



# Getting to Know Us Through Our Strategic Plan

**2019**



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# Introduction: The ESBOCES Journey

## “Innovation and Service”

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

In 1998, the Board of Eastern Suffolk BOCES embarked on an unprecedented journey that was destined to lead our agency into a new millennium of change and improvement. Now, in the 2019-20 year, we are continuing our strategies based on new challenges in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents a review of our focus and successes this past year. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this work stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find examples of how our agency enacts its vision:

## Educational Services That Transform Lives

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

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

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

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

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

# Our Mission

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

# Our Beliefs

## We believe that...

- successful organizations create effective operational systems and enable individuals who take responsibility for their actions, are accountable for the programs and services they deliver to fulfill the expectations of those who rely on them, and use all of their expertise and resources to meet the expectations of those they serve.
- everyone has the right to a safe, healthy, and caring environment which fosters cultural competence, respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the sharing of ideas.
- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, trust, and integrity are essential in all of our interactions.
- continuous evaluation, high standards, innovation, and effective communication are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our student outcomes, and provides students with the skills they need to become responsible citizens and contributing members of the global society.
- effective communication of accurate information improves understanding and enhances engagement.
- production of quality outcomes depends on the collective effort of a well-developed and motivated workforce that embraces the agency's mission and beliefs.

# Our Goals 2017-2024

## **I. HIGH STANDARDS FOR STUDENT ACHIEVEMENT**

Eastern Suffolk BOCES will ensure that every student who is educated in an Eastern Suffolk BOCES program meets or exceeds expectations set by the New York State Board of Regents.

## **II. PROFESSIONAL DEVELOPMENT**

Eastern Suffolk BOCES will promote the continued professional growth of current and future educators, leaders, and support staff by providing coordinated programs of needs-based, effective, and affordable professional development.

## **III. SHARED SERVICES**

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

## **IV. PROGRAM AND SERVICES AVAILABILITY**

Eastern Suffolk BOCES will be responsive to the region through the creation and delivery of high-quality, innovative programs and services, and other resources throughout the region.

## **V. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY**

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

## **VI. TECHNOLOGY**

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

## **VII. STRATEGIC PLANNING**

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

## **VIII. HEALTH, SAFETY, SECURITY, AND SPACE**

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

## **IX. PUBLIC INFORMATION**

Eastern Suffolk BOCES will ensure that all stakeholders and their communities are knowledgeable about the full range and benefits of Eastern Suffolk BOCES programs and services.

## **X. INTERNAL COMMUNICATIONS**

Eastern Suffolk BOCES will ensure that all staff are fully informed about programs, services, and the strategic planning process.

## **XI. HUMAN RESOURCES**

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

## **XII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY**

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

## Special Education Program Completer

Students who complete a program of study in the Eastern Suffolk BOCES Department of Special Education programs will demonstrate a range of competencies in areas of academic, social/behavioral, transition/living skills, and employability skills, based on individual strengths, abilities, and cognitive functioning.

These include:

- Successful completion of New York State requirements to obtain a Regents Diploma, a Skills Commencement Credential, or a Career Development and Occupational Studies (CDOS) Commencement Credential.
- Competencies in academic foundation skill areas of reading, writing, mathematics, speaking, and listening skills that reflect New York State Standards at a commencement level, or as outlined in the student's Individualized Education Plan.
- Competencies in transition skill areas leading to a range of post-graduate outcomes including post-secondary training (higher education, vocational education, supported employment), Adult Career and Continuing Education Services (ACCES), assisted living placements, or acceptance into the military services.
- Competencies in the utilization of technology to research and evaluate information, as well as to communicate effectively through correspondence through presentations, or by use of augmentative or assistive communication devices.



- Competencies in social and behavioral skills as reflected in effective functioning in post-secondary training/higher education, employment, military services, assisted living, and small and large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.

## Special Career Education (SCE) Program Completer

The purpose of Special Career Education is to provide quality career education programs that will transition each student from secondary education to competitive employment.

