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Introduction: The ESBOCES Journey
"Innovation and Service"

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

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

Educational Services That Transform Lives

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

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

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

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

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

July, 2021

Mission of Eastern Suffolk BOCES

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

Amended by the Eastern Suffolk BOCES Board, January 2020

Vision Statement

Eastern Suffolk BOCES: Educational Services That Transform Lives

Adopted by the Eastern Suffolk BOCES Board, October 2001

Agency Beliefs

We believe that…

- Successful inclusive organizations create effective operational systems and enable diverse individuals to take responsibility for their actions, be accountable for the programs and services they deliver, and use all of their expertise and resources to meet the expectations of those they serve.

- Everyone has the right to a safe, healthy, caring, and inclusive environment which fosters equity and cultural proficiency, respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the sharing of ideas.

- We are a diverse inclusive community of reflective, lifelong learners, both children and adults.

- Our diverse community of children and adult learners is a valuable resource entitled to high quality equitable instruction and services.

- Respect, inclusivity, honesty, trust, and integrity are essential in all of our interactions.

- The foundation of our organizational success is grounded in continuous evaluation, high standards, innovation, and effective communication through a lens of equity and inclusivity.

- The integrity, equity, and high standards of our educational programs are reflected in our student outcomes, and provide students with the skills they need to become responsible citizens and contributing members of the global society.

- Effective communication which provides space for all voices to be heard and accurate information to be exchanged, improves understanding, and enhances engagement of all stakeholders.

- Quality, equitable outcomes depend on the collective effort of a diverse, inclusive, well-developed, and motivated workforce that embraces the agency's mission and beliefs.

Amended by the Eastern Suffolk BOCES Board, January 2020

EASTERN SUFFOLK BOCES
GOALS 2017-2024

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

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

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

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

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

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

VI.   TECHNOLOGY

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

VII.   STRATEGIC PLANNING

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

VIII.   HEALTH, SAFETY, SECURITY, AND SPACE

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

IX.   PUBLIC INFORMATION

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

X.   INTERNAL COMMUNICATIONS

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

XI.   HUMAN RESOURCES

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

XII.   RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

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

Amended by the Eastern Suffolk BOCES Board, January 2020

Strategic Action Plan I: Educational Outcomes

Responsible Administrator: Associate Superintendent, Educational Services   **Collaborators:**   **Director, Educational Support Services**
                                              Director, Special Education   **Director of Diversity, Equity & Inclusivity**

Responsible Administrator: Associate Superintendent, Educational Services

                                  Director, Special Education

                                  Director, Career, Technical & Adult Education

Collaborators:

- Director, Educational Support Services
- Director of Diversity, Equity & Inclusivity
- Divisional Administrators
- Program Administrators
- Building Principals
- Curriculum Teachers
- Lead Teachers
- Teachers
- Guidance Counselors
- Shared Data Expert
- ELA/Math Consultants
- Student Management Systems Staff

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

The success of this objective will be measured by:

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

Strategy 1: Implementation of Curriculum and Assessments

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish/update/map curricula scope and sequence for all grade levels and programs offered. • Culturally responsive classroom • Conducted program and curriculum self-study for the purpose of state recertification in 7 programs (CTE) • Creation of a second year curriculum for 2 programs (CTE) • Nine programs recertified through NYSED's program approval process (CTE 2020) • Physical Therapy Aide program was submitted (and approved by) NYSED (CTE 2020) • Focus curricular reviews with a diversity, equity, and inclusivity lens • NYSUT CRC framework to evaluate developed curriculum and resources	Director of Special Education Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Lead Teachers	June 2019	Shared, accessible, electronic, easily revisable curriculum documents	Ongoing and continuous May 2019 May 2019 June 2020 June 2020
2. Ensure coordination of Professional Development related to curriculum and assessments via embedded coaching, collegial circles, grade level meetings, other teacher meetings, to ensure a focus on diversity, equity, and inclusivity. • Mentoring Program • Administrators & Teachers Induction Program	Director of Special Education Director of Career, Technical and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Lead Teachers CTE Academic Teachers	Annually and ongoing	Participation in Professional Development opportunities. Evaluation results of Professional Development activities.	Ongoing and continuous June 2019

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
• Suite of PD offered in Thinking Maps, instructional strategies and instructional technology in each of the CTE buildings (CTE) • Offer Professional development through new remote options; training in remote/hybrid instruction • Provide new teacher training in tandem with Southern Regional Education Board (SREB) Teaching to Lead (T2L)				March – September 2020 Ongoing
3. Develop local assessments to include multi measures of student growth. • CFM updated (CTE)	Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators ELA/Math Consultants Building Principals Teachers	June 2020	Shared electronic bank of multiple assessments that measure growth in a variety of formats, (e.g. portfolio, project based assessment and digital documentation)	Ongoing Spec. Ed. Google doc implementation Industry assessments (CTE April 2019)
4. Implement instructional strategies to improve student outcomes. • Survey or audit types of literature and other resources we have currently to determine equitable representation.	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals Teachers	Annually and Ongoing	Industry Assessments: written and performance Certifications offered per course Post-graduation outcomes Consistent mid-term/final exams Classroom observations that provide implementation evidence Participation in the induction program	Ongoing and continuous

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Increase and/or maintain student performance on NYSAA and NWEA	Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers	July 2024	New York State Alternate Assessment (NYSAA) and North West Evaluation Associates (NWEA) data	Ongoing
6. Increase student performance on New York State Regents examinations	Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers	July 2024	Regents scores passing/mastery rates	Ongoing

Strategy 2: Improving student transition planning and practices

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop an electronic method for tracking transition planning • Built Employability Profiles for each SCE class in eSchool (CTE)	Director of Special Education Director of Career, Technical and Adult Education Divisional Administrators Program Administrators Building Principals Guidance Counselors Student Management Systems Staff	July 2020	Successful implementation of an electronic format	Frontline Document Repository Activated July 2020 June 2019 (CTE)
2. Develop and implement a comprehensive guidance plan	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Guidance Counselors	September 2019	K-12 comprehensive guidance plan Development completed	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Ensure staff and students understanding of graduation requirements	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers Guidance Counselors	Ongoing	Increased graduation/endorsement outcomes	Ongoing
4. Increase opportunities for students to successfully complete individualized graduation requirements through development of coordinated guidance, scheduling, and engagement in developing a pathway toward graduation/ endorsements • Increased access to business partners and internship opportunities in CTE (CTE) • Increased number of courses with assessments approved for CTE 4+1 pathways to graduation (CTE)	Director of Special Education Director of Career, Technical and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Teachers Guidance Counselors	Annually and Ongoing	Increased graduation/endorsement outcomes	Ongoing June 2019 (CTE) June 2019 (CTE)
5. Further develop relationships with post-secondary institutions and business and industry partners for the successful transition of every student. • Freshman Composition and Freshman Seminar are currently offered. Western Civilization and Intro to Math will be offered next year.	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Principals Director of Special Education Building Administrators Teachers	Annually and Ongoing	Number of dual enrollments per course Number of articulations per course Number of internship sites Number of post-graduation outcomes Number of students in an internship Number of dual enrollment courses purchased	Ongoing and continuous

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Continue to develop new models of service delivery to support all students in the region participating in CTE or career planning as an exit outcome of middle school and high school	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrators Principals	July 2024	Number of district based CTE programs New initiatives	Shared work experience expert, shared CTE expert services offered
7. Increase communication with parents • Created a scholarship center using Remind app – (CTE) • Use Blackboard Connect and Remind to communicate regularly with parents (CTE 2020) • All messages sent in English and Spanish determined by the families' language preference (300 families currently choose Spanish as preferred language) (CTE 2020)	Director of CTE Director of Special Ed Director of Diversity, Equity, & Inclusivity Principals Teachers	July 2019	Newly developed methodologies for communicating	Use of parent portal, blackboard connect, emails 2018-19 (CTE) 2020 November 2020

Strategy 3: Analyzing student data and measuring program effectiveness

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide Professional Development on data analysis and data driven instruction • Improve access to CTE programs using demographic data by district, course • Reduce implicit bias in enrollment process	Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Lead Teachers Shared Data Expert	Annually and Ongoing	Data-driven goals Data-driven curricula and assessments	Ongoing PD offered in formative assessment, linkit, AFG data, industry assessments Fall 2020 Summer 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Home/school, teacher/student contact and use of data through the use of an electronic communication system • Expand mode of communication with families • Providing CTE/SCE access to IEP's in eSchool to improve instruction and communication (CTE)	Director of Special Education Director of Career, Technical, and Adult Education Divisional Administrators Program Administrators Building Principals Teachers Shared Data Expert Student Management Systems Staff	Annually and Ongoing	Fluent use of electronic communication systems and information	Ongoing Blackboard connect, parent portal, email Google Classroom June 2019 (CTE)
3. Improve student readiness by creating opportunities to secure employment • Created mechanisms that improve work-based learning opportunities (alumni and business and industry speakers)	Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrator Program Administrator Principals	Annually and Ongoing	Number of internships Number of employment offers from internships Number of business and industry partners Number of students in an internship	Ongoing and continuous
4. Initiate Research & Development and provide instructor support to pursue and maintain industry certifications and access to new technologies • Extend certification opportunities for 2020 cohort graduates to complete certifications that were not possible through remote instruction • Develop courses adopt industry standards impacted by pandemic response wherever possible.	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	July 2024	Number industry certifications accessible to students Number of classrooms with innovative technologies infused	Development and use of a tracking system in process February 2021 February 2021

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
• Access new online certifications • Create opportunities for one on one devices available to all learners for remote instruction (CTE)				May 2020 May 2020
5. Manage data in fewer systems	Director of Career, Technical, and Adult Education Divisional Administrator Program Administrator Principals	July 2024	Reduce the number of data systems used All data pulled from one source	Seeking products with greater capacity
6. Research NY State Regulations and use information to revise the guidelines for effective development of Functional Behavioral Assessments and Behavior Intervention Plans	Associate Superintendent for Educational Services Director of Special Education Divisional Administrators Program Administrators Building Principals Teachers Social Workers Psychologists	Annually and Ongoing	Implementation analysis to inform ongoing development of guidelines	Ongoing
7. Develop continuity of practice for observations/evaluations, and for providing feedback to staff	Associate Superintendent for Educational Services Director of Special Education Director of Career, Technical, and Adult Education Director of Diversity, Equity, & Inclusivity Divisional Administrators Program Administrators Building Principals	Annually and Ongoing	Evidence based observation/evaluation reports	Ongoing and continuous

Strategy 4: Improving cultural proficiency in staff and students

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Ensure required annual Crisis Prevention Intervention training is provided to all required staff members	Director of Special Education Director of Career, Technical, and Adult Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Principals Teachers CPI Instructors	July 2018 and ongoing	Yearly review of participation records	Ongoing
2. Ensure compliance with Board policy/state regulations and Educational Law regarding Dignity for All Students Act (DASA)	Director of Diversity, Equity & Inclusivity All building staff	Annually and Ongoing	Agency committee/annual policy review Quarterly DASA coordinator meetings/training Ongoing Professional Development	Ongoing
3. Increase participation in Character Education with a focus on developing cultural proficiency through encouraging self-development and reflection.	Director of Special Education Director of Diversity, Equity & Inclusivity Educational Divisional Administrators Program Administrators Building Principals Classroom Teachers	July 2024	Analysis of student participation • Climate survey results	Ongoing and continuous
4. Increase student engagement in cultural competence activities and diversity, equity, and inclusivity through student voice. • Create culture of	Director of Career, Technical, and Adult Education, Director of Special Education Director of Diversity, Equity & Inclusivity	Annually and Ongoing	Analysis of opportunities available to students and participation	Ongoing and continuous

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
open-mindedness and objectivity • Increase opportunities for students/parental input	Divisional Administrator Program Administrators Principals			

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Increase participation in service learning and co-curricular activities • Students/programs found new ways during COVID remote instruction to demonstrate/ participate in community service, activism and social/remote activities (CTE 2020)	Associate Superintendent, for Educational Services Director of Special Education Director of Diversity, Equity & Inclusivity Divisional Administrators Program Administrators Building Administrators Special Education/SCE/TSP/CTE Teachers	July 2024	Increased number of participating students	Ongoing and continuous Spring 2020
2. Increase opportunities for students to participate in community projects, service learning, leadership activities and competitive endeavors that directly relate to their CTE programs (professional associations)	Director of Career, Technical and Adult Education Divisional Administrator Program Administrators Principals	July 2024	Number of community service projects Number of service learning opportunities Number of leadership activities Number of competitions entered Percentage of students involved	Ongoing and continuous

