffolk BOCES, the Hempstead School District, and Long Island Head Start and takes place in preschool programs in the Hempstead, Central Islip, South Country, and Wyandanch School Districts. During this third year, the project spanned across 15 classrooms in the Hempstead Prekindergarten Center and three Head Start centers and, in response to requests from our partners, has dramatically increased the number of children served. As with the first and second years of implementation, Bridges to Literacy employed ERF coaches, a Family Literacy Specialist, an ERF Project Director, and an ERF Program Manager. In addition to the core staff, the project also received support from the National Center for Family Literacy’s parent involvement consultants, Stony Brook University, and RMC Research evaluation staff.

The Bridges to Literacy project supports children’s language and literacy development by implementing the Scholastic Early Childhood Program. The program has a strong focus on language and literacy. Importantly, it includes components for struggling learners as well as

English Language Learners. Extensive guidelines for classroom teachers are provided to ensure that the students develop the skills needed for success in kindergarten. The ERF coaches, the Program Manager, and the Project Director aligned the professional development with the implemented curricula and the findings from year 1 and 2 evaluation reports.

Family Education and Outreach Programs

The **Mobile Outreach Parent-Child Home Program (MOPCHP)** continues to provide services for toddlers and preschoolers of homeless families in Suffolk County.

Home visitors visit families once a week and support them with their child's speech/conversational skill development and early literacy skills. These families are staying in a variety of shelters and temporary housing all over Suffolk County.

A Homework Help Program is operating two nights per week at HELP Suffolk in Bellport, New York. Currently, 12 to 15 children attend on a regular basis to get help with their homework as well as the social-emotional support of the two tutors.

Long Island Homeless Consortium

This year, the Family Education Outreach Program hosted four meetings of the Long Island Homeless Consortium. Many unique needs arose for our member districts in the wake of Super Storm Sandy. ESBOCES took the lead in providing a swift and responsive turn-around in addressing local needs. Speakers from the New York State Technical & Educational Assistance Center for Homeless Students (NYS-TEACHS) were on hand to provide training and clarify specific issues around student rights, district responsibilities for homeless liaisons, transportation and food service providers, and business officials, and in meeting the needs of displaced and homeless students and disaster response. They used excellent PowerPoint presentations to focus the training, which have been posted on their website.

Migrant Education Outreach Program (MEOP)

In the summer of 2012, ESBOCES hosted a Summer Enrichment Program for Migrant Students in grades K - 6 at the H.B. Ward Career and Technical Center Campus. This program ran concurrently with the ESBOCES Summer Career Exploration Program for grades 7 – 10, and was a huge success. Students received explicit instruction through the Mathematics Achievement and Success Through Engagement in Resources for Migrant Students (Math MASTERS) program. Our students made statistically significant gains in their math skills as measured through the program. A final Culinary Celebration was planned in collaboration with the CTE Program. We look forward to continuing the program this summer.

MEOP continues to provide tutoring and advocacy services to children of Migrant Farm Workers and out-of-school youth. This year, services were provided in close collaboration with school districts, and were designed to support Common Core initiatives and shifts in instructional focus.

Of particular note this year was the recognition for Marvin Rodriguez, a recent recipient of *The College Assistance Migrant Program (CAMP)* scholarship. This program assists students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies at an institute of higher education. A recent graduate of Greenport High School and a former migrant-eligible student served by ESBOCES, Mr. Rodriguez was awarded a Congressional Internship to serve for eight weeks in Washington D.C.

Ten years ago, Mr. Rodriguez was a 9-year-old Guatemalan immigrant learning his first words of English by listening to children's songs. Today, he is a straight-A SUNY Oneonta student who is spending his summer as an intern with the White House Initiative on Educational Excellence for Hispanic Americans.

Mr. Rodriguez, who will be a sophomore this fall, was one of four College Assistance Migrant Program (CAMP) students selected nationwide to participate in the eight-week paid internship program. "It's

been an amazing experience. I'm very blessed to be here," he said from the D.C. CAMP, a federally funded scholarship program created in 1972 to meet the special needs of students from migrant and seasonal farm-working families in pursuing higher education. SUNY Oneonta's CAMP program was established in 2001.

The White House Initiative on Educational Excellence for Hispanic Americans was established in September 1990 by President George H.W. Bush to provide advice and guidance to the secretary of education on education issues related to Hispanics, and to address academic excellence and opportunities for the Hispanic community.