Students who complete a program of study in any of the Eastern Suffolk BOCES SCE programs will be able to demonstrate:

- Competency in specific technical skills and knowledge through participation in the special career education program of his/her choosing. Achievement will be reflected in each student's Employability Profile Report and quarterly grade.
- Successful completion in a paid or unpaid work-based learning experience leading to well-developed employability skills/work ethics and permanent employment.
- Increased confidence, awareness of self-worth and maturity, as well as knowledge of, and competency in, interacting with people of diverse backgrounds.
- Participation in appropriate transition planning.



This plan may lead to the following outcomes:

- Obtaining an entry-level position in the workforce as the first step in his/her career path.
- Articulation into our Academy Program, Eastern Suffolk BOCES Adult and Health Sciences Program, a college or a trade school as a result of his/her course of study with our program.
- Acceptance into other career training programs such as Supported Employment and other community-based agency programs.
- Referrals to various state agencies for continued support, such as ACCES/Vocational Rehabilitation and the Office for People With Developmental Disabilities/Office of Mental Health.
- Successful completion of New York State requirements to be eligible to receive a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Credential.

## Adult Education Program Completer

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A student who completes a career training program through rigorous coursework, articulations, and real-world experiences in the Eastern Suffolk BOCES Adult Education programs will demonstrate a range of competencies that will prepare them for both college and the workplace.

### Adult CTE students:

- Possess knowledge and can apply purposeful and specific technical skills, problem-solving, critical thinking, and are proficient in the use of innovative tools, resources, and systems.
- Demonstrate achievement of specific technical skills as reflected in course completion, certification, licensure, and/or employment.
- May have participated in internships, clinical experiences, pre-apprenticeships, and work-based learning opportunities.
- Earn industry-recognized certifications and stackable credentials preparing them for entry-level positions in the workforce.
- Have knowledge of, and competency in, interacting with people of diverse backgrounds.
- Are proficient in the use of technology aligned with industry standards.



## Career and Technical Education (CTE) Program Completer

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When a student completes a program of study in any of the Eastern Long Island Academy of Applied Technology programs, recommendations are made to the home school district to grant an endorsement on the student's high school diploma. The district then awards endorsements based on that recommendation. Through rigorous coursework, articulations, and real-world experiences, students completing a program at the Eastern Long Island Academy of Applied Technology have the advantage of graduating from high school prepared for both college and the workplace. CTE students:

- Possess knowledge and can apply purposeful and specific technical skills, problem-solving, critical thinking, and are proficient in the use of innovative tools, resources, and systems.
- Demonstrate achievement of specific technical skills as reflected in his/her Employability Profile Report.
- Have earned college credits, giving them an extra advantage when entering higher education.
- Experienced internships, pre-apprenticeships, and work-based learning opportunities.
- Engaged in local and national clubs, industry-specific organizations.
- Developed interpersonal and leadership skills that enhance academic, personal, and career development.
- Earned industry-recognized certifications and stackable credentials preparing them for entry-level positions in the workforce.
- Have knowledge of, and competency in, interacting with people of diverse backgrounds.
- Have competency in the use of technology that is aligned with industry standards.



# Strategic Action Plans 2017-2024

## I. EDUCATIONAL OUTCOMES

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

## II. EDUCATIONAL OUTCOMES – ADULT EDUCATION

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

## III. EDUCATIONAL SUPPORT SERVICES

By July 2024, Eastern Suffolk BOCES support services and regional networks will have provided high-quality, innovative programs and services through an outstanding customer service focus to the local education agencies we serve.

## IV. REGIONAL TECHNOLOGY SERVICES

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

## V. HUMAN RESOURCES

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

## VI. COMMUNICATIONS AND PUBLIC RELATIONS

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





## VII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

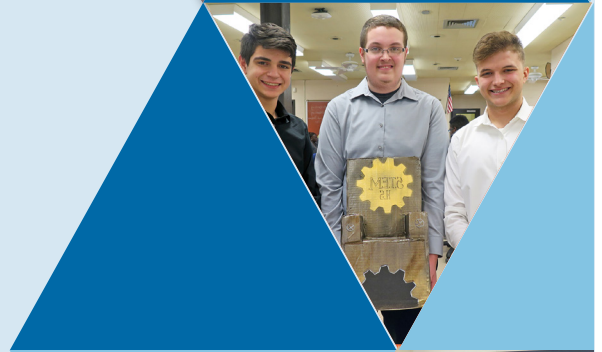
By July 2024, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service evaluation and improvement, regional advocacy and research through strategic planning, following the Middle States Association's Adding Educational Value protocol and process, facilitation of grants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