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

Measurement - Assessments

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

    Baseline Year: 2015-2016
    2024 Projection:
- The percentage of students that increase their RIT score on the NWEA MAP Assessment in Reading and Math by 5% will increase by 5%

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

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

    Baseline Year: 2015-2016
    2024 Projection:
- The percentage of students that increase or maintain their level will increase by 5%

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

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

Baseline Year: 2015-2016
2024 Projection:

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

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

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

Baseline Year: 2015-16
2024 Projection:

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

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

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

Baseline Year: 2015-2016
2024 Projection:

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

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

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

Baseline Year: 2015-2016
2024 Projection:

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

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

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

Baseline Year: 2015-2016
2024 Projection:

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

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

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

Baseline Year: 2015-2016
2024 Projection:

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

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

Measurement - Pathways to Graduation/Commencement Credentials - Diploma Status

Baseline Year: 2015-2016

2024 Projection:

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

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

Measurement - Cultural Competence Activities

Baseline Year: 2015-2016

2024 Projection:

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

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

*2015-16 Data not available

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

Baseline Year: 2015-2016

2024 Projection:

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

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

Measurement - Participation in Professional Development Activities

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

2024 Projection:

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

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Participation in Professional Development Activities							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Curriculum Maps-ELA and Math	694*	729	694	716	723	587				
Graduation Requirements/ Commencement Credentials	16*	17	16	42	40	26				
Data Analysis/Data Driven Instruction	250*	263	250	237	268	182				
FBA's/BIP's	93*	98	93	630	621	426				
CPI	1503	1578	1277	1123	1263	1110**	1,272			
DASA	1019	1070	1302	1271	1603	1407**				

*2015-16 Data not available, 2016-17 data used as a baseline
**CPI and DASA Trainings were unable to happen from March – June 2020 due to the COVID-19 Pandemic.

Eastern Suffolk BOCES Induction Program percentage of participation

Baseline Year: 2017-2018
Baseline Data: See chart below

2024 Projection:

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

	BASELINE 2017-18	PROJECTION 2024	RESULTS – Participation Percentage							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Teacher Induction Program	90.22%	80%	N/A	90.22%	90.19%	92.51%	92.14%			
Administrator Induction Program	100%	80%	N/A	100%	100%	100%	100%			

Measurement - Participation in Service Learning and Co-Curricular Activities

Baseline Year: 2015-2016
Baseline Data: See chart below

2024 Projection:

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

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

Measurement: CTE Industry Assessments and Certifications

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

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

*Not administered due to covid-19

CTE	BASELINE 2015-16	PROJECTION 2024	RESULTS - Number of Industry Certifications Offered							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# Industry Certifications	24	40	30	33	46	66				
# of CTE Courses with Industry Certifications	28/30	30/30	28	28	30	33				

SPECIAL ED	BASELINE 2016-17	PROJECTION 2024	RESULTS - Number of Industry Certifications Offered							
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
# Industry Certifications	5	10	5	5	5					
# of SCE Courses with Industry Certifications	5	10	5	5	7					

Measurement: Post-Graduation Outcomes

Baseline Year: 2015-16

Baseline Data: See chart below

	BASELINE 2015-16	PROJECTION 2024	RESULTS - CTE Concentrators							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Related Employment	13%	20%	14%	17%	19% 302/1611	19.35%+ 281/1452				
Unrelated Employment	44%	45%	42%	41%	44% 706/1611	80.65% 1171/1452				
Military	2%	3%	7%	7%	7%	4.84%				
2 Year College	32%	35%	38%	39%	32.08%	31.75%				
4 Year College	42% 84%	42% 87%	50% 93%	44% 94%	38.97%	43.25%				
Trade School	10%	10%	5%	11%	6.71%	6.45%				
Full Time Employment	N/A	10%	N/A	N/A	14%	13.71%				
Unknown	5%	5%	5%	3%	0%	0%				

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

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

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

Measurement: Work Related Outcomes - CTE

Internship Sites

Baseline Year: See charts below

Baseline Data: See charts below

LOCATION	BASELINE 2015-16	PROJECTION 2024	RESULTS – Internship Sites							
			2016-17	2017-18	2018-19	2019-20 *	2020-21	2021-22	2022-23	2023-24
BTC	56	60	58	65	125	130*				
MTC	21	60	34	52	110	55*				
WTC	36	50	31	51	66	40*				
ICC	82	175	153	160	164	38*				

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

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Eligible for a CDOS Credential/Pathway Diploma							
			2017-18	2018-19	2019-20 *	2020-21	2021-22	2022-23	2023-24	
BTC	14% 104/718	95%	28% 182/649	56% 350/629	100% 471/471					
MTC	41% 249/673	95%	42% 284/682	63% 417/658	100% 412/412					
WTC	78% 333/427	95%	98% 379/385	86% 349/408	100% 277/277					
ICC	46% 183/400	95%	64% 250/392	66% 269/418	100% 471/471					

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

LOCATION	BASELINE 2015-16	PROJECTION 2024	RESULTS – Students in an Internship							
			2016-17	2017-18	2018-19	2019-20 *	2020-21	2021-22	2022-23	2023-24
BTC	24% 151/632	35%	26% 190/718	21% 145/694	25% 163/651	142				
MTC	8% 54/665	50%	45% 300/673	42% 310/734	38% 273/711	112				
WTC	15% 70/455	50%	35% 149/427	42% 172/411	51% 215/425	56				
ICC	24% 93/394	40%	33% 131/400	38% 161/415	30% 135/445	190				

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

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Gaining Employment						
			2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24
BTC	57% 409/718	60%	3% 23/694	56% 366/651	3.5% 25/718				
MTC	56% 376/673	60%	54% 399/734	52% 370/711	55% 407/720				
WTC	81% 345/427	60%	37% 152/411	52% 201/425	N/A				
ICC	28% 111/400	30%	16% 68/415	11% 48/445	%8 39/473				

*2019-20 Due to COVID-19 Shutdown- in person reporting of information was inconsistent across the department. We resorted back to Student Survey data. (except for MTC)

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Eligible for a CTE Pathways Endorsement						
			2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24
BTC	23% 46/198	95%	56% 224/399	58% 237/410	100% 471/471				
MTC	51% 144/282	95%	86% 337/390	70% 291/418	100% 412/412				
WTC	53% 78/146	95%	61% 157/258	80% 169/211	100% 277/277				

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

	BASELINE 2015-16	PROJECTION 2024	RESULTS – # of In-District Programs/New Initiatives							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
District Based Programs/Initiatives	1	3	1	2	1	.5				
ESBOCES Based Programs/Initiatives	2	3	2	3	3.5	3.0				

Student data measuring program effectiveness - CTE

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

	BASELINE 2015-16	PROJECTION 2024	RESULTS – Business and Industry Partners (Combined)							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total	267	500	183	466	391	534				

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Teachers Renewing or Gaining Additional Industry Specific Certifications						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	84% 16/19	90%	85% 17/20	46% 13/28	56% 13/23				
MTC	94% 15/16	90%	94% 15/16	70% 14/20	30% 7/23				
WTC	86% 12/14	90%	86% 12/14	60% 12/20	36% 6/16.5				
ICC	53% 9/17	90%	55% 10/18	61% 11/18	38% 33/88				

	BASELINE 2015-16	PROJECTION 2024		RESULTS – # of Data Systems Used for Data Collection							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Totals	1. eSchool 2. BOCES Direct 3. Survey Monkey 4. WE Worksheets	2	4	5	5	6				

Cultural Competence Activities – CTE

Baseline Year: 2016-17
Baseline Data: See chart below

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Number of Cultural Competence Activities						
			2017-18	2018-19	2019-20 *	2020-21	2021-22	2022-23	2023-24
BTC	12	20	17	17	28				
MTC	16	20	18	21	19				
WTC	2	20	17	16	11				
ICC	7	10	7	7	4				

* 2019-20 COVID-19 Shutdown cancelled all Cultural Competence Activities March- June

Participation in Service Learning and Community Service

Baseline Year: 2016-17
Baseline Data: See charts below

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Student Participation in Service Learning and Community Service						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	1,321/15 events	20	1,459/27 events	2,498/18 events	1076/18 events				
MTC	1,949/24 events	25	1,676/25 events	1,479/23 events	942/24 events				
WTC	312/4 events	20	760/19 events	1,344/20 events	797/30 events				
ICC	280/8 events	10	676/7 events	480/11 events	670/16 events				

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students in Leadership Activities						
			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
BTC	89% 643/718	65%	44% 307/694	81% 524/651	67% 482/718				
MTC	81% 543/673	85%	50% 370/734	60% 429/711	61% 452/735				
WTC	81% 328/427	75%	61% 251/411	100% 428/425	63% 265/422				
ICC	62% 248/400	50%	44% 181/415	39% 165/426	7% 33/473				

LOCATION	BASELINE 2016-17	PROJECTION 2024	RESULTS – Students Engaged in CTE Skill-Based Competitions (SkillsUSA, GNYADA, etc.)						
			2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23	2023-24
BTC	7% 52/718	25%	18% 124/694	20% 128/651	6% 41/718				
MTC	17% 115/673	25%	17% 126/734	12% 86/711	1% 10/720				
WTC	N/A	25%	22% 90/411	17% 74/425	1% 5/422				
ICC	2% 9/400	15%	7% 29/415	6% 27/426	0% 0/473				

*2019-20 COVID-19 Shutdown cancelled all competitions March-June

Strategic Action Plan II: Educational Outcomes – Adult Education

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

Collaborators: Divisional Administrator, Career
Director of Diversity, Equity, & Inclusivity
Technical & Adult Education
Program Administrators
Head Clerk
Teachers

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

The success of this objective will be measured by:

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

Strategy 1: Implement instructional strategies to improve student outcomes

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Ensure coordination of professional development related to curriculum, licensing, and certification exams via career cluster meetings, collegial circles, and/or industry meetings	Director Divisional Administrator Director of Diversity, Equity & Inclusivity Program Administrator Teachers Vocational Advisor	Annually	Participation in professional development opportunities Participation in business and industry meetings and event	Ongoing and continuous May 2019

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
• Created a 3 year PD plan to provide part-time instructors and evening supervisors support • Infuse equity and diversity into curricular resources and professional development				
2. Improve instruction and assessments with an emphasis on cultural proficiency in order to engage a diverse population of students. • Work with specific instructors annually to develop instructional strategies, syllabi, assessments • Diversify recruitment efforts to improve student demographic representation in staffing • Create new cohorts in 2020 and 2021 to meet student needs. • Create remote instruction models for practical nursing clinical rotations (ATI real life scenarios, virtual) • Offer online entrance exams as well as NCLEX prep courses, improving accessibility/options • Hire vocational advisors/case management in nursing program to build capacity and meet students' diverse needs.	Director Director of Diversity, Equity & Inclusivity Divisional Administrator Program Administrators Teachers	Annually	Increased passing rates on licensing and certification exam reports	Expanding curriculum work to include units of instruction essential to industry assessments May 2019
3. Increase student participation in prep courses, bridge programs, and remediation classes.	Program Administrators Teachers	Ongoing	Completion rate reports Increased passing rates on licensing and certification exam reports	New courses offered PD to improve instruction

Strategy 2: Analyze student data and measuring program effectiveness

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Increase the number of students earning stackable credentials that align with industry trends	Divisional Administrator Program Administrator Teachers	Ongoing	Annual certification reports	Ongoing and continuous
2. Improve student readiness by creating opportunities to secure employment • Created multiple career fair events during class times to invite employers to meet students	Divisional Administrator Director of Diversity, Equity & Inclusivity Program Administrators Teachers Vocational Advisors	Ongoing	Increased number of work experience and clinical sites Increased number of students participating in work experience Increased number of students securing employment Increased number of students utilizing the Employment Resource Center	
3. Provide instructor support to pursue and maintain industry certification and access to innovative technologies	Director Divisional Administrator Program Administrators	Ongoing	Number of teachers with industry certifications Number of classrooms with innovative technologies infused	Develop tracking system
4. Further develop partnerships with colleges and trade schools	Director Divisional Administrator Program Administrators	Ongoing	Increased number of partners per course	Ongoing and Continuous
5. Establish a system necessary for gathering and analyzing data required for the activities where data isn't currently collected in Strategies 1 & 2 • Created a CTE shared drive for all administrators to add/update evidence of strategic plan goals met	Divisional Administrator Program Administrators Teachers Vocational Advisors Network & Systems Administrator	June 2018	Completed system	Completed June 2019