Mr. Rodriguez lived at George Washington University and worked full-time, performing duties such as greeting visitors, participating in staff meetings, collecting and entering data related to Latino education, assisting the Chief of Staff in preparing reports, helping to plan upcoming events, and responding to constituent inquiries.

It was an unforgettable experience for the computer science major, who did not speak English when he came to the United States from Guatemala at age 9. After a few months in California, his family moved to Greenport, N.Y., where his father worked in a vineyard and his mother cleaned houses.

Mr. Rodriguez first visited SUNY Oneonta as an ESBOCES migrant student for a CAMP Summer Leadership program after his sophomore year at Greenport High School. He liked it so much he returned the following summer as a junior counselor, and was quoted as saying, "I got motivated and became inspired, and when I came back home I saw my parents' sacrifices and I said, 'I need to do this. I need to go to college. I need to get an education.'"

Mr. Rodriguez was the first student from New York State selected for this prestigious honor, and has been invited to work in the ESBOCES Summer Leadership Program for migrant teens this summer. We are proud of his hard work and initiative.

In May, MEOP program staff and parent members of our "Parent Advisory Council (PAC)" will attend the annual Migrant Consortium Conference in Albany. This conference will consist of a variety of professional development workshops as well as student scholarship awards.

ESL/Bilingual Programs

- **Long Island Regional Bilingual Education Resource Network (L.I. RBE-RN)**

Due to NYSED's reconfiguration of the service regions across New York State, the L.I. RBE-RN now provides services to all 125 school districts in both Nassau and Suffolk Counties. It actively provides on-site technical assistance and professional development services to "targeted" 20 "focus or priority" schools and 26 districts across Long Island identified under the NYSED Accountability System. As part of these efforts, L.I. RBE-RN staff collaborates with the district's ESL/Bilingual Coordinators in identifying areas needed to improve the education of Limited English Proficient/English Language Learners (LEP/ELLs). Follow-up visits to these schools and districts are scheduled on an ongoing basis to ensure that appropriate professional development and embedded coaching is provided as needed to enhance the instruction of LEP/ELLs. L.I. RBE-RN staff also continues to provide technical assistance via phone and e-mail to all 125 districts in the region. In addition, the L.I. RBE-RN continues holding ESL/Bilingual Coordinators' Networking Meetings periodically - three of these meetings already having been held, and another two scheduled by the end of the academic year. In all, 215 administrators have attended the three sessions held thus far. As an additional responsibility for this year, the L.I. RBE-RN worked with NYSED in scheduling three regional "turnkey training" sessions on the revisions to the 2013 New York State English as a Second Language Achievement Test (NYSESLAT) for all Long Island school districts. A total of 170 participants attended these sessions. Most recently, the L.I. RBE-RN, in collaboration with the NYS Association for Bilingual Education, presented its annual Long Island Teachers' Institute at the Huntington Hilton Hotel, at which more than 425 teachers and administrators participated.

- **Intensive Teacher Institutes (ITI) Programs**

This year, the Intensive Teacher Institutes in Bilingual Education and ESL and in Bilingual Special Education have contracted with 22 universities at the graduate level and nine universities at the undergraduate level across the state to provide tuition remission to educators for obtaining either a Bilingual Education Extension or Certification in Teaching English to Speakers of Other Languages (TESOL). So far this year, the two ITI programs have served 382 teachers and other educational professionals in general education and in special education.

- **NCLB Title III Consortia - Suffolk and Nassau**

This year, also as a result of the L.I. RBE-RN reconfiguration, services are being provided to over 65 teachers in 31 school districts in Suffolk County, and to 49 teachers in 18 school districts in Nassau County. The focus of both of these consortia is to enhance instruction for LEP/ELLs through the integration of educational technology. In the Suffolk Consortium, continued collaboration with the Model Schools Programs in Eastern and Western Suffolk BOCES and with the ESBOCES Regional Information Center (RIC) benefits the ESL teachers and over 880 LEP/ELL students. In the Nassau Consortium, services are provided through collaboration with the Nassau Model Schools Program and the Nassau RIC, benefiting the ESL teachers and 790 LEP/ELL students. It should be noted that these 49 combined Nassau and Suffolk school districts represent 40 percent of the districts that serve LEP/ELLs on Long Island. Without the services that Eastern Suffolk BOCES provides through the L.I. RBE-RN as “Lead Applicant” for these districts, under federal law, they would not be allowed to receive this funding individually.