## VIII. OPERATIONS, MANAGEMENT, AND FINANCE

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

## IX. SCHOOL FACILITIES MANAGEMENT

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



# Action Plan I

## Educational Outcomes

*...measurable improvement in educational outcomes of Special Education and Career Education students...*

### Career and Technical Education

Sixty-four students took advantage of dual enrollment opportunities offered to them through agreements with Buffalo State University, Farmingdale State College, Morrisville State College, and Suffolk County Community College. Students received three college credits while completing their coursework with us in our CTE programs. New agreements have been approved with Suffolk County Community College for Culinary Arts and TV Production, and we expect this number to grow in the 2019-20 school year.

Students in the Academy proved they were career-ready by earning 1,639 industry certifications enabling them to work in the fields of Nurse Assisting, Culinary, Personal Training, and more!

Our business and industry partners continue to play a vital role in our programs, with 115 business partners being active participants in meetings held this year with students and staff. They gave us important feedback on the skills we need to instill in our students. These partners also provided suggestions for equipment and software purchases we should invest in to make sure our students are ready for employment.

We offered three new courses this year! In CTE, our Computer Science and App Development, as well as Physical Therapy Aide started this year with strong enrollment. Our Computer Science class had 17 students enrolled and our Physical Therapy Aide Program had 27 student enrolled. In Special Career Education, we started an Intro to Personal Training Program and opened a second section of Health Related Occupations to keep up with enrollment demand.



**"In Special Career Education, we... opened a second section of Health Related Occupations to keep up with enrollment demand."**

**64**

Academy students took advantage of dual enrollment opportunities

**1,639**

Academy students earned industry certifications

**23.6%**

Increase in special education student participation in Service Learning and co-curricular activities

**Special Education**

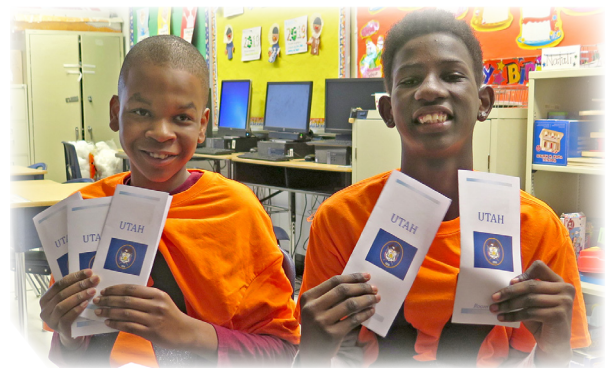
Algebra I and Living Environment courses were initiated at Jefferson Academic Center to engage 8th-grade students in high school level courses. Ten students earned at least one high school credit by successfully passing one or both Regents in these subjects.

Increase in the percentage of students passing the New York State Regents Examinations:

• Earth Science	18%
• Global History and Geography	11%
• U.S History and Government	2%

Increase in opportunities for students to successfully complete individualized graduation requirements:

• Advanced Regents Diplomas	4.43%
• Local Diplomas	9.28%
• CDOS Credentials	28.43%



# Action Plan II

## Educational Outcomes- Adult Education

...measurable improvement in educational outcomes of  
Adult Career and Technical Education students...



### Career Training Courses

Home Health Aide

Physical Therapy Aide



### NCCER\* Level 2 Courses

Electric

HVAC

Plumbing

We welcomed the Paragon Group, Momentum, Oasis and Surge Rehabilitation and Nursing Facilities as new business and industry partners to expand our clinical sites and enhance practical experiences for students enrolled in Health Sciences programs. More than 208 students participated in clinical rotations at these new locations.

Adult Education hosted four Career Fairs; two in Riverhead, one in Bellport, and one in Brentwood. A total of 87 employers attended and over 683 students participated. Many students were interviewed and hired on the spot, and many others submitted their resumes and were called for an interview.