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

Baseline Data for Strategy 1:
    1) **Measurement Staff Participation in Professional Development Activities**

Baseline Year: 2016-2017

	BASELINE 2016-17	**PROJECTION 2024**	**RESULTS – Staff Participation in Professional Development Activities**						
			2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Licensing & Certification Requirements	25%	100%	25%	32%					
Industry Credentials	25%	100%	32%	72%					
Formative and Summative Assessments	43%	70%	43%	62%	10%				
Data Analysis/Data Driven Instruction	43%	75%	57%	47%	39%				
Gainful Employment Rating	0%	70%	0%	6%					

    2) **Measurement of Licensing and Certification Exam Results**

      Baseline Year: 2015-2016

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

	BASELINE 2015-16	PROJECTION 2024	RESULTS – License Pass Rates							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Licensing Courses	89%	95%	95%	82%	77%	71%*				
Barbering	56%	90%	1%	33%	63%	25%*				
Cosmetology	69%	90%	75%	82%	80%	45%*				

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

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

*Completed satisfactory AND completed- unsatisfactory. Students who do not meet BOCES completion requirements are still eligible for a field certification (ex: NCCER)
**CMA students are eligible for additional credentials (EKG, Phlebotomy). This data reflects CMA certification only

3) Measurement of Completion Rates
Baseline Year: 2016-2017

	BASELINE 2016-17	PROJECTION 2024	RESULTS – Successful Completion Rate of Career Training Courses							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Career Training Courses	78%	80%	77%	81%	81%	77%				
Barbering	89%	80%	89%	89%	60%	67%				
Cosmetology	67%	80%	67%	79%	74%	72%				

4) Measurement of Gainful Employment Rate

Baseline Year: 2016-2017

	BASELINE 2016-17	PROJECTION 2024	RESULTS – % of Students Gainfully Employed in Their Field of Study Within 180 Days							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Career Training Courses	78%	85%	78%	86%	89%	56% *				
Barbering	75%	85%	75%	67%	75%	63%				
Cosmetology	75%	85%	75%	65%	70%	62%				

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

5) Measurement of Work Experience/Internship/Employment Workshops

	BASELINE 2016-17	PROJECTION 2024	RESULTS – % of Students Engaged in Work Experience and Internships/Employment Workshops							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Work Experience/ Internships	45%	80%	45%	41%	47%	8% *				
Employment Workshops	73%	80%	73%	74%	72%	0% **				

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

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

6) Measurement of Post-Secondary Articulations

Baseline Year: 2016-2017

2024 Projection: See below

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

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Strategic Action Plan III: Educational Support Services

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

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

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

The success of this objective will be measured by:

- District participation
- Survey analysis
- Program evaluations

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review and revise Mentor Program training modules based on survey feedback from mentor workshops and from the Induction program	Divisional Administrator, ESS Mentor Coordinators	Annually	New mentor training modules are updated, shared and implemented successfully	Reviewed 268 evaluations from 50 mentor training modules (TEAM, ABC's Steps for Success, Behavior Management, iPad & SMART Board) and updated modules.
2. Continued support for ESBOCES mentors	Divisional Administrator, ESS Mentor Coordinators	Annually	Positive feedback on Mentor Survey	• Survey results were overwhelmingly positive - 100% of the mentors found the program to be valuable (75% of those were highly valuable). • Created a draft ESBOCES Mentor Handbook with a release date of October 2021. • Created a new Mentor Onboarding Training Series. • Offered professional development at our 3 full mentor meetings. • Provided a Collegial Circle "Mentoring in Action".

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Survey ESBOCES employees to determine training needs to establish appropriate Agency-Wide Professional Growth opportunities	Director, ESS	Annually Spring	Agency-Wide Professional Growth Opportunities are provided and meet the needs that annual survey indicates	• Survey responses reviewed. Feedback will be used to inform the 2021-22 offerings. • Survey results are shared with the ESBOCES Shared Decision Making team annually in October.
4. Create a survey for the Coaching Network service to determine district needs and quality of professional development being offered	Program Administrator, PD	Spring 2019	Survey data that outlines district needs and confirms and/or informs coach selection	Complete
5. Distribute the survey for the Coaching Network service to determine district needs and quality of professional development being offered	Program Administrator, PD	Ongoing Annually	Survey results are received and reviewed to inform professional development program	In progress
6. Update PSCs to include language that is consistent with NYSED's Culturally Responsive-Sustaining Education (CRSE) Framework and best practices in Diversity, Equity and Inclusivity	Director of ESS Director of Diversity, Equity & Inclusivity Business Manager 1 – in Contracts	July 2022	CRSE contract language is added to PSC template	In progress
7. Redesign the Leadership Development and Placement Service (LDPS) brochure and professional development activities to increase participation	Director, ESS	Annually Spring	Updated LDPS brochure Increased district participation	• Brochure updated. • 12 districts participated in this service for 19-20 • 11 districts participated in 2020-21 (decrease due to COVID-19)

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
8. Schedule and organize information to be distributed and presented at monthly Curriculum Council meetings based on feedback, state directives, new or updated state standards, and local district interests	Director, ESS Director of Diversity, Equity & Inclusivity Curriculum Council Advisory Board	Ongoing Annually	Agendas reflect feedback from districts, state directives and initiatives Maintain or increased participation at Curriculum Council meetings Positive feedback on new ESS Bi-Annual survey and Bi-Annual CoSer survey	• All agendas are based on district needs and NYS initiatives. A total of 15 meetings were held for 2020-21. • Curriculum Council meetings averaged 55 members per meeting for 2019-20 and averaged 85 members per meeting for 2020-21. . • ESS Bi-Annual Survey/CoSer Survey results reviewed, and agendas will reflect district needs
9. Offer an annual conference for mental health professionals in collaboration with the 3 L.I. BOCES	Program Administrator, PD	Annually, beginning in the Fall of 2018	Maintain or increase participation of at least 80 participants per year	• The 2nd Annual Conference was held November 5, 2019. There were approximately 500 people in attendance. • The 3rd Annual Conference was held virtually November 3, 2020 with approximately 232 people in attendance

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
10. Assist the Associate Superintendent's Office in offering an Induction Program to onboard our new certificated staff	Associate Superintendent for Educational Services Director, ESS	Ongoing Annually	The rate of newly hired teachers and administrators participating in the Induction Program will meet or exceed 80% by June 2021	Goal met. See Strategic Plan I – Measurement: ESBOCES Induction Program percentage of participation.
11. Annual District Meetings with Assistant Superintendents of Curriculum and Instruction regarding ESS services	Director, ESS	Ongoing Annually	Director of ESS will meet with at least 20 District Assistant Superintendents annually	# of district meetings: 16-17: 24 meetings 17-18: 22 meetings 18-19: 28 meetings 19-20: 18 meetings (less meetings due to COVID-19 closures) 20-21: 29 meetings
12. Develop a micro credentialing/ certification system for Diversity, Equity and Inclusivity	Program Administrator for Professional Development Director, ESS Director of Diversity, Equity & Inclusivity	2024	Educators are using the micro credentialing system to track their professional development and growth regarding diversity, equity, and inclusivity	Began the planning process in the 2020-21 school year.
13. Develop a professional development offering regarding the historically accurate story of Long Island segregation	Program Administrator for Professional Development Director, ESS Director of Diversity, Equity & Inclusivity	2024	Strong district participation across our component school districts	In progress
14. Include a standing agenda item for the Mentor Program meetings to train our mentors on how to encourage paraeducators from diverse backgrounds to enter the teaching profession	Divisional Administrator, ESS Director of Diversity, Equity & Inclusivity	Ongoing through 2024	Standing item on meeting agendas on how to encourage paraeducators from diverse backgrounds to enter the teaching profession	This was an agenda item on each of the 3 full Mentor Meetings in the 2020-21 school year.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
15. Create a paraeducator to teacher pipeline training program	Director, ESS Divisional Administrator, ESS Director of Diversity, Equity & Inclusivity Mentor Coordinators	2024	Enough enrollment to run program.	In development stage

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Monitor feedback from school librarians who participate in quarterly liaison meetings to determine their professional development needs	Administrative Coordinator, SLS SLS Council	Ongoing Annually	Librarian meeting agendas reflect feedback and evaluations are positive	• For 2020-21 there were 4 SLS liaison meetings held with an opportunity to evaluate 7 different sessions by the 247 total attendees. Over 93% of the sessions were rated Good, Very Good or Excellent when combined • Feedback will inform the content of the 2021-22 meetings.
2. Monitor and update the Virtual Reference Collection (VRC) to include databases for the High School, Middle School, and Elementary School with collections that are engaging, relevant, and align with the updated New York State learning standards	Administrative Coordinator, SLS SLS Council	Ongoing Annually	VRC usage reports show an increase in utilization	• We saw a slight increase in VRC usage from 2018-19 to 2019-20 to 17,868,126. For 2020-21, we saw a slight decrease in usage to 17,052,138

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				• The SLS School Librarian conducted trainings to try to increase usage and familiarization with all the resources.
3. Monitor and update the Digital Media Library (DML) with the Pre-K-12 digital video resources from a broad and relevant selection of educational media vendors	Administrative Coordinator, SLS SLS Council	Ongoing Annually	DML usage reports show an increase in utilization	• 2019-20 DML usage report showed 4,681 hits. • 2020-21 usage report showed 2,664 hits. We have seen a decline in DML usage due to COVID-19 impact on school librarians. • The SLS School Librarian conducted trainings to reintroduce the DML as well as reconfigure the service to best suit the changing curricular needs of our districts.
4. Promote the CultureGrams found in the Virtual Reference Collection (VRC) to support Diversity, Equity, and Inclusivity.	Director of Diversity, Equity & Inclusivity Administrative Coordinator, SLS SLS Council	Ongoing Annually	VRC usage reports show an increase in utilization	• 2019-20 usage report showed that CultureGrams was accessed 436,947 times. • 2020-21 usage report showed that CultureGrams was accessed 368,260

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				times. We have seen a decline in usage due to COVID-19 impact on school librarians. • We will look to provide additional awareness trainings in 2021-22 to increase usage and understanding. We will also focus awareness to our ESB website to allow learning at any time. https://esboces.libguides.com

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update the Arts-in-Education/ Exploratory Enrichment vendor application to provide more detailed information for our school districts	Administrative Coordinator, AIE	Ongoing Annually	Districts have substantial information to select the cultural art visit or performance that is most aligned to their curriculum	• Application continues to be reviewed on an annual basis. • Application updated to include a connection to NYSED's Culturally Responsive-Sustaining

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				Education (CRSE) if applicable. • Artist Spotlight is sent to districts to highlight new programs.
2. Update the Arts-in-Education and Exploratory Enrichment contracts to include language that is consistent with NYSED's Culturally Responsive-Sustaining Education (CRSE) Framework and best practices in Diversity, Equity and Inclusivity	Director of ESS Administrative Coordinator, AIE Director of Diversity, Equity & Inclusivity Business Manager 1 – in Contracts	July 2022	CRSE contract language is added to the Arts-in-Education and Exploratory Enrichment contracts	• In development stages
3. Review district feedback surveys for satisfaction and quality of performances	Administrative Coordinator, AIE	Ongoing Annually	Feedback surveys are indicating that our districts are satisfied with their choices of artists or visiting experts and they are receiving high quality presentations	• Received and reviewed surveys for 2020-21 school year. Surveys indicated that districts are satisfied with their choice of artists and visiting experts. • The new virtual programs also received positive feedback.
4. Update the Arts-in-Education/ Exploratory Enrichment catalog	Administrative Coordinator, AIE	Ongoing Annually	Catalog is updated, shared and utilized successfully.	• Catalog updated based on districts needs and requests. • Updates made this year include searchable curriculum connections such as

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				diversity, equity and inclusivity, social emotional learning and social justice and advocacy. • Online catalog was shared and utilized successfully.
5. Update the Arts-in-Education/ Exploratory Enrichment catalog to include Student Exchange (Ambassador) programs promoting Diversity, Equity, and Inclusivity.	Director of Diversity, Equity & Inclusivity Administrative Coordinator, AIE	2024	Student exchange programs are utilized across our component school districts.	• In development Stage. Delayed due to COVID-19.
6. Promote and expand the Arts-in-Education/Exploratory Enrichment catalog with programs that highlight many different cultures	Administrative Coordinator, AIE	2024	An increase in programs that highlight many different cultures are utilized across our component school districts.	• Promoted programs that highlight many different cultures.
7. Promote "Unity Day"	Administrative Coordinator, AIE	2024	An increase in district participation.	• In development stage for in-person and/or virtual programs
8. Establish partnerships with culturally-centered student organizations	Director of Diversity, Equity & Inclusivity Administrative Coordinator, AIE	2024	Partnerships are developed and culturally-centered student programs are included in the Arts-in-Education catalog.	• New programs are added each year.

