

Annual Meeting – April 4, 2012

REPORT FROM THE BOARD PRESIDENT

Lisa Israel

On behalf of the Eastern Suffolk BOCES Board, welcome to the agency's 19th Annual Meeting. As we complete the third 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 continued to work hard to do more with less. Following the realignment last year of several of our programs and departments we have moved further along to successfully provide the best educational services possible during the current challenging fiscal climate. In addition to the challenges the fiscal climate provides, we are being called upon to implement unprecedented change as directed from the State Education Department. As we facilitate these changes in our internal programs, we are working to support districts to do the same thing. It is both an exciting time in the field of education as well as a time that requires much perseverance and 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 clarify how the arts address and are addressed in the new Common Core State Standards for ELA and Literacy. This initiative includes meetings with NYSED and representatives of each of the arts educator organizations in Albany to begin to set the stage for the standards transitions. Our Arts in Education Advisory Council met several times for work sessions while videoconferencing with SED on this issue. To disseminate this information, we offered workshops for art and music educators, had workshops for teaching artists and arts organizations, presented at the US Dept. of Education's annual arts education grant meeting in Washington, DC and at the PBS Celebration of Teaching and Learning, at East End Arts Council, and for several BOCES around the state.

Another initiative is year two of our USDOE 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 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 a collaboration to initiate a LI Student Shakespeare Festival with the Deer Park School District. We continue to co-host the LI Media Arts Show at Five Towns College to exhibit students' videos, animations, photographs, and computer graphics. We work closely with the LI Social Emotional Literacy Forum (LI SELF), hosting forums on the new Dignity for All Students Act (DASA).

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 3-8 and New York State English as a Second Language Achievement Test (NYSESLAT) NYS assessments. Based on last year's success, we were able to demonstrate that this scoring model improved the accuracy and speed of the scoring process. In addition, the electronic scoring model saved scoring time and required fewer teachers. We have an increased number of districts registered this school year.

Districts who participate in the Comprehensive Curriculum Development Service are invited to register their administrators and teachers at a discounted rate for upcoming Common Core curriculum and assessment writing initiatives being offered in collaboration with Curriculum Designers, Inc., internationally recognized leaders in the field of curriculum. All ESBOCES component school districts are 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-8 ELA/Math.

The Model Schools program currently has 33 member districts and offers a variety of support mechanisms for district professional development including regional workshops, and on-site customized professional development. The Model Schools team at ESBOCES is working with Western Suffolk and Nassau BOCES on new exciting initiatives in technology such as Mobile Learning Devices and Distance Learning. Joint professional development opportunities are also being offered.

This year we amended our current Distance Learning CoSer to include online/blended learning opportunities including but not limited to credit recovery, advanced placement and elective credit courses to students aligned with NYS Standards, Common Core and graduation requirements. An advisory committee will be created to assist in the development of this service so that it can meet the needs of participating districts.

- **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 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, a Network Team was created that has proved essential in delivering training on the newly adopted Common Core State Standards and the new Teacher and Principal Evaluation Systems.

- **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.

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 day long event at Brookhaven National Laboratory where they have the opportunity to meet with scientists, hear a noted lecturer, and participate in research using tools only available at Brookhaven National Laboratory Research Library.

- **Literacy Programs:**

Last year, the US Department of Education announced a \$46 million award to train 3,750 teachers across the nation as part of their plan to invest in and scale up the research-based, early literacy intervention, Reading Recovery. The grants were made available through the Investing in Innovation Fund (i3). Many districts have expressed interest in this initiative and we currently have three Reading Recovery Teachers-in-Training from our component school districts being funded.

- **In-House Programming:**

EISS provides job embedded support to staff throughout all ESBOCES Special Education and Career and Technical Education (CTE) programs. A major focus of our professional development efforts this year has been to educate staff regarding the Common Core State Standards and assist them in effectively implementing these standards.

- **Student Data Services:**

Student Data Services created an Early Warning System called "BEACON". Version I of this system was deployed to seven component districts during the 2011-12 school year. BEACON uses data from the student management systems as well as data from the Data Warehouse to provide guidance counselors and administrators with real-time, early warning for students at the greatest risk for dropping out of high school. Analysis is targeted at students in grades 5-12. BEACON also includes a college readiness module that will incorporate research-based indicators.

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, and PowerSchool student management systems. This upcoming school year the student management systems will be supporting Schooltool which is new to the Suffolk County region. Each district's special education management needs are supported through ClearTrack and Centris Group LLC products such as IEP Direct, Centris Sync, RTIm Direct, and Medicaid Direct.

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.

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 has 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 has continued its work to move its programs forward in spite of the fiscal and staffing challenges. We are actively working with several local districts to develop Career Academies and possible satellite career and technical education (CTE) programs across our region.