**"The Adult Education Program wrote and received five grants to enhance opportunities for adult learners who have at least one barrier to become gainfully employed."**

**683**

Students participated in ESBOCES Adult Education-hosted career fairs

over

**5,000**

Adult learners enrolled in Adult Education courses

over

**550**

Adult students enrolled in the High School Equivalency Program

The Adult Education Program wrote and received five grants to enhance opportunities for adult learners who have at least one barrier to becoming gainfully employed. While the requirements for each grant differ, the intended outcome for each is earning industry-recognized credentials to become gainfully employed.



Four of the grants received were four-year Workforce Innovation Opportunity Act (WIOA) grants, each one focusing on a different population. Additional funding will enable the program to enhance services by providing contextualized lessons that incorporate hospitality, business, construction trades, or health sciences in the classroom. Funding also enables the program to enhance collaboration with county and community agencies, other educational institutions, and business and industry partners to ensure our students demonstrate educational gains, earn industry recognized credentials, and successfully transition to the next step in their career pathway.

The fifth grant was received through Consolidated Funding Applications for Workforce Development Initiatives for Unemployed Worker Training. The goal of the program is to provide career training to improve participants' education and job skills for the purpose of becoming gainfully employed in their chosen career pathway. To achieve this goal, the program will incorporate employment services to encourage individuals to secure employment and increase their individual/family income. The Employment Resource Center's services will provide participants vocational counseling, employability readiness workshops, and placement assistance. ESBOCES utilizes National Center for Construction Education Research (NCCER) curriculum and assessments for the HVAC, Plumbing, and Electrical programs. NCCER provides standardized training and credentialing to help prepare individuals for the workforce. Credentials earned are tracked through NCCER's Registry System which allows organizations and companies to check the qualifications of possible new hires.

# Action Plan III

## Educational Support Services

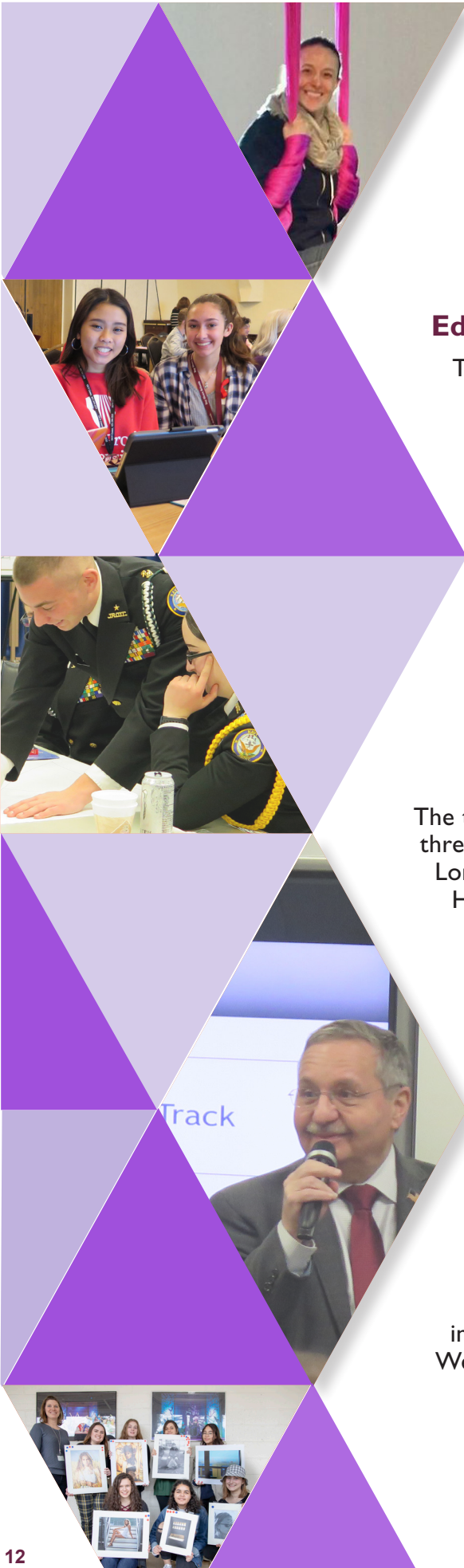
*...provided high-quality, innovative programs and services...*