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

       Model Schools Program

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide certification training for Teacher Integration Specialists on the different levels of Google for Education	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Spring 2019	Increase in number of Teacher Integration Specialists certified as Google for Education trainers	**Complete** 7 out of 15 Teacher Integration Specialists are Google 1 or Google 2 certified for 18-19.
2. Provide coding and robotics training for Teacher Integration Specialists and increase attendance at coding and robotics professional development offerings	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Spring 2019	Increase in Teacher Integration Specialists providing coding and robotics workshops regionally and in-district and increase the number of participants receiving this training.	**Complete** 1,184 participants received coding and robotics trainings by Teacher Integration Specialists via regional workshops, push ins and/or district held trainings for 18-19.
3. Provide additional regional technology training online	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Fall 2020	Increase in the number of educators participating in online technology training offerings	**Complete** Due to COVID-19 there was a high demand for online workshops. 85 online technology trainings were offered to 2,714 participants in 2019-20. This is an increase from last year with 73 additional online courses and 2,674 additional participants.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Provide specific technology training to meet district needs	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Increase in the number of educators participating in face to face and online technology training offerings and receive positive evaluations	See chart below. Feedback will be used to inform the content of future workshops.
5. Provide professional development to assist teachers in helping their students on how to identify and disrupt bias and hate online	Director of Diversity, Equity & Inclusivity Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2024	Resources are shared within the Agency and regionally.	In development stage.
6. Provide regional professional development to assist teachers in using technology to enhance curricula for teaching and learning	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2024	Increase in percentage of workshops with a curricula focus	In development stage
7. Obtain feedback from non-participating districts to increase participation	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2024	Increase in Model Schools base service participation	See measurement A

Model Schools Technology Training

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of Educators Trained	N/A	11,777	12,133	27,712	30,016			
% of Positive Evaluations	N/A	98.1%	98.4%	97.66%	93%			

Strategy 5: Provide high quality summer student enrichment programs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Review and update summer enrichment programs to reflect school district needs and goals as well as parent and student feedback	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Increase in enrollment in summer enrichment programs Positive survey results	• See enrollment chart below. • 2020-21 enrollment decreased due to COVID-19 impact.
2. Extend summer enrichment offerings to increase middle school participation.	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2024	Increase in middle school participation	• 70 middle school students participated in 18-19 • 75 middle school students participated in 19-20 • 17 middle school students participated in 20-21.

Summer Enrichment Enrollment Data

Summer Enrichment Programs	Student Enrollment							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Bay Shore	222	214	199	164	40			
Bayport-Blue Point	176	204	151	85	0			
Central Islip	227	0	0	293	0			
Comsewogue	280	250	240	170	64			
Connetquot	253	248	291	150	42			

Strategy 6: Provide high quality year round enrichment programs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Specific training will be offered to staff throughout the school year based on district goals, teacher, counselor, and student needs to provide a high quality program	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Training developed, scheduled and delivered	• See chart below • Staff received training in August 2020 based on district needs • Additional trainings being developed
2. Expand the extended day enrichment program to more school districts by engaging with interested districts, customizing the program to their needs, and fully discussing the advantages of collaborating with Eastern Suffolk BOCES	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	2024	The extended day enrichment program will increase from 2 districts to 4 districts	• Marketing regionally for program expansion in 2021-22 • 2020-21 participation decreased due to COVID-19 impact
3. Surveys of extended day enrichment programs will be provided to parents and program staff to determine the quality of the programs	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment Directors of the Year Round Enrichment Program	Ongoing Annually	Survey results indicate that at least 90% of parents and program staff are satisfied with the quality of the programs	• See chart below • Parents and district staff surveys are completed, reviewed, and programmatic adjustments were made.
4. Surveys of extended day enrichment programs will be provided to students to determine the quality of the programs.	Administrative Coordinator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment Directors of the Year Round Enrichment Program	Spring 2022	Survey results indicate that students are satisfied with the quality of the program.	• Student surveys will be completed, reviewed,and programmatic adjustments will be made for 2022-2023.
5. Develop student clubs and/or activities to address Diversity, Equity, and Inclusivity	Director of Diversity, Equity & Inclusivity Administrative Coordinator, Curriculum and Assessment	Ongoing Annually	Students are participating in activities addressing diversity, equity, and inclusivity.	• Cultural arts activities on Diversity, Equity and Inclusivity were offered for 2020-21

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
	Asst. Administrative Coordinator, Curriculum and Assessment Directors of the Year Round Enrichment Program			

Year Round Enrichment Survey Results

	% of survey results indicating satisfaction of programs							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Year Round Enrichment Programs	N/A	86%	92%	94%	98%			

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

Activities	Person Responsible	Target Date or Completion	Indicators of Success	Status/Outcome
1. Support districts in utilizing data tools to inform instructional and curriculum based decisions	Administrative Coordinator, SDS	Ongoing	• Customized data dashboards developed based on district needs • Professional learning opportunities created based on district request/need	• Approximately 255 customized data dashboard, Infographics, and Excel workbooks developed based on district collaboration in 2020-2021. • Approximately 225 professional learning opportunities provided in 2020-21.
2. Conduct professional development engagements to assist in the use of the BOCES Assessment Reporting	Administrative Coordinator, SDS	Ongoing	• Workshop evaluations demonstrate that professional development	• Due to a substantial increase in regional workshops, we saw

Activities	Person Responsible	Target Date or Completion	Indicators of Success	Status/Outcome
System (BARS) and other data tools and reporting systems			engagements meet participant needs.	an increase in participation. Administrators: 740 Teachers: 85 • Workshops updated based on participant feedback.
3. Provide targeted data analysis related to the "Every Student Succeeds Act" (ESSA) and other district needs	Administrative Coordinator, SDS	Ongoing	• Participation by SDBS staff in activities that enhance knowledge of ESSA requirements • Collaborations with district partners occur to develop data analysis plans to meet needs • Data analysis activities are completed as evidenced by reports, presentations, dashboards, or other artifacts	• Completed second year of addressing the needs of ESSA-identified schools for improvement through a SDBS ESSA team. • SDBS team supports ESSA related data projects in 17 districts. • Developed resources to support districts in utilizing longitudinal Regents data to identify priority learning standards and collaborate with 3 district data inquiry teams. • Researched various data analysis activities to be used in 2021-22.
4. School Data Bank Services will monitor changing district needs based on the annual district administrator meetings, the CoSer Evaluation Survey and the ESS Bi-Annual Survey	Administrative Coordinator, SDS	Ongoing Annually	• Implemented changes based on feedback.	• Regional professional development offerings increased based on feedback.

Activities	Person Responsible	Target Date or Completion	Indicators of Success	Status/Outcome
				• A high frequency learning standards data dashboard was created and posted on the SDBS website. • An Instructional and Educational Technology database was created to capture the district's use of curriculum and vendor products by grade level and content-area.

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update ESS survey to be distributed to districts bi-annually (opposite year of ESBOCES CoSer survey) to determine quality of services being provided as well as asking districts to identify the resources needed to further the growth in addressing Diversity, Equity, and Inclusivity	Director, ESS Divisional Administrator, ESS Director of Diversity, Equity & Inclusivity	Distribution Bi-annually	Survey data show positive feedback and demonstrate high quality services as well as information on what districts need to further support staff in addressing Diversity, Equity, and Inclusivity.	Survey distributed, responses reviewed and addressed. • 2017-18 survey had an average rating of 2.45 out of 3 (see Measurement C) • 19-20 survey data had an average rating of 2.6 out of

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			Diversity, Equity, and Inclusivity question will be added to the 2019-2020 survey.	3.0 (see Measurement C)
2. Review and implement key improvements suggested in the ESS survey bi-annually	All ESS Administrators Director of Diversity, Equity & Inclusivity	Bi-annually	Increase in the number of districts participating in ESS program services	Improvement suggestions will be reviewed and prioritized (see Measurement A)
3. Utilize social media to announce new offerings to target a broader audience after providing trainings for ESS administrators and staff	Administrators in ESS	Spring 2022	Social media trainings are scheduled and delivered. ESS programs are utilizing social media on a monthly basis.	Trainings are being planned for the 2021-22 school year.
4. Implement LERN's recommendations for marketing ESS services to districts	Director, ESS	Ongoing	LERN's recommendations are found in advertisement of ESS services	Complete

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Create a consortium of school districts committed to learning and working together to support all students and to eliminate disparities among subgroups of students defined by race/ethnicity and/or economic circumstance through training and collaborative discussion	Director, ESS Director of Diversity, Equity & Inclusivity Program Administrator, PD	June 2018	12 districts agree to participate in Educational Equity Consortium and evaluations from each program are positive	**Complete** Long Island Consortium for Excellence and Equity (LICEE) was created. 12 districts participated in the 7 sessions and feedback was positive

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Promote the Long Island Consortium for Excellence and Equity (LICEE) to increase consortia team and/or district participation	Director, ESS Director of Diversity, Equity & Inclusivity Program Administrator, PD	June 2024 Ongoing	50% increase in number of districts/teams participating	• 2018-19 had 13 teams • 2019-20 had 15 teams • 2020-21 had 18 teams all sessions were held virtually • See Measurement A
3. Recruit and support high quality experienced trainers to provide professional development and in-district support in inclusivity and cultural responsiveness in providing safe, supportive learning environments for all	Director of Diversity, Equity & Inclusivity Program Administrator, PD	Ongoing Annually	Increase participation in regional workshops and in-district training addressing inclusivity, cultural responsiveness and in providing safe, supportive learning environments	• Contracted with new high quality, experienced trainers to provide professional development and in-district support in cultural responsiveness and providing safe, supportive learning environments. • See participation chart below.
4. Develop a regional resource website and sharing platform for Diversity, Equity, and Inclusivity	Director, ESS Director of Diversity, Equity & Inclusivity	2021	Regional resource website is updated annually	Complete
5. Host an annual Diversity, Equity, and Inclusivity Conference and honor equity champions	Director, ESS Director of Diversity, Equity & Inclusivity Program Administrator, PD	2024 Ongoing Annually	Sufficient registrations received to run conference	• Goal met. Hosted a ESB-sponsored virtual conference in May 2021 with over 100 in attendance
6. Include Diversity, Equity, and Inclusivity resources and discussions at ESS Administrators and full staff meetings.	Director, ESS Director of Diversity, Equity & Inclusivity	Ongoing Annually	Diversity, Equity, and Inclusivity is a standing item on meeting agendas	• Diversity, Equity, and Inclusivity was a standing agenda item on all ESS

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			Increased conversations about Diversity, Equity, and Inclusivity	Administrators and all full staff meetings.
7. Build in learning opportunities regarding Diversity, Equity, and Inclusivity at the August Leadership Meetings and Administrative Seminars	Associate Superintendent for Educational Services Director, ESS Director of Diversity, Equity & Inclusivity	Ongoing Annually	Diversity, Equity, and Inclusivity is a standing item on meeting agendas Increased conversations about Diversity, Equity, and Inclusivity	• Diversity, Equity, and Inclusivity presentation is planned for the August 2021 Leadership Meeting. • Diversity, Equity and Inclusivity learning opportunities were provided at Administrative Seminars
8. ESS Administrators will begin to turnkey Diversity, Equity and Inclusivity activities during their staff meetings	Director of ESS Director of Diversity, Equity & Inclusivity ESS Administrators	Spring 2022	ESS staff meetings have Diversity, Equity and Inclusivity agenda items for all meetings	• Training was provided to ESS Administrators throughout the 2020-21 school year.