- Our CTE and Special Career Education (SCE) student completers in 2011 were offered over \$721,017 in cash and post-secondary scholarship awards.
- CTE students can take advantage of over 100 articulation agreements with 36 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 six curricula for NYSED recertification.
- We are pleased that our current efforts in 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, and providing a Summer Career Exploration program for students in grades 8–10, align with the focus areas for CTE in New York State.

- 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, ten programs have academic credit associated with their curriculum.

In Special Education,

- The NYS Education Department is mandating extensive reporting of student data related to the Race To The Top initiative. Our investment in the BOCES Direct Student Management System has positioned us well to meet this need, and our efforts have shifted from our focus on SED's new mandatory IEP format toward preparation to meet these new data reporting needs. These efforts will help inform our instructional programs, and serve to support our initiatives to comply with data reporting that is required as a part of the new Annual Professional Performance Review process for our teachers and principals.
- Medicaid reimbursement remains an important revenue source for our participating districts. Reporting requirements related to Medicaid reimbursable related services have compelled us to make significant changes in our staff scheduling, daily record keeping, and legal accountability. In addition, we have involved all of our related service and administrative staff in mandated training necessary to administer and perform Medicaid reimbursable related services. Additional changes in reporting requirements are anticipated, and we will continue to respond to the ongoing changes necessary to support our districts, and insure that our services qualify for Medicaid reimbursement as new requirements are announced.
- In response to requests from our local districts for additional services for "at risk" students, we have expanded our Regional Alternative High School Program to include a new component, Alternative Learning Centers (ALC). These Alternative Learning Centers 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 a total of over two-hundred students from our seven (7) consortium districts at our sites in the Patchogue-Medford and Shoreham-Wading River School Districts this past summer.
- We project that we will operate approximately thirty-five (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 (9) of our academic and learning centers.
- The ESBOCES Special Education Department continues to support 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.
- ESBOCES continues our efforts to respond to increasing demands for academic success by continuing our Strategic Planning efforts, initiating staff and curriculum development to align with Common Core Standards, and utilizing our Accreditation for Growth Process (AFG) to focus on data analysis of our students' assessment results, as we adjust to new SED requirements. Additionally, responsible upgrades in technology to support and enhance our instruction will

continue to be necessary. We will continue standing curriculum committees in each academic area for the wide range of students that we serve, and staff development initiatives that are essential to our continued quality of instruction.

- We have continued our focus on instruction and 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 have expanded our community-based instruction opportunities.

The **Regional Information Center (RIC)** continues to provide our districts and our CTE and Special Education programs with a wide array of administrative and instructional technology solutions and services.

- Despite the continuing fiscal challenges, the RIC has successfully launched several new services and continues to conduct research and development projects in order to continue to develop more cost effective solutions for our districts.
- 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.
- Support for Cafeteria Management systems has started with participation from several districts. Participation is anticipated to continue growing in 2012-13 as districts that were previously cross contracted to other RICs for these services will now be participating in our support services.
- With Transportation Management Systems support transferring into the RIC from the Regional Transportation service, we are actively working to enhance this service opportunity for our districts.
- The New York Technology Literacy Assessment (NYTLA) system is progressing in its development. Pending completion of our contract with the NYC Board of Education in order to secure the transfer of the remaining grant funds awarded through the Title IID Enhancing Education through Technology (EETT) program, we anticipate officially hosting this new system for all of New York State inclusive of New York City as of July 1, 2012.
- We have begun to plan the first in a new model of service support for our districts with the hosting of Rocky Point UFSD's district-wide email, file management, and other application services in our Network Operations Center (NOC). This service model will effect a significant cost savings to the school district and allow them to connect to us through virtual network connections making our support and hosting of their application servers transparent to district personnel. Several other districts are also expressing interest in this new service model, dubbed Managed NOC services.

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.

The **Office of Planning and Program Improvement (OPPI)** continues to facilitate the agency-wide strategic planning and the Middle States Association Accreditation for Growth (AFG) process. Many activities related to the required Mid-Term Review Report are being conducted throughout the agency. Numerous staff have participated in Validation Visits around the region. Middle States also selected

one of our staff members to serve on their Domestic Schools Advisory Committee which meets twice a year to review accreditation recommendations for schools and districts.

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 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.

The CoSer Survey results for 2010-2011 services was completed, sent to the 137 districts who subscribed to our programs and services, and was posted on our website. Overall, 96% of our services were rated good or excellent by the districts. The feedback from those we serve continues to help the agency build the best services possible for the region and beyond.