### Education Support Services

The education platform, eScholar myTrack® was selected by ESBOCES to enhance the existing BOCES Assessment Reporting System (BARS). School Data Bank Services will offer districts an option to participate in an expanded version of the BOCES Assessment Reporting System on the Web platform called “BARS Enhanced with myTrack” that adds valuable features and functionality, such as grouping students and viewing non-state assessment data. This solution will provide school districts with a full longitudinal picture of each student; a picture that includes attendance, grades, goals set, behaviors, program involvement, assessments, and state and local test results.

The three Long Island BOCES partnered together with the three Long Island School Counselors’ Associations to offer the Long Island Counselors’ Annual Conference (LICAC) at the Huntington Hilton Hotel. It was a success with approximately 400 school counselors, social workers, and psychologists in attendance. The conference offered a keynote from Dr. Victor Fornari entitled, “Through the Eyes of the School: Caring for Youth and Mental Health” and approximately 19 different break-out sessions. The feedback was overwhelmingly positive that the professional development was meaningful and helpful.

The three School Library Systems of Long Island held a collaborative event entitled, “Finding and Using Local Primary Sources” at St. Joseph’s College Callahan Library in Patchogue. There were 176 school librarians from Nassau, Western Suffolk, and Eastern Suffolk in attendance.



**“School Data Bank Services will offer districts an option to participate in an expanded version of the BOCES Assessment Reporting System.”**

**400**

School professionals attended the BOCES-sponsored event that addressed student mental health problems

almost

**11,000**

Staff attended professional development workshops offered through ESBOCES

over

**39,000**

Students in the region are supported by ESBOCES ENL/Bilingual Programs

### **Long Island Regional Bilingual Education Resource Network (LI-BERN)**

The LI-BERN expanded the number of regional professional development opportunities for teachers of ELLs, and supported NYSED in developing training materials for the MLL/ELL Program Quality Review. It also enhanced support to Title III Consortia member districts, and continued to administer funding for tuition assistance toward a bilingual extension or certification in English to Speakers of Other Languages for Special Education teachers and pupil personnel professionals.

### **Family Education Outreach Program (FEOP)**

FEOP has expanded its capacity to provide services to the children and families across the Long Island-Metro region who are impacted by the high mobility and poverty associated with homelessness and agricultural migrant status.

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

Five out of seven of the districts in the region that participated in an intensive team/partnership approach with the Long Island RSE-TASC were removed from Coordinated Intervention District (CID) designation. This designation represents districts most in need of assistance or intervention to support students with disabilities.

## Action Plan IV Regional Technology Services

*...continued to be a regional leader in technology services...*

Offered a variety of resources to assist districts in aligning with NYS data privacy and security regulations and the National Institute of Standards and Technology (NIST) Cyber Framework including an Inventory Tool, Digital Blasts, “mentored” Collegial Workgroups and, as always, up-to-date information.

The work of Student Data Services with the New York City charter school data collection project, involving 235 schools, resulted in a proposed enhancement to the Level 0 software to provide visual cues for users to review counts and submission of data to the statewide data warehouse on the application’s home page. This upgrade was approved by the State Education Department and was launched for all Level 0 users across the state.

Continued collaboration with the State Education Department to refine processes for Computer Based Testing (CBT) and provide assistance to more than 25 Suffolk districts and over 40 schools with targeted communication and technical support for implementation of the operational CBT assessments.