	Total # of participants (In-District and Regional)							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Inclusivity and Cultural Responsiveness Professional Development	752	910	1,179	2,023	1,838			

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Expand training opportunities for Third Party Assessment products	Program Administrator, Curriculum and Assessment	Ongoing Annually	Increase ESBOCES trainings on additional Third Party products.	2020-21: Due to COVID-19, increased support provided on current products as assistance was needed due to remote assessment administration.
2. Create a fully functional website with detailed information, calendar of events and resources for the Third Party Assessments Program	Program Administrator, Curriculum and Assessment	Fall 2018	Website created with detailed information, calendar of events and resources.	**Complete** Transitioned website from Datacentral to ESBOCES main site. Included an announcement, calendar of events and resources section. Added a Twitter feed of relevant Third Party and Data resources
3. Create Listservs for Third Party Assessment Products	Program Administrator, Curriculum and Assessment	Spring 2024	Creation of listserv by product.	All products have electronic distribution lists. I-Ready and LAS Links have official listservs which gives individuals the ability to subscribe and unsubscribe on their own. Other vendor products will be converted as needed. .

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
4. Promote the USDOE school climate survey through LinkIt!	Program Administrator, Curriculum and Assessment	Ongoing Annually	Component districts are utilizing the school climate survey across the region	For 2020-21, one district chose to administer the USDOE school climate survey through LinkIt!
5. Assess the region to determine additional Third Party Assessment needs	Program Administrator, Curriculum and Assessment Asst. Administrative Coordinator, Curriculum and Assessment	Bi-Annually	ESS Bi-Annual Survey results are above 2.0	See Measurement C

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

Possible Sources of Funding:
- District subscriptions to ESS services

Baseline Data, Projections and Results:

1. Measurement A - District Participation Rates:

SERVICE School districts participate in or subscribe to	BASELINE 2016-17 # of Districts	PROJECTION 2024	RESULTS – District Participation Participate or Subscribe							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Arts-in-Education	55/69	62/69	55/69	55/69	59/69	59/69	49/69			
AIE: Exploratory Enrichment	22/51	30/51	22/51	36/51	38/51	39/51	27/51			
CA: Summer Enrichment	5/51	8/51	5/51	4/51	5/51	5/51	3/51			
CA: Year Round Enrichment – Extended Day	3/51	6/51	3/51	3/51	3/51	4/51	2/51			
Cultural Competency – Long Island Consortium for Excellence & Equity (LICEE)	12/69 (2017-2018)	16/69	N/A	12/69	13/69	12/69	14/69			
Educational Leadership, Development & Placement	12/51	16/51	12/51	11/51	11/51	12/51	11/51			
Model Schools	44/51	44/51	44/51	41/51	41/51	40/51	39/51			
NYS Curriculum & Development Services	32/51	37/51	32/51	36/51	36/51	36/51	38/51			
School Library: Digital Media Library PreK-12	32/51	36/51	32/51	31/51	30/51	30/51	28/51			
School Library: School Library Automation	43/51	47/51	43/51	45/51	43/51	43/51	43/51			
School Library: Virtual Reference Collection - HS	37/51	38/51	37/51	39/51	36/51	36/51	36/51			
School Library: Virtual Reference Collection - Elem	36/51	40/51	36/51	38/51	44/51	44/51	43/51			
School Library: Virtual Reference Collection - MS	32/51	36/51	32/51	34/51	32/51	32/51	32/51			
SDS: School Data Bank	58/69	58/69	58/69	58/69	58/69	58/69	58/69			
Third Party Assessments	41/69	41/69	41/69	47/69	49/69	49/69	56/69			

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

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

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

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

Program Evaluations/ EISS Survey Results	BASELINE 2017-18	PROJECTION 2024	RESULTS – Bi-annual ESS Survey Results							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Arts-in-Education	2.3	2.5	N/A	2.3	N/A	2.6	N/A		N/A	
AIE: Exploratory Enrichment	2.3	2.5	N/A	2.3	N/A	2.7	N/A		N/A	
CA: Extended Day Year Round Enrichment Program	2.4	2.5	N/A	2.4	N/A	2.6	N/A		N/A	
CA: Full Service Scoring for NYSED Grades 3-8	2.4	2.5	N/A	2.4	N/A	2.4	N/A		N/A	
CA: Junior Reserve Officers Training Corps (JROTC)	2.5	2.6	N/A	2.5	N/A	3.0	N/A		N/A	
CA: LI Science & Engineering Fair - Junior Varsity	2.7	2.8	N/A	2.7	N/A	2.7	N/A		N/A	
CA: LI Science & Engineering Fair - Middle School	2.4	2.5	N/A	2.4	N/A	2.7	N/A		N/A	

Program Evaluations/ EISS Survey Results	BASELINE 2017-18	PROJECTION 2024	RESULTS – Bi-annual ESS Survey Results							
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
CA: LI Science & Engineering Fair - Varsity	2.5	2.6	N/A	2.5	N/A	3.0	N/A		N/A	
CA: Regional Quiz Bowl	2.8	2.9	N/A	2.8	N/A	3.0	N/A		N/A	
CA: Summer Enrichment	2.4	2.5	N/A	2.4	N/A	2.6	N/A		N/A	
CA: Women in Science and Engineering (WISE)	2.8	2.9	N/A	2.8	N/A	2.8	N/A		N/A	
Curriculum Council	2.7	2.8	N/A	2.7	N/A	2.7	N/A		N/A	
Educational Leadership, Development & Placement Svc	2.4	2.6	N/A	2.4	N/A	2.5	N/A		N/A	
Long Island Consortium for Excellence & Equity (LICEE)	2.6	2.7	N/A	2.6	N/A	2.5	N/A		N/A	
Model Schools	2.2	2.4	N/A	2.2	N/A	2.6	N/A		N/A	
Model Schools: Teacher Integration Specialists	2.5	2.6	N/A	2.5	N/A	2.6	N/A		N/A	
PD: Athletes Helping Athletes	2.5	2.6	N/A	2.5	N/A	3	N/A		N/A	
PD: Comprehensive Curriculum Development Service	2.5	2.6	N/A	2.5	N/A	2.5	N/A		N/A	
PD: In District Staff Development	2.5	2.7	N/A	2.5	N/A	2.5	N/A		N/A	
PD: MyLearningPlan/Frontline	2.1	2.2	N/A	2.1	N/A	2.5	N/A		N/A	
PD: Principal Evaluator Service	2.4	2.5	N/A	2.4	N/A	2.4	N/A		N/A	
PD: Professional Development Workshops	2.5	2.7	N/A	2.5	N/A	2.6	N/A		N/A	
School Library: Digital Media Library PreK-12	2.5	2.6	N/A	2.5	N/A	2.6	N/A		N/A	
School Library: Library Automation	2.3	2.4	N/A	2.3	N/A	2.5	N/A		N/A	
School Library: Virtual Reference Collection	2.4	2.5	N/A	2.4	N/A	2.5	N/A		N/A	
SDS: School Data Bank Services	2.7	2.8	N/A	2.7	N/A	2.6	N/A		N/A	
SDS: Shared Data Experts	2.4	2.6	N/A	2.4	N/A	2.7	N/A		N/A	
Third Party Assessments BOCES Help Desk, Training and Support	2.3	2.4	N/A	2.3	N/A	2.5	N/A		N/A	

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Provide technical assistance, professional development, and on-site consultations to all 125 school districts on Long Island, including one annual *L.I. Teachers' Institute* for educators of ELLS's and ongoing annual *Parent/ Family Engagement Webinars.*	Program Administrator ENL/Bilingual Programs	Ongoing through June 2022	Number of participants at and evaluations of professional development sessions Number of visits to districts to provide consultations Number of timely technical assistance responses to inquiries Number of instances of information dissemination Number of "page hits" on L.I. RBERN web site	Ongoing through June 22 L.I. Teachers' Institute conducted virtually in March 2021 with two keynote presentations, 12 breakout sessions and served 358 attendees Conducted 34 Parent/Family Engagement workshops in 2020-21, reaching 501 parents who speak Spanish, Chinese, and Turkish. Continued development of the L.I. RBERN YouTube channel to reach teachers who are unable to attend PD sessions.
2. Provide staff to serve as "content experts" on NYSED monitoring teams of targeted districts/school regarding improving instruction of ELLs	Program Administrator ENL/Bilingual Programs	Ongoing through June 2021	Fulfilling teams' need for input on ELLs' education, and contributing to monitoring reports	Ongoing through June 2022 No monitoring was conducted this year due to COVID-19
3. Respond to NYSED RFP by submitting an application to continue the L.I. RBERN for the next funding period	Program Administrator ENL/Bilingual Programs	January 2020	Approved application to continue the L.I. RBERN for the next funding period	Complete ESBOCES received notification of approval to continue the L.I.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
				RBERN through June 30, 2025

Measurement – Participants in L.I. RBERN services

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

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

SERVICE	BASELINE		RESULTS														
	2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants	No. of Districts	No. of Participants
Professional Development Sessions	125	3,505	125	3,992	125	4205	125	6240	182	4239						
On-Site Consultations	111	480	16	249	19	312	17	311	10	137***						
Technical Assistance	125	5,636	125	3052	125	5357	125	N/A*	125	N/A						
Information Dissemination	125	1,011	125	1,029	125	1090	125	1170	125	1243						
Web Site "Page Views"	125	43,042	125	52,784	125	35,421	125	40,943	125	34,204						
NYSED Monitoring Team Participation	4	≈40	5	162	5	35	2	N/A**	0	N/A						

*The L.I. RBERN was not directed to collect Technical Assistance data in the same way as prior years thus this number is not available for 2020-2021.

**NYSED monitoring activities were not conducted in 2020-2021 due to COVID-19.

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Provide hardware, software, and internet subscriptions, as well as professional development sessions and embedded coaching related to integrating technology in the instruction of ELLs for all ENL teachers in 47 component Consortia districts	Program Administrator, ENL/Bilingual Programs	September 2020 through August 2021 Ongoing for each year in which schools are eligible to join a Consortium	Purchase and distribution of hardware, software, and Internet subscriptions to ENL teachers in component districts Number of ENL teacher participants at and their evaluations of PD sessions	Completed Acted as lead applicant for 2020-21 for 48 component Consortia districts
2. Apply annually for the Title III Funding that is allocated to the school districts across Long Island that are required to belong to a Consortium to access their funds	Program Administrator, ENL/Bilingual Programs	August 2021	Approved applications for each of the Consortia in Nassau and Suffolk Counties Continuation of Nassau and Suffolk districts in the Consortia on an annual basis	Completed Will continue to act as lead applicant for 2021-22 for approximately 48 component Consortia districts depending on Title III allocations.