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 Hempstead, Central Islip, South Country, and Wyandanch School Districts. During the third year, the project spans 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 a 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 Scholastic 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 insure that the students develop the skills needed for success in kindergarten. The ERF coaches, the Program Manager, and Project Director aligned the professional development with the implemented curricula and findings from the year 1 and year 2 evaluation reports.

- **Family Education and Outreach Programs**

Mobile Outreach Parent-Child Home Program (MOPCHP) was awarded grants from numerous funds and foundations in support of our work with toddler/preschoolers of homeless families in Suffolk County.

The program serves 45 children and their parents. Home visitors visit families once a week and support them with their child's speech/conversational skill development and early literacy skills. Families are staying in a variety of shelters and temporary housing all over Suffolk County.

A Homework Help Program is operating three (3) nights per week at HELP Suffolk in Bellport, New York. Currently 12-15 children attend on a regular basis to get help with their homework as well as the social-emotional support of the two tutors.

The Homeless Liaison/Teacher Advocate presented at several local, regional, and national conferences providing information and strategies for reaching homeless children and youth. She was also asked to speak at a Congressional Hearing and serve as an expert witness at a Congressional Briefing focused on the impact of homelessness in the United States.

The Homeless Liaison/Teacher Advocate hosted a meeting of the Long Island Homeless Liaisons. 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 and district responsibilities. They used an excellent powerpoint presentation entitled "*The Educational Rights of Students in Temporary Housing*" to focus the training. This presentation has also been posted on their website.

Migrant Education Outreach Program (MEOP)

In November MEOP program staff and parent members of our "Parent Advisory Counsel (PAC)" attended the annual three-day state conference in Syracuse. This conference consisted of a variety of professional development workshops as well as student recognition and awards.

Of particular note this year was the recognition ceremony for recent recipients of *The College Assistance Migrant Program (CAMP)* scholarships. 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 HS, and member of a family that our office provides support for, was awarded a scholarship to SUNY Oneonta. He was asked to speak at the conference about his experience at college and in our MEOP. His words were articulate and his heart-felt thanks for the sacrifices his family made and the services he received from our program did not leave a dry eye in the room. Talk about "transforming lives"! After "Finals" week, he learned that he earned a perfect 4.0 GPA and his story was featured in the media!

A parent survey provided by NYSED was completed by 53 families; Parent Survey results will help us to better provide for the needs of our families. The results will be the subject of a future report. Parent Activity Council Meetings have been conducted in Nassau, Suffolk, and with the NYS – PAC. Parents are looking forward to continuing their work as an active parent organization.

In January, an invitation letter was sent to all Long Island school districts in Nassau, Western Suffolk, and Eastern Suffolk BOCES to participate in "The Long Island Migrant Education Network". This consortium will allow our agency to continue its' work in serving migrant students while providing education and support to the districts who provide for their primary education.

- **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. The staff of the Long Island Regional Bilingual Education Resource Network collaborated with over 20 School Quality Review (SQR) Teams in schools and districts across Long Island that was mandated under the NYSED Accountability System this year. As part of these SQR teams, L.I. RBE-RN staff contributed as content area experts 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 being scheduled to ensure that appropriate professional development and embedded coaching is provided as needed to enhance the instruction of LEP/ELLs. In addition, 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 350 teachers and administrators participated. As part of its revised responsibilities, the L.I. RBE-RN is convening ESL/Bilingual Coordinators' Networking Meetings quarterly, two of which have already been held, with another two scheduled by the end of the academic year. Over 110 administrators attended these sessions thus far.

- **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 9 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 299 teachers in general education, and 248 professionals 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 50 teachers in 29 school districts in Suffolk County, and to 30 teachers in 16 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 teachers and over 800 LEP/ELL students. In the Nassau Consortium, services are provided through collaboration with the Nassau Model Schools Program and the Nassau RIC, benefitting the ESL teachers and over 600 LEP/ELL students.

- **Supporting Successful Strategies to Achieve Improved Results (S³TAIR) Project**

The Long Island S³TAIR Project regional and statewide partnership activities continued seamlessly through the school year, facilitating the replication of evidence-based practices improving outcomes for students with disabilities. Project schools have implemented response to intervention (RTI) models, opened up classes to promote least restrictive environment, trained program staff in behavior intervention techniques, implemented character education programs, and revised literacy curricula based on the support provided by mentor schools. S³TAIR schools were represented during presentations to the Council for Exceptional Children, Learning Disabilities Worldwide, and through a video project supported by NYSED and the Transition Services Support Center. Mentor schools will participate in a statewide regional forum to disseminate information on their effective practices this May in New York City as a close to the project, scheduled to close this August.