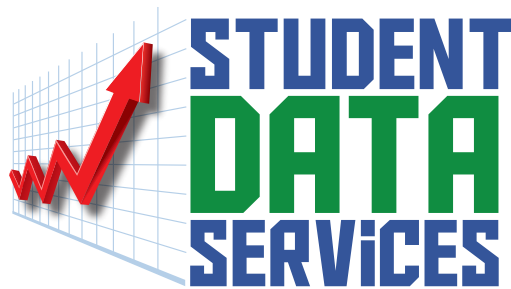
# “ Continued collaboration with the State Education Department to refine processes for Computer Based Testing.”

over  
**218,000**  
Students participated in  
Distance Learning

over  
**350,000**  
Assessment processed by  
Test Scanning and Reporting  
Services

**250,000**  
Regents exams scored by  
Test Scanning and Reporting  
Services

This year the Student Data Services Student Management System Support desks offered a variety of new ways to deliver training to our 74 district customers beyond our regularly scheduled classroom course instruction that included webinars and custom developed special topics classes in response to district requests. The Student Management System support service also offers access to Passport for Good, which captures student engagement in community service, school activities, clubs, and career development.



## Action Plan V Human Resources

*...promoting best practices...*

*...maintaining a highly-skilled workforce...*

*...improving operational and fiscal efficacy...*

The ESBOCES Regional Diversity and Equity Initiative achieved a number of goals including the implementation of recruitment workshops to increase candidates' professional skills from interview to hire. Additionally, the Office of Recruitment established a University-to-ESBOCES connection with 150 colleges and universities in order to increase our candidate pool, drawing from regions beyond the tristate area. These workshops and University-ESBOCES relationships, along with the regional Job Fair ESBOCES offers, aim to increase the volume and professional superiority of our candidate pool.

The Recruitment Shared Service was recently modified to include authorization allowing ESBOCES Department of Human Resources to provide subscribing districts with professional development and training for best practices in human resource work. During the 2018-2019 year, ESBOCES provided four such workshops, eligible for CTLE credits. Three additional workshops were offered in the spring of 2019; one workshop on Drug/Alcohol Reasonable Suspicion, one on Civil Service Supervision and Evaluation, and one presented for the Suffolk County Facilities Directors Annual Conference.

Human Resources worked collaboratively with the Office of Administrative Services to select a digital system that will enable increased efficiency in the recruiting process and the storage of employee records. Implementation of that system is scheduled for September 2019. The department also coordinated and facilitated several new employee orientations as part of our onboarding of our new employees.



**“The ESBOCES Regional Diversity and Equity Initiative achieved a number of goals including the implementation of recruitment workshops to increase candidates’ professional skills from interview to hire.”**

**150**

University-to-ESBOCES connections established with colleges and universities to increase the candidate pool

**280**

Candidates participated in the Career Fair for Culturally and Ethnically Diverse Educators

over  
**2,100**

ESBOCES employees records will be stored using a new digital system

Human Resources planned and facilitated regular meetings of the Personnel Administrators Council to provide regional support to school district Human Resources officials. The department continues to offer the new Personnel Administrator Collegial Circle to new district Human Resources officials. This year the collegial circle meetings have been expanded to provide a professional literature study component.

Human Resources maintained Personnel Services CoSer for three districts. This shared service provides districts with personnel administrative support.



# Action Plan VI Communications and Public Relations

*...engagement with all members of the community...  
...interacting with media...  
...innovative methods of communication...*

In response to the new requirement for school districts to translate their voting materials into Spanish, a new service for translating public and administrative documents was added to the Communications Consulting Service, which currently serves 39 school districts. In addition, ESBOCES developed and made public, at no cost, the Spanish version of two templates used by public school districts: the 2019-20 Property Tax Report Card and the 2019-20 School District Budget Notice.

Continued to provide high-quality public relations services including graphics, photography, writing press releases and newsletter articles, media outreach, and developing content for promoting ESBOCES students, staff, events, and programs on the website and social media.

In anticipation of ESBOCES 25th Anniversary in 2019-20, the Office of Communications planned and facilitated several projects to engage staff in celebrating this important milestone, including an email contest, weekly historical and nostalgic newsletters, and choosing a student-created graphic to appear on print and digital media. The commemoration of “25 Years of Transforming Lives” will continue to be promoted both internally and publicly throughout the 2019-20 school year.

Let's Celebrate!