Regional Special Education Technical Assistance Support Center (RSE-TASC)

The RSE-TASC’s efforts to meet the needs of Long Island’s school districts continued to expand this year through participation in the New York State Education Department’s new Diagnostic Tool for School and District Effectiveness (DTSDE) Review process. Specifically, the RSE-TASC Special Education School Improvement Specialists (SEIS) are scheduled to participate as sub-group specialists on Integrated Intervention Teams (IITs) during DTSDE Reviews in 10 out of 15 Focus School Reviews, and 5 out of 5 Priority School Reviews, because the sub-group of students with disabilities was at least one of the Accountability sub-groups in those schools. The RSE-TASC Coordinator provided remaining schools with other forms of assistance and support. As always, Quality Improvement Plans (QIP) were developed for the neediest districts and a rich program of regional professional development was offered to Long Island school districts.

DEPARTMENT OF HUMAN RESOURCES

The **Department of Human Resources** provides a variety of services for our 2,100 employees, as well as for our 51 component school districts, through our offices. The department is comprised of the Office of Recruitment and Retention, the Office of Regional Certification, Substitute Teacher Services, Benefits, and Negotiations Information Services.

- We continue to facilitate monthly meetings with the personnel administrators from our component school districts, providing a forum for sharing best practices. These meetings aim to increase the depth of knowledge in areas of New York State labor and education law, federal labor law, and develop strategies to reduce employee litigation against districts.
- Support and recognition of employees are offered through various programs facilitated by the **Department of Human Resources**. The New Employee Orientation program provides our employees with pertinent information to help ensure their success within the agency. The implementation of a Succession Planning Committee has resulted in the development of a succession plan aimed at promoting the development of knowledge and skill among staff, which in turn may result in opportunity for upward career mobility within the agency.

- Recognition for employee achievement and longevity with the agency is celebrated annually at our Employee Awards Ceremony. Another initiative implemented this year is the Exemplary Attendance Recognition program, developed by the agency's Central Shared Decision Making Committee that recognizes employees annually for exemplary attendance.
- The **Office of Recruitment and Retention** assists Eastern Suffolk BOCES and our component school districts in their efforts to recruit and retain highly-qualified and diverse candidates. Some of the office's primary functions include integrating and centralizing candidate recruitment efforts across the agency, succession planning, new employee orientations, training initiatives for non-instructional staff, and facilitation of the Compliance Training CoSer.
- Our **Regional Certification Office** continues to be recognized by the New York State Education Department as among the most efficient in the state. Working directly with SED, the office plays a considerable role in supporting and preparing the region's future teacher supply for meeting certification needs. The Regional Certification Officer works with ESBOCES administrators, as well as with district administrators, to ensure that certificated staff members are aware of their certification requirements.

MANAGEMENT SERVICES DIVISION

In the **Management Services Division**:

- A web-based school district request system is being implemented. This system will enable school districts to subscribe to ESBOCES services through a web-based application. School districts will be able to see historical data, subscribe to ESBOCES services, and electronically approve services. ESBOCES will be able to monitor service requests at all stages of the approval process. Cross Contracts with other BOCES will also be fully integrated into the system. Thirteen districts are using the web-based system to sign up for services for the 2013-2014 school year.
- The **Cooperative Bidding Program** continues to expand, as we now have 45 bids and RFPs available to our participating school districts and towns. This past year, we worked with school districts to update and revise specification for Arts and Crafts, Music Supplies and Instruments, Musical Instrument Repair, and Audio Visual Supplies. The Cooperative Bidding Program staff meets with districts at least twice per year to review the program, current bid specifications, and plan for potential new bids.
- Our **Management Services Division** continues to provide several local and state workshops for the New York State Association of School Business Officials. In October, a representative from Cullen and Danowski, LLP gave a presentation on "Medium Term Financial Planning" for the general fund. In December, two representatives from Questar III BOCES gave a presentation on "Recalculation Aid for Perspective and Retro Bonds," and at the February School Business Officials meeting, a representative from School Aid Specialists (SAS) gave a presentation on the "Latest School Aid Runs and the State Rate Pension Contribution Option Proposal." An opportunity was also provided for School Business Officials to participate in a webinar that was sponsored by the State Education Department and the Office of the State Comptroller on complying with the New York State Tax Cap.
- Our Plant Facilities Administrator has continued to coordinate network meetings between all 37 BOCES Plant Facilities Administrators. The next meeting will be held on April 3, 2013 at Onondaga-Cortland-Madison BOCES in Syracuse, and the following meeting is scheduled for October 1, 2013 in Saratoga Springs.
- The Operations and Maintenance Department has just completed a replacement of windows, doors, and overhead doors in multiple facilities to decrease energy consumption. The use of