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

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

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

SERVICE	BASELINE		RESULTS														
	2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants
Professional Development Sessions	47	148	48	401	47	447	47	471	48	529						
On-Site Consultations	47	148	48	305	47	345	47	tbd	48	tbd						

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Provide tuition remission to Institutions of Higher Education (IHE's) that collaborate with the ITI-BSE to provide coursework to Special Education teachers, Speech teachers, and pupil professionals that lead to obtaining a Bilingual Education Extension of English to Speakers of Other Languages certification	Program Administrator, ENL/Bilingual Programs	Ongoing through September 2022	Continuation of collaboration with IHEs across New York State Accurate payments made to each IHE for ITI-BSE participants registered for course-work Ensuring that IHEs offer a specific program sequence of courses to participants	Completed
2. Recruit, accept and track the progress of Special Education teachers, Speech Teacher, and pupil personnel professionals who participate in the ITI-BSE Program	ENL/Bilingual Programs	Ongoing through September 2022	Meeting or exceeding the contractual requirement for 175 participants per year Maintaining a consistent number of participants	Completed

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
			completing the required coursework	
3. Submit application to continue the ITI-BSE for the next funding period	Program Administrator, ENL/Bilingual Programs	No later than September 2022	Approved application to continue the ITI-BSE for the next funding period	ESBOCES was notified that NYSED OSE plans to change how it will distribute funding. Should ESBOCES be eligible, We will re-apply if a RFP becomes available in 2022

Measurement – Number of districts and participants in ITI-BSE

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

SERVICE	BASELINE		RESULTS														
	2015-2016		**2017-2018**		**2018-2019**		**2019-2020**		**2020-2021**		**2021-2022**		**2022-2023**		**2023-2024**		
	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of Districts	No. of Partici-pants	No. of District s	No. of Partici-pants	No. of Districts	No. of Partici-pants	
Provide tuition remission for ITI-BSE Program participants	112 (Statewide)	320	112	276	84	272	98	354	69	218							

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcomes
1. Ensure that workshop participants have _positive reactions_ to RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
2. Ensure that workshop participants _increase their learning_ as a result of participation in RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
Activities	**Person Responsible**	**Target Date for Completion**	**Indicators of Success**	**Status/Outcomes**
3. Ensure that workshop participants _improve their practice_ as a result of participation in RSE-TASC facilitated workshops and technical assistance activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
4. Ensure that _student outcomes improve_ as a result of participation in	Transition Specialists Behavior Specialists			

RSE-TASC facilitated workshops and technical assistance activities	Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/2019	Post-workshop evaluation questions	Activities terminated 6/30/2019
5. Increase attendance at RSE-TASC training activities	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/19	Aggregate registration data from My Learning Plan (MLP)	Activities terminated 6/30/2019
6. Improve outcomes of schools participating in the New York State Education Department's State Systemic Improvement Plan (SSIP) pilot program	Transition Specialists Behavior Specialists Bilingual Special Education Specialist Regional Special Education Training Specialists (RSETS) Non-district Specialist	Activities terminated 6/30/19	Information derivative of Support Plan goals in each school	Activities terminated 6/30/2019

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

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

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

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

3. The presentation was engaging

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

4. I would recommend this workshop to others

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

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

Indicators of Success for Activity 2 - Post workshop Evaluation Questions

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

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

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

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

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

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

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

Indicators of Success for Activity 3 - Post workshop Evaluation Questions

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

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

2. Did you change anything in your practice?

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

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

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

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

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

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

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

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

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

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

Pulaski Street Elementary School, Riverhead

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

Riley Avenue Elementary School, Riverhead

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

Martin Luther King Elementary School, Wyandanch

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

Resources Required:

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct a NYSED-MEP Needs Assessment and provide instructional support as indicated through the NYSED- MEP Academic Services Intensity Rubric for Migrant Eligible students in grades K-8	Instructional Support Staff Tutor Advocates	Annually by August 31st through 2023	80% of migrant eligible students who meet the Federal criteria of "Priority for Service" will receive (15) hours of instructional support services in English Language Arts or Math (as identified on their Needs Assessment) during the school year	Ongoing Annual by 8/31 PFS status has now been redefined as Level 3 = 15+ hours of instructional support, (60%) Level 1 = as needed, no set quantity This year, interrupted by school closures and student access to devises, internet access & capacity
2. Conduct a Needs Assessment and complete a NYSED-MEP Graduation Plan in order to identify content area needing instructional support as indicated through the NYSED – MEP Academic Services Intensity Rubric for migrant eligible students in grades 9-12 in order to keep them on track to graduate	Instructional Support Staff Tutor Advocates	Annually by August 31st through 2023	All migrant eligible high school students in grades 10-12 who meet the Federal criteria of "Priority for Service" will have a completed Graduation Plan within (45) days of enrollment & receive (4) hours of advocacy services annually. Students will demonstrate a 10% decrease in the gap between the statewide graduation rate of migrant students and all NYS students annually beginning in 2017.	Ongoing Annual by 8/31 Grad plan = 100% 4+ hours of advocacy = 90%

Data for Activity 1:

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

	Baseline	Projection						
	2017-18	2024	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of students Demonstrating > 10 NCE gain on Easy CBM	8.6	80%	*	Not assessed during Pandemic	*NYSED is no longer using this Metric*			

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

Data for Activity 2:

Percentage of all eligible Level III – Priority for Service migrant high school students with a completed Graduation Plan within 45 days of

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

identification; Gap between the statewide 4-year cohort graduation rate of LI Metro MEP migrant students and all NYS students

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

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

Data for Activity 1:

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

	Baseline	Projection					
	2017-18	**2023**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Percentage with a completed NYSED-MEP Needs assessment within 45 days of enrollment	91%	100%	96%	100%	95%		
Percentage with a completed NYS MEP Personal Learning Plan within 45 days of enrollment	70%	100%	88%	100%	91%		
Percentage of OYS with a NYS MEP PLP & 12 hours of instructional support demonstrating > 10 Gain on NYS-MEP English	90%	100%	67%	N/A Canceled	N/A Canceled		

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Respond to the Request For Proposal related to McKinney	FEOP Coordinator Administrative Support Team	December 2018	Successful grant award(s)	Completed – Received Grant(s)
2. Up to 700 students in shelter will receive after-school instructional support, including cultural arts experiences during school vacations. Programs will run 1 - 4x / week from Oct - June	Instructional Support Staff Tutor Advocates	Annually by June 30th 2020-2022	Students who attend at least 10 sessions, will expand independent study skills, improve school engagement, and complete HW.	Supported by report cards and quarterly impact surveys. With activities planned for Spring break and afterschool programs canceled, the total number of students served is less.
3. Provide program for rising at risk 8th graders	Instructional Support Staff Tutor Advocates	Annually by June 30th 2020 – 2022	Student engagement and participation	Report cards and impact surveys Ongoing
4. Provide emergency access to instructional supplies, back packs, clothing and food to up to 1,000 eligible students in crisis as a result of mobility (those placed in emergency shelter situations who arrive with the clothes on their backs)	Instructional Support Staff Tutor Advocates	Annually by August 31st (based on resources)	100% of referred students will be provided needed supplies until resources are depleted	Ongoing Annual On track to meet or surpass

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
5. Recruit and serve up to (30) eligible middle/high school students to participate in a 2 week Summer Career Explorations Program, including transportation **Summer Career Exporations Program ended in 2019. It is no longer available**	ESBOCES CTE summer staff	Annually by August 31st	90% of students participating will meet with a counselor to discuss CTE options as a graduation pathway, information will be provided to their H.S. Guidance Counselors and families/guardians	~24 students enrolled Guidance Counselors notified of CTE participation with student follow-up
6. Plan for and provide the Professional Development (PD) necessary for staff to provide appropriate services to eligible students	FEOP Coordinator and Youth Counselor	Annually by June 30th	90% of McKinney-Vento staff will attend a minimum of three collaborative PD meetings each year. Positive outcomes on PD evaluations	Ongoing Annual ~70% of McKinney-Vento staff within Consortium programs participated in a 3+ PD session with the last two scheduled sessions scheduled and presentations ongoing

Data for Activity 2- 3:

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

Data for Activity 4:

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

Data for Activity 5:

	Baseline	Projection		
	2019-20	**2022**	**2020-21**	**2021-22**
# of students participating in Career Exploration Program *Summer Career Explorations Program ended in 2019. It is no longer available*	Cancelled due to COVID	Up to (30)	**N/A**	**N/A**
% of Students that met with a counselor to discuss CTE options		80%		

Data for Activity 6:

	Baseline	Projection		
	2019-20	**2022**	**2020-21**	**2021-22**
Percentage of McKinney-Vento staff attending 3 PD meetings	~70%	90%	~75%	
% of positive outcomes on evaluations	~90%	90%		

Resources required for all FEOP Programs:

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

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Strategic Action Plan IV: Regional Technology Services

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

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

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

The success of this objective will be measured by:
- CoSer survey results
- Participation in RIC services and events
- Number of technologies
- Availability of procurement vehicles
- Number of districts supported in NYSED

Strategy 1: Provide leadership to the region in Technology Services

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			Utilizing resources from professional research group and various other professional resources	
4. Support and communicate New York State Education Department initiatives, in coordination and cooperation with other ESBOCES programs, as appropriate. Examples include Education Law 2-d and device and broadband access equity issues.	Director, Regional Information Center RIC/SDS Administrators	Ongoing through July 2024	Listserv used to distribute information Regional meetings hosted	Ongoing
5. Expand upon the details and measures defined within the annual Chapter 793 Technology Plan authored through the RIC with collaboration from both Eastern and Western Suffolk BOCES	Director, Regional Information Center RIC/SDS Administrators ESS Administrators Model Schools Administrators from both Eastern and Western Suffolk BOCES	Ongoing through July 2024	Plan collaboratively developed and submitted by deadline to NYSED	December 1, 2020 submission complete

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Provide technology and service delivery support to RIC Financial & District Services and ESS Student Data Services for hosted applications and technology solutions	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Ongoing through July 2024	Integrated support model reflected in budget	Ongoing
2. Redesign backup service to utilize newer updated software and hardware technologies to provide a better client end-user experience	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	Fall/Winter 2019	Remote backup requirements reviewed and tested for service deployment strategies	The deployment of the Veeam Backup and Replication software has been completed as of the Fall of 2019. This effort has transitioned to a production ready service.
3. Further design, develop and implement technologies to provide scalability and modularity to broaden hosted solutions to lead into possible disaster recovery service by July 2024	Director, Regional Information Center, Manager of Technical Services, RIC Administrators	June 2024	Centralized hosting including student management systems, financial systems, and others.

Number of SMS hosted districts increased (ongoing to 2024). | The deployment of nVision hosting has been completed and is production ready. Currently serving 12 Districts. The disaster recovery service components were deployed in November of 2020.

Management systems hosted as of June 2020:
- SMS = 17
- Financial = 12 |
| 4. Provide LAN/WAN support services supplemented by strategic partners with a focus on enhancing support structure effectiveness, efficiency, | Director, Regional Information Center Manager of Technical Services | Ongoing through July 2024 | Support needs for delivery within future common infrastructures | Ongoing |

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
and creating a common regional wide infrastructure platform Work toward full compliance with Education Law 2-d and any updates	RIC Administrators		assessed by consultation with district stakeholders Outward facing services bundled, where appropriate, with a focus on creating a common regional platform	

Strategy 3: To enhance RIC Financial Services

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

Strategy 4: To enhance RIC District Services

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Enhance existing services and develop new comprehensive services, based on district demand	Director, Regional Information Center Program Administrator for Financial and District Services, RIC Administrators	Ongoing through July 2024	District service offerings enhanced, expanded and modernized	Ongoing In 2017-18, and continued in 2018-19, expanded footprint to 147 districts at an average of 3-5 services per district In 2020-21 continued to expand footprint to 173 districts at an average of 4-5 services per district in 2020-21
2. Work collaboratively with other RICs across the state as common standards and approaches are developed across centers relative to data privacy and security • Developed and supported Data Privacy and Security resource to assist districts with Education Law 2-d compliance	Director, Regional Information Center Program Administrator for Financial and District Services RIC Administrators	Ongoing through July 2024	Services related to Data Privacy & Security expanded	Ongoing 2018-19 – RIC Directors are analyzing and discussing services in relation to Education Law 2-d and proposed regulations 2019-20 – Twenty districts participated in Data Privacy and Security Services 2020-21 – Thirty-six districts participating in Data Privacy & Security Service. Rolled out the Professional Development portion of the service.
3. Expand service, support, and professional development offerings in the area of virtual learning experiences	Director, Regional Information Center		Virtual Learning offerings increased	Ongoing 2017 - Created partnership with

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
for students compliant with SED requirements and Common Core standards	Program Administrator for Financial and District Services	Ongoing through July 2024		Nassau BOCES 2019 – Expanded partnership to include Blended Courses content and Online Learning Academy. 2020 – Facilitated Zoom licensing in the region in response to Covid-19 Pandemic Supplied 4200 mobile hot spots to allow for remote instruction in response to the Covid-19 pandemic

Strategy 5: To enhance the RIC's Acquisition Services

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
3. Continue to develop and maintain an understanding of industry and educational trends and research by active participation in associations and organizations	Director, Regional Information Center Administrative Coordinator of Technology Acquisitions RIC Administrators	Ongoing through July 2024	Participation in technology and leadership organizations increased	Ongoing

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Monitor Suffolk County school districts for compliance with New York state Education Department (NYSED) reporting requirements • Perform count of districts that report data in compliance with NYSED deadlines	Director, Regional Information Center Program Administrator, SDS	Annually in August	Timely reporting of data per annual analysis for Suffolk County districts occurs	• Offer monthly District Data Coordinator (DDC) meetings to assist and update district staff with state mandated requirements and deadlines. • Offer virtual DDC meetings to assist and update district staff with state mandated requirements and deadlines. • Update Planning a Year in Data Reporting Guide and corresponding timelines. These tools assist DDCs in mapping a plan for loading, verifying, and certifying State mandated data. • Provide ongoing phone, in-person, and virtual support to districts and schools.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				"Zero Zone" workshops offer one on one online help sessions throughout the year. Districts schedule time slots to review Level 0 and verification issues. - Provide deadline specific workshops throughout the year, including "Special Education Data Reporting", "Year in Data Reporting", and "End of Year Data Reporting". - Data warehouse team continually reviews Level 0, Level 1, and Level 2 records and makes appropriate contact with districts if there are issues with data reporting verification - Continued to offer seamless virtual support for districts through the COVID pandemic. Shifting resources and personnel to meet current district needs for as long as necessary.
2. Provide support to New York City Charter Schools in the area of NYSED required student data collection and reporting through face to face and online virtual trainings • Monitor and analyze data reporting of the NYC charter	Director, Regional Information Center Administrative Coordinator, SDS	Ongoing	The majority of NYC Charter Schools have met deadlines to meet reporting requirements in the following areas	• Collaborated with NYC Dept. of Education (DOE) charter school office and Dept. of Instruction and Information Technology to manage data reporting for more than 267 charter schools.