# “Continued to provide high-quality public relations services.”

# 13,000

The increase in the number of website visitors to the ESBOCES website (monthly average)

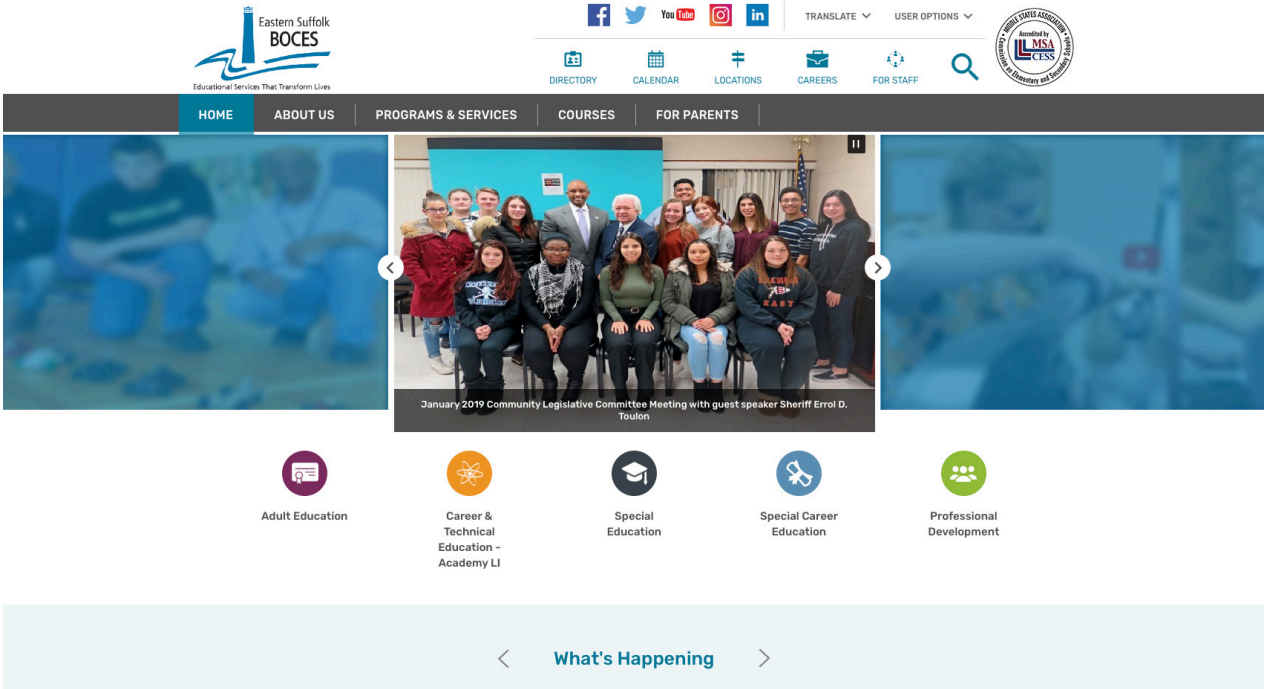
# 39

School districts currently served by the communication public relations service

# 400

New followers on instagram

Launched the redesign of the ESBOCES website, which enhanced ease of navigation, visual appeal, and accessibility for persons with disabilities. The individual pages for the Adult Education Program were also revamped. The number of website visitors in 2018-19 increased by an average of 13,000 visitors per month over 2017-18.



[www.esboces.org](http://www.esboces.org)

## Action Plan VII

# Research, Program Improvement, and Regional Advocacy

*...program/services evaluation and improvement...  
...regional advocacy and research...*

Developed and coordinated the Eastern Suffolk BOCES Regional Task Force on Diversity and Inclusivity to educate, assess, raise awareness, and develop a plan of action for the agency and the region to increase cultural proficiency.

Provided regional leadership to develop and maintain collaborations with elected officials, business and industry partners, educational leadership associations, internal stakeholders, and districts to move forward the activities related to the ESBOCES Strategic Plan including the activities related to diversity and inclusivity in the Long Island region and statewide.

Collaborated on, developed, and delivered training for internal and external stakeholders regarding the methods and benefits of effective regional advocacy for topics related to public education.