microfiber dust mops and dusters have been implemented to increase cleaning efficiency. Existing exterior lighting has been upgraded to LED lighting fixtures on the Riverhead campus and additional upgrades are under way at both Brookhaven and Islip campuses, to be completed by June. The newly completed Fuel Dispensing systems at three campuses, inclusive of a computerized fuel monitoring system, will reduce the cost of purchasing fuel at local gas stations. The mentoring and leadership program to smaller districts that have no facilities director has continued this year.

- The **Administrative Services Department** Auction Services CoSer continues to assist districts by providing a responsible and profitable means to dispose of its surplus equipment in a forum open to the public. By outsourcing the disposal of their surplus equipment, districts may reduce their storage costs and receive the best price available without having to dedicate staff time to preparing a bid or managing an auction. In the past year, the program assisted districts in the disposal of their old, obsolete vehicles and other equipment.

School districts continue to take advantage of the cost-saving Printing Services CoSer. In 2011-12, revenue increased to \$54,655, exceeding the projected estimate of \$50,000. For 2012-13, total revenue estimates are expected to exceed \$60,000. By leveraging staff more efficiently, the revenue received is used to directly offset the cost of internal duplication program expenses for ESBOCES programs. In collaboration with the ESBOCES Communications Office, plans are being made to further market the program.

- The **Regional Transportation Program** continues to provide exceptional service to over 60 school districts. Over 850 students are transported during the school year and over 800 students are transported in the summer.

The Regional Transportation Program has successfully completed the rollout of its new contract with transportation providers. Within the contract they have instituted a new "Per Student" rate which has been well received by districts. In addition, because of the positive working relationships with contractors, they have been able to keep rate increases to two percent or less in all pricing categories.

The Regional Transportation Program continues to support districts in the areas of school bus driver and supervisor testing in training. In the last year they have performed over 200 tests for 32 districts and have provided support in the area of drug and alcohol testing.

In an ongoing effort to support transportation departments in component districts, we have facilitated meetings with transportation supervisors throughout the year. Topics included drug and alcohol testing best practices, more effective driver evaluations, zero tolerance policies for drivers, proposed state lobbying for more meaningful regulations, and post-emergency response plans.

- **The Office of Communications** continues to increase agency visibility throughout the region with nearly 300 articles featuring ESBOCES programs and services that were published this past year by media outlets. The Graphics staff produced nearly 300 publications that were used as informational tools for our diverse range of districts, students, and staff last year. The website has more than doubled its average number of visitors per month to over 45,000. We will continue to explore new ideas to enhance engagement and communication with the members of the ESBOCES community.
- **The Office of Research** measures and assesses our programs, and continues to provide districts and constituents with information pertinent to regional advocacy initiatives. Working closely with partners in education throughout the region, the office provided analyses of state aid, budget proposals, and student outcomes.

Reports such as *Long Island Education: Costs and Outcomes*, responses to Executive Budgets, analyses of state legislative proposals and their impact on Long Island schools, along with more than 15 corresponding presentations delivered by agency leadership, have continued to equip policymakers and communities with the knowledge and data they require to make important decisions.

The aid-eligible **Media and Community Relations CoSer** has more than doubled since the 2011-12 service year, with 27 districts taking advantage of services such as the provision of in-district public relations professionals, crisis management, graphics production, photography, media coverage, and organizing community events. We will continue to enhance methods that assist our districts in advancing education through ensuring effective communication with its students, staff, and community.

Looking forward, we will continue to build and create many opportunities to serve and help the region. Through the economy of today and tomorrow, Eastern Suffolk BOCES remains dedicated to maximizing the educational and career opportunities for Long Island's diverse community. The budget being presented here this evening realistically supports this mission. Thank you.