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
schools regarding compliance with the timely submission of NYSED's deadlines			per annual analysis: • Staff data • Student data	• Continued to advocate to establish a data quality committee with representatives from NYC DOE and charter school staff, others as needed, • Work with NYC DOE staff to refine data collection protocols. • Continue to develop targeted training engagements to enhance charter school data reporting capacity with an emphasis on data quality. • Collaborate with the SDS programming team for the development of reports and software applications to facilitate data collections from the NY charter schools. • Collaborate with NYSED staff for the development of reports and software functionality that improve data quality.
3. Expand the use of Help Desk Ticketing System to ALL Student Data Services Help Desks. Utilize full capacity of the Help Desk Ticketing System to track and streamline interactions with district personnel, and develop customized "knowledge base solutions" for typical questions.	Director, Regional Information Center All SDS Administrators	Completed December 2020	Stakeholder interactions are tracked and evidence of issues being resolved exists in the Ticketing System.	• Completed all training in Summer/Fall 2020. • All help desks actively using help desk software beginning in December 2020 • Data Warehouse, programming, and Student Management System desks fully implementing software

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			"Knowledge base solutions" are documented in the Ticketing System

Turnkey training by staff members | • DC II and Help Desk team leaders utilizing reports to evaluate ongoing issues and team performance |
| 4. Expand service offerings for Data Warehouse / Test Scanning and Reporting | Director, Regional Information Center
Divisional Administrator, SDS | Ongoing | Participation in Service | • Beginning in July 2020, SDS began offering a "District Data Loading Service" to assist subscribing districts in all facets of loading and verifying data throughout the year
• SDS now offers "Regents Data Loading" and "AP Data Loading" services to assist districts in loading assessment data to Level 0 |
| 5. Expanding the suite of Student Management System web based offerings | Director, Regional Information Center
Program Administrator, SDS | Ongoing | Participation in service

Success rate in loading data from Passport for Good into Data Warehouse to create reports for district use | • Began offering Synergy SMS in November 2020 Currently two districts, one Nassau (cross contract) and one Suffolk district have adopted new system
• Offering Passport for Good, a K-12 student system that collects data on student engagement in community service. Currently, two Eastern Suffolk districts are participating |

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Transition data reporting tools to include more dynamic content including, but not limited to, dynamic filtering and charting capabilities to better assist districts with data analysis. These tools will include integration of locally administered assessment data and alignment with state assessment data, integration of non-assessment data that research has shown to impact student achievement (i.e. attendance, discipline), and including reporting tools to assist district compliance with requirements of the Every Student Succeeds Act (ESSA)	Director, Regional Information Center Divisional Administrator, SDS Program Administrator, SDS	June 2024	Fewer and more dynamic data systems in use	• Upgraded BARS to utilize current visualization software. • Collaborating with ESS staff to deliver timely, district requested data visualizations in both BARS and ReportNet. • Collaborating with ESS staff to develop Cognos 11 platform, using Cognos BI, to greater help districts inform instruction.
7. Increase the number of collaborations with other BOCES, Regional Information Centers (RIC), and/or Level 1 data centers to develop common applications, reporting functions, and services • Progress dependent upon NYSED's leadership and commitment to this initiative	Director, Regional Information Center All SDS Administrators	Ongoing	Common applications, reporting functions, and services are created for BOCES and district use	• The SDS Student Management System program has continued to collaborate with Lower Hudson RIC to implement the RIC One data transfer API. Expanded RIC One API to eight districts. Three additional vendors are in pilot status and/or negotiation status with the RIC One Marketplace. • The SDS Student Management team and programmers collaborated with NERIC regarding implementations and data conversion processes

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
				• The SDS Test Scanning and Reporting program continues to collaborate with and support 11 other RICs and Big 5 city school districts in the use of the SDS developed New Test Scoring System (NTSS). • SDS Administrators and the Systems and Database Coordinator are working with NYSED and fellow RICs to implement new National Student Clearinghouse contract, vetting reports for district use
8. Assist districts with the transition to Computer Based Testing (CBT) operational testing for grades 3-8 English Language Arts and Mathematics	Director, Regional Information Center Program Administrator, SDS	June 2024	All Suffolk districts and schools successfully administer operational tests via CBT	• Assisted Suffolk districts with operational CBT including targeted communications and technical support. • Continued collaborating with the SED and other RICs to develop processes for CBT.
9. Collaborate with districts to improve and enhance training opportunities for Student Management Systems (SMS) support services.	Director, Regional Information Center Program Administrator, SDS	Ongoing	Based upon district input, training provided in multiple formats and locations. Training calendars will be revised as required to meet articulated district needs.	• Offered dual online/classroom training events via webinar. • Offer ad hoc trainings on demand at the DeFeo computer lab. • Increased master schedule training opportunities. • Now offer all trainings via online platforms to better meet client needs

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
10. Enhance the suite of products supported by the Special Education Help Desk to meet the diverse needs of students with disabilities.	Director, Regional Information Center Administrative Coordinator, SDS	Ongoing	New products to strengthen and support students' academic learning, identify and target struggling students, and provide interventions to remediate learning challenges are provided.	• Hear Builder special education software solution added as a service offering. • Expanded N2Y suite of applications with new offerings. • Frontline Resource Management / Automated Scheduling added to Frontline suite of products currently offered • Goalbook has been added as a new product. • New product offered – Synergy RTI/ MTSS multi-tiered system of supports

Resources Required:

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

- Facilities
    - Need for additional workspace for expanding RIC programs is anticipated.
    - Need for conference room space

- Time
    - Project and work timelines are strategically determined and implemented, to the best of our ability
    - Compliance with state and/or federal regulations relative to any new technologies could be impacted by the resource capacity of the RIC and/or school districts to take on additional responsibilities

- Equipment
    - Equipment needs are carefully planned and budgeted for.

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

Baseline Data: 2017

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

Program evaluations/bi-annual results of CoSer Survey

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

	BASELINE 2016-17	PROJECTION 2023-2024	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Participation in RIC services	142/NYS districts	160/NYS districts	147	143	172	173			
Average component district participation in RIC Services	97%	98%	97%	97%	97%	97%			
RIC Leadership events	13	15	13	4	15	16			
Suffolk Technology Director meetings	8/yr.	9/yr.	8/yr.	8/yr	8/yr	12/yr			
RIC Advisory Council meetings	3/yr.	4/yr.	3/yr.	2/y	3/yr	3/yr			
Statewide RIC Directors meetings	11/yr.	11/yr.	11/yr.	11/yr	11/yr	37/yr			
# of hosted server instances	190	225	349	392	360	337			
Volume of NOC disk space	250Tb	500Tb	272	405	1400Tb	1700Tb			
Financial Services events	4	6	3/yr.	2	2	2			
Data and software application hosting, data recovery, data backup, and document scanning and hosting	61 districts	65 districts	60 districts	62 districts	62 districts	63 districts			
District Services events	4	6	2/yr	3/yr	4/yr	39/yr			
Data Privacy and Security Services	3 districts	20 districts	10 districts	12 districts	20 districts	36 districts			
Virtual Learning	4 districts	20 districts	6 districts	14 districts	16 districts	23 districts			
Other Administrative Technology and Application Support	142 districts	160 districts	143 districts	147 districts	149 districts	173 districts			
Technology Acquisitions events	6	12	9	11	8	7			

	BASELINE 2016-17	PROJECTION 2023-2024	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Participating in RIC Acquisition Services	41/districts	46/districts	48	55	54	60			
Number of East End districts participating in RIC Acquisition Services	9	18	11	16	16	18			
# RIC Acquisition Services Projects	267	332	275	296	318	466			
# of Procurement Vehicles	13	20	18	17	19	19			
Computer-based testing	5 schools	40 schools	30 schools	45 schools	No 3-8 ELA or Math testing done due to COVID	15 Districts 31 schools			
Smart Schools	10 districts approved	33 districts approved	35 districts approved	41 districts approved	56 districts approved	N/A			
Technology planning	68 schools approved	69 schools approved	N/A	N/A	N/A	N/A			

	BASELINE 2016-17	PROJECTION 2023-2024	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SDS: Data Warehouse	69/69	69/69	69/69	69/69	69/69	69/69			
SDS: Special Education	50/69	53/69	50/69	52/69	52/69	51/69			
SDS: Student Management Systems	66/69	66/69	66/69	66/69	66/69	66/69			
SDS: Test Scanning and Reporting	69/69	69/69	69/69	69/69	All 69 use the service, but other than January Regents, there was no testing in 2019-20	69/69			
# of Suffolk districts complying with NYSED reporting deadlines	69	69	69	69	69				
# of NYC charter schools supported	215	272	227	235	260	267			
% of NYC charter schools that report NYSED accountability data	98%	100%	100%	99%	100%	94%			
Enhanced BARS - # of participating districts	0	20	4	7	3–service discontinued	Service Discontinued			
District Data Loading Service						7 full year + one ½ year			
Regents Data Loading Service						19			
AP Data Loading Service						12			

Strategic Action Plan V: Human Resources

Responsible Administrator: Assistant Superintendent
for Human Resources

Collaborators: Assistant Superintendent for Human Resources
Director of Diversity, Equity, & Inclusivity
Executive School Personnel Officer for Human Resources
Program Administrator for Human Resources
Assistant to the Assistant Superintendent for H.R.
Associate Administrator for Human Resources
Officer of Certification
Secretarial Assistant for Human Resources
Administrative Council
Regional Diverse Educators Advisory Council

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

The success of this objective will be measured by:

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

Strategy 1: Regional Personnel Administrators Council Meetings

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. NIS (602) – Evaluate effectiveness of program	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2022-2023	CoSer survey results indicating service meets district needs	Re-formatting and re-marketing NIS service
2. NIS – Revise or restructure service within other shared services offered to districts	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2022-2023	District subscription levels	Creating contract database on website (password protected)

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a digital records retention management system for certain employee records and transactions that complies with State/Federal regulations concerning secure electronic data storage and retention, and purging obsolete records accordingly	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Human Resources Administrative Assistant for Human Resources	2023	Selection and implementation of automated system	A software solution has been identified. Software supports; a) records management b) recruitment c) onboarding d)form routing/management e) benefits administration

Selected School Front. Implemented during 2019-2020 school year. |
| **2.** Evaluate systems appropriate for automation of HR transactions: a: onboarding functions | Assistant Superintendent for Human Resources | 2020 | System meets the Agency operational, fiscal, | |

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
b. benefits administration c. records scanning d. digital record retention	Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Administrative Assistant for Human Resources Employee Benefits Supervisor for Human Resources		and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion	Completed 2018 School Front
3. Implementation of systems appropriate for automation of HR transactions: a: onboarding functions b: benefits administration c: records scanning d: digital record retention	Assistant Superintendent for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer Administrative Assistant for Human Resources	2020	System meets the Agency operational fiscal, and efficiency needs; reduction in time from employee hire to onboarding and benefit enrollment completion	