Completed the 2019 Cooperative Services Survey, the Long Island Education Coalition Budget Impact Survey as well as myriad other regional reports and advocacy work on behalf of the Suffolk County School Superintendents Association, the Long Island Education Coalition, New York State Council of School Superintendents, and Eastern Suffolk BOCES.

“ Provided regional leadership to develop and maintain collaborations to move forward the activities related to the ESBOCES Strategic Plan.”

213

Districts surveyed to evaluate the quality of ESBOCES cooperative services

64

Detailed strategies drive the success of the nine action plans of the ESBOCES Strategic Plan

60

ESBOCES and school district staff participate in the I/D Task Force

Organized, led, and participated in statewide and regional forums, regional professional development, data collection, and speaking events related to the shifting demographics on Long Island and the increased importance of staff diversity and inclusivity in our schools and within the region.



## Action Plan VIII

# Operations, Maintenance, and Finance

*...improving agency operations to maximize efficiencies and best practices...*

*...providing regional leadership and resources...*

The Cooperative Bidding Service created the following new bids: Architectural Document Management and Data Cabling. Additionally, the Cooperative Bidding Service saved an estimated \$6.3 million throughout Suffolk County by utilizing combined and volume discounts on our 56 bids. We also served an important role on the Joint Procurement Council for Suffolk County's Share Program, which is in response to Governor Cuomo's shared services initiative.

The move of our Network Operations Center (NOC) from leased space to the Edward J. Milliken Technical Center has been completed. The NOC construction is complete with redundancy and multiple backup power supplies. Additionally, the Office of Technology Integration successfully completed all technology-related installations and configurations for Sequoya HS, Islip Office Center, Tecumseh Elementary School, and Barton Avenue Armory.

ESBOCES successfully moved 10 departments from the Instructional Support Center at Sherwood to the Instructional Support Center at Sequoya, Islip Office Center, and Barton Avenue Armory. These new locations required the design, construction, and creation of numerous new working spaces for our staff. These moves were completed on time and with minimal interruption to the operation of our services.



“The move of our Network Operations Center (NOC) from leased space to the Milliken Technical Center is complete with redundancy and multiple backup power supplies.”

**\$6.3** million

Saved throughout Suffolk County by using the Cooperative Bidding Service

**\$600K**

Saved from the annual rent budget as a result of continuous efforts to partner with school districts, repurpose owned space, and negotiate rent costs

**10**

Instructional Support Services departments successfully moved

In an ongoing effort to improve the efficiency of our Substitute Services Program in obtaining the most number of substitutes for the Eastern Suffolk BOCES programs as well as to bring them on board as quickly as possible, we have started an evaluation of the application, interview and hiring practices, and procedures for that program. This review will look for avenues to make the process more effective and efficient in order to reduce the time it takes for a candidate to apply, train, and start their first day working as a substitute in one of our programs.



# Action Plan XI

## School Facilities Management

*...providing healthy, safe, and secure facilities for students and staff...  
...leading the region in best practices...*

Enhanced security upgrades with the addition of a security guard at all educational buildings throughout the agency. This security guard provides an exterior safety presence that extends our security boundaries beyond our front doors.

The Security Coordinator has attended numerous safety seminars and workshops. These opportunities have allowed us to continue in-house safety trainings for students and staff. We also hosted an agencywide security training for all administrative staff.

This past summer our region experienced record-high humidity levels that caused significant mold issues in numerous school buildings throughout NYS. Our Health and Safety Department hosted a regional workshop featuring environment experts to provide guidance on how to best limit moisture, as well as remediate any visible mold growth in school buildings.



**“The Operations and Maintenance Department completed numerous facility upgrades that align with our current space and infrastructure needs.”**

**59**

Districts served by our Regional Health and Safety Program

**6**

Facilities that received upgrades for improved space for students and staff.

**35**

School districts attended the regional workshop on remediating mold issues in school buildings

The Operations and Maintenance Department completed numerous facility upgrades that aligns with our current space and infrastructure needs. These upgrades included the Islip Office Center, the Instructional Support Center at Sequoya, Brookhaven Learning Center East, Barton Avenue Armory, Milliken Technical Center, and Westhampton Beach Learning Center. The results of this work improved agency space for our students and staff.





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