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

RSE-TASC continued efforts to meet the needs of Long Island's school districts expanded this year to include its significant role in completing the School Quality Reviews (SQR). Specifically, the RSE-TASC Special Education School Improvement Specialists (SEIS) worked in 62 of the 87 new schools which were required to complete an SQR because the subgroup of students with disabilities failed to achieve adequate yearly progress (AYP). Remaining schools were provided with other forms of assistance and support by the RSE-TASC Coordinator. 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 offices including the Office of Recruitment and Retention, the Office of Regional Certification, Substitute Teacher Services, Benefits, and the 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. This year we began a new initiative, the *New Personnel Administrators Collegial Circles*, offered to personnel administrators with three or fewer years of experience in the personnel position. The *New Personnel Administrators Collegial Circles* employs a professional collaboration learning model and is offered four times annually. These meetings aim to increase the depth of knowledge in areas of New York State labor and education law, Federal labor law, and 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. This plan is 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. The Department of Human Resources is also in the process of developing a training series to provide professional development for supervisory staff in Civil Service titles. A detailed plan for Phase I is currently being designed by the committee. Phase I will encompass an in-house training module that will be rolled out internally in 2012 and will also serve as a pilot program.
- Recognition for employee achievement and longevity with the agency is celebrated annually at our "Employee Awards Ceremony". Another initiative developed this year is the *Exemplary Attendance Recognition* program. This program was developed by the agency's Central Shared Decision Making Committee and will recognize 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, facilitation of the compliance training CoSer, and the development of university partnership programs.
- Our **Regional Certification Office** continues to be recognized by the New York State Education Department as among the most efficient in the state. Approximately 1,500 certification evaluations and recommendations were provided by the office through December 2011. Working directly with the New York State Education Department, 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.
- **The Office of Communications** continues to increase agency visibility throughout the region with more than 200 articles featuring ESBOCES programs and services that are published by media outlets. The Graphics staff produced more than 250 publications developed as informational tools for our diverse range of districts, students, and staff. The website averages over 20,000 visitors per month.
- **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 the *"Facts on Costs and Outcomes"*, responses to Executive Budgets, analyses of state legislative proposals, and the 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.

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 services requests at all stages of the approval process. Cross Contracts with other BOCES will also be fully integrated into the system.
- 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 added bids for Bus Supplies and Parts, Automotive Parts and Supplies, and Small Wares. The Cooperative Bidding Program staff meets with districts at least twice per year to review the program 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. This year's meetings included a presentation from three town tax assessors on assessed value, the 2% tax levy limit, and a presentation by the Executive Director of the Committee on Open Government. 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 coordinated the first statewide meeting for all 37 BOCES Plant Facilities Administrators to network about various programs and procedures. The meeting took place on March 30 at Onondaga-Cortland-Madison BOCES in Syracuse.

The **Operations and Maintenance Department** has just completed a heating, ventilation, and air conditioning project where 145 electrically-driven units were replaced with 16 gas-fired units. The project will save an estimated \$120,000 per year while providing higher levels of outside air and lower maintenance costs.

The Head Custodian at each of our buildings was trained by our legal counsel, Guercio & Guercio, in Civil Service step procedures and supervisory skills.

Requests for proposals are being developed for an Energy Performance Contract that will provide for photovoltaic, wind, and cogeneration of power.

- The **Administrative Services Department** recently established a shared service for participating districts for the sale of surplus equipment on eBay and/or Auctions International. This service provides a responsible, profitable means to dispose of 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.

School districts continue to take advantage of the cost saving printing services co-ser. In its first year (2010-11), the program generated \$23,000 in revenue. For 2011-12, total revenue estimates are expected to exceed \$50,000. 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 Graphics Department, plans are being made to further market the program.

- The **Regional Transportation Program** introduced a new billing format to the districts this year. The invoice provides more detail and gives the districts a better understanding as to how the charges are prorated. The new invoice was well received by component districts. A new summer billing model is scheduled to be implemented this year.

In addition to the billing upgrade, the Program has worked on developing a new Request for Proposal for transportation services as well as a competitive bid for field trip and charter bus services. As a result, the Regional Transportation Program will be able to establish new contracts beginning in the 2012-13 school year.

- The **Shared Business Office** continues to thrive by supporting districts in the areas of payroll and accounts payable. In order to encourage further participation, meetings have been held with districts throughout the county to introduce the program and its cost saving benefits.
- The aid-eligible **Media and Community Relations CoSer service** also continues to grow. The program subscription more than doubled in the 2011-12 service year, with 42 districts taking advantage of services such as in-district public relations professional, crisis management, and graphics production. Having received high evaluation ratings from participating districts last year, this year we will continue to enhance methods for advancing education through good school public relations that is factual, truthful, and provides complete information to parents, students, and residents.

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.