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a formal employee training program that provides: a. fundamental understanding of	Assistant Superintendent for Human Resources Program Administrator for Human Resources	2023	Workshops offered to meet the objectives	Ongoing

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

2017/18 – Professional Development workshops offered:
- **NYSASBO: Routines that Ensure Effective Supervision**
- **Admin/Sup Seminar: Progressive Discipline**
- **Agency Wide PD: How to Respond to Challenging Employee Issues**
- **Civil Service Managers: Effective Methods for First Time Supervisors**

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

2018/19 – Professional Development workshops offered:
- **NYSASBO: Suffolk County: Effective Documentation for Supervisors**
- **EISS ADA Accommodations & Performance vs. Disability issues for Supervisors**
- **NPACC Effective Leadership Book Study (Dare to Lead by Brené Brown)**
- **Civil Service – Effective Supervision Workshop (ESBOCES agency wide workshop) & Riverhead**
- **Suffolk County Facility Manager Annual Conference – Supervisor Workshop**
- **Reasonable Suspicion Training for Middle Country – October 2018 Transportation Department**

2019/20 – Professional Development workshops offered:
- **NYSASBO: Suffolk County: Effective Documentation for Supervisors**
- **MASLA: Labor Relations and School Closures**
- **Littler-Mendelson: Various Employer and Workplace Responsibility Workshops**

2020/21 – Professional Development workshops offered:
- **Guidance on NYS Schools Reopening Plans**

- **COVID-19 Legal Updates and Personnel Procedures for HR Administrators**
- **Reasonable Accommodations in an Unreasonable World – Navigating Accommodation Requests in the middle of a Global Pandemic**
- **Legal Updates 2021**
- **Legal Panel – Various HR Topics (FMLA; Staffing; negotiations; Employee Discipline; Reopening Projections; Workers Compensation)**
- **School Meter Data Visualization for School Leaders**
- **State and Federal Vaccination Legal Updates**
- **Agency Administrator and Nurse Drug and Alcohol recognition program by SCPD**

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

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

Data for Strategy 1

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

Personnel Administrators Council			New Personnel Administrators Collegial Circle		
School Year	No. of Meetings	No. of Attendees	School Year	No. of Meetings	No. of Attendees
2015-16	4	55, 16, 43, 10	2015-16	Not Applicable	Not Applicable
2016-17	4	30, 15, 15, 17	2016-17	3	3, 4, 5
2017-18	4	20, 20, 25, 18	2017-18	3 10/12/17; 2/12/18; 4/12/18	4,6,5
2018-19	3 9/25/18, 1/23/19, 6/4/19	24, 28, 17	2018-19	3 10/19/18, 12/17/18, 2/1/19	9,6,6
2019-20	13	30, 27, 33, 36, 24, 30, 31, 15, 18, 22, 29, 31, 30	2019-20	2 11/20/19, 5/15/20	7,7
2020-21	6	29, 32, 37, 44, 40, 32	2020-21	2	

2017-2018 PAC Professional Development Topics Delivered

1. **September 27, 2017:** "Elder Care is the New Child Care – How Much is Elder Caregiving Costing Your Organization?" Presenter – Melissa Negrin, Wiener, Esq., Genser Dubow Genser and Cona, LLP
2. **November 14, 2017** Frontline Education "Human Resources Management Systems to Create Efficiency and Reduce Paper" Presenter – Geri Resta, Frontline Education
3. **January 23, 2018** "Drug and Alcohol Guidelines" and "Reasonable Suspicion Training" Presenters – Lisa Griffith, Esq., Littler Mendelson   PC, Police Officer Jim Spadaro, SCPD
4. **June 15, 3018** Presenting Harassment in the Workplace: What to do When Claims are Made and Information about New Regulations" Presenter – Lisa Griffith, Esq., Littler Mendelson PC

2018-2019 PAC Professional Development Topics Delivered

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

2019-2020 PAC Professional Development Topics Delivered

1. **September 24, 2019**: Topics: NYS Anti-Sexual Harassment Laws; Recruitment Co-Ser and Diversity Job Fair; Certification updates; and Civil Service changes in titles
2. **March 4, 2020**: Ed Law 2d – The Human Resources Perspective (Lisa Griffith, Esq., Littler Mendelson, P.C.)
3. **May 7, 2020** - Unemployment Presentation (Nano Bustamante, US Department of Labor)
4. **May 19, 2020** – Data Protection Officer Support Services (Darlene Roces
5. **May 28, 2020** – Return to Work Protocols (Lisa Griffith, Esq., Littler Mendelson, P.C.)

2020-2021 PAC Professional Development Topics Delivered

1. **July 27, 2020** - Guidance on NYS Schools Reopening Plans (Lisa Griffith, Esq., Littler Mendelson, P.C.)
2. **October 6, 2020** – COVID-19 Legal Updates and Personnel Procedures for HR Administrators (Tom Volz, Esq.)
3. **December 1, 2020** – Reasonable Accommodations in an Unreasonable World – Navigating Accomodation Requests in the Middle of a Global Pandemic (Lisa Griffith, Esq., Littler Mendelson, P.C.)
4. **January 27, 2021** – Legal Updates 2021 (Christopher Mestecky, Esq. and Christopher Shishko, Esq., Guercio & Guercio, LLP)
5. **March 17, 2021** – Legal Panel – Various HR Topics and Questions (Christopher Mestecky, Esq.,Guercio & Guercio, LLP, Tom Volz, PLLC of the Law Office of Thomas M. Volz, PLLC and Lisa Griffith, Esq., Littler Mendelson, P.C.)
6. **June 1, 2021** – SchoolMeter – Data Visualization for School Leaders (Bruce and Lillian Toll); and State and Federal Vaccination Legal Updates (Devjani H. Mishra, Esq. Ms. Mishra is the leader of Littler Mendelson's COVID-19 Task Force and Return-to-Work Team, as well as Littler's Vaccination Working Group, and regularly assists companies in navigating federal, state and local COVID-19 related restrictions and reopening requirements

Data for a for Strategy 2

Participation in Shared Services

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

Data for Strategy 4

Participation in HR-sponsored training sessions

	Number of Workshops			Number of Participating Districts			Candidates		
Workshops	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Regional Certification	6	28	10	6	6	5	92	169	98
Diversity/Career	3	2	2	17	N/A	21	73	31	168
HR Best Practices	2	N/A		2	N/A		61	N/A	

School Year	Total No. of Teachers (approximate)*	Total No. of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09	639	90	14.1%
2009-10	623	46	7.4%
2010-11	588	35	5.9%
2011-12	554	29	5.2%
2012-13	531	32	6.0%
2013-14	516	34	6.6%
2014-15	513	47	9.1%
2015-16	532	59	11.1%
2016-17	534	73	13.7%
2017-18	588	91	15.5%
2018-19	622	93	15.0%
2019-20	632	139	22.0%
2020-21	614	152	24.8%

Data for Strategy 5

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Conduct analysis of current staff demographics and hiring trends for 2013-14 through 2016-17 to establish baseline data.	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Establishment of current baseline data for staff demographics and hiring trends for 2013-14 through 2016-17	Completed
2. Establish a Regional Diverse Educators Advisory Council to identify regional obstacles.	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Participation in Regional Diverse Educators Advisory Council Publication of identified regional obstacles	
3. Identify regional goals to close the gap between the demographic composition of students and that of Agency/District employees.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources	2019	Reduction in gap between demographic data representing Long Island educators Eastern Suffolk population	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
	Executive School Personnel Officer			
4. Utilize the Regional Diverse Educators Advisory Council to inform recruitment efforts across the region.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2020	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Ongoing Annual Meeting (8/5/20)
5. Identify barriers to recruiting and retaining a highly qualified and diverse (instructional and administrative) workforce and establish viable solutions for eliminating identified barriers.	Assistant Superintendent for Human Resources Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2018	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Completed 2018
6. Develop partnerships with regional universities/colleges and organizations to establish strong candidate pipelines into the Agency via regular correspondence.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Data from universities/colleges and organizational partnerships	Ongoing
7. Enhance promotional strategies for the annual Career Fair to encourage candidate participation.	Program Administrator for Human Resources	2019	Increase in candidate and district participation	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
8. Identify local organizations with the ability to reach highly qualified and diverse candidates and establish regular meetings with appropriate personnel representing those organizations.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Evidence of regular meetings and related agendas	Ongoing
9. Evaluate benefits of expanding advertising network through professional listserv and social media venues.	Program Administrator for Human Resources	2019	Report resulting from this evaluation process	Completed 2018
10. Develop professional development opportunities to raise awareness of biases that may influence hiring practices and that may impact hiring decisions.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Assistant to the Assistant Superintendent for Human Resources Executive School Personnel Officer	2020	Professional development opportunities and resulting evaluations.	Ongoing
11. Establish inclusive and consistent hiring practices that allow the Agency to recruit, and supervision and evaluation systems that retain, highly qualified candidates.	Assistant Superintendent for Human Resources Director of Diversity, Equity & Inclusivity Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2018 -2024	Reduction in gap between demographic data representing ESBOCES staff and Eastern Suffolk population	Completed 2018 Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
12. Assess the effectiveness of current hiring practices pursuant to the Hiring Practices Manual.	Assistant Superintendent for Human Resources Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2019	Establishing inclusive and consistent hiring practices that allow the Agency to recruit and retain highly qualified candidates from strong candidate pipelines is the anticipated outcome of this objective	Completed 2018
13. Ensure that hiring committee composition and practices align with approved practices as per the Hiring Practices Manual	Program Administrator for Human Resources	2021-2022	Annual hiring practices manual update/revisions	Completed 2018
14. Administrator to be present at all interviews for administrative titles; review process; assess quality of applicants and procedural fidelity; ensuring best practices and fidelity to established hiring practice procedures to ensure equity.	Program Administrator for Human Resources Executive School Personnel Officer for Human Resources	2021-2022		Completed 2018
15. Recruit and retain highly qualified instructional and administrative staff.	Assistant Superintendent for Human Resources Associate Superintendent for Educational Services	2018	BEDS data reflects that 100% of instructional and administrative staff are highly qualified	Ongoing
16. Establish a system to annually monitor the alignment between staff and student demographics and diversity, both internally and throughout the region.	Program Administrator for Human Resources Administrative Council	2020	Data from system used to monitor ESBOCES and regional staff and student	Ongoing

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

Baseline Data

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

Career Fair			
School Year	Date	No. of Participating Candidates	No. of Participating Districts
2016-17	February 11, 2017	135	10 + ESBOCES
2017-18	March 24, 2018	262	11 + ESBOCES
2018-19	April 13, 2019	280	12 + ESBOCES
2019-20	April 18, 2020 (held virtually)	169	13 + ESBOCES
2020-21		169	21 + ESBOCES

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

	ESBOCES	SCSSA	SHRM	Higher Education	K-12 District	Other BOCES	Union/Labor Organization	Total
2018-19	7	1*	2*	5	4	2	3	22
*2019-20	0	0	0	0	0	0	0	0
2020-21	6	2	3	4	4	2	5	26

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

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

	ASUP	BEES	CSEA	UPSE	PARA	SDEV	DPMM	ANI	NREP	TOTAL
2015-16	6	56	5	39	110	4	1	0	6	227
2016-17	4	36	2	23	124	4	0	4	4	201
2017-18	5	52	1	34	187	4	0	2	3	288
2018-19	8	78	2	49	180	3	0	4	9	333
2019-20	6	56	1	33	158	1	1	4	9	269
2020-21	6	20	4	41	87	2	3	2	4	169

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

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

5. EEOC Data

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

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	10	90.91%	12	92.31%	13	92.86%	13	100.00%	13	92.86%	10	90.91%	12	92.31%	13	92.86%	13	100.00%	13	100.00%	12	85.70%
Black or African American	1	9.09%	1	7.69%	1	7.14%	0	0.00%	1	7.14%	1	9.09%	1	7.69%	1	7.14%	0	0.00%	0	0.00%	2	14.30%
Hispanic or Latino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Staff / % Minority	**11**	**9.09%**	**13**	**7.69%**	**14**	**7.14%**	**13**	**0.00%**	**14**	**7.14%**	**11**	**9.09%**	**13**	**7.69%**	**14**	**7.14%**	**13**	**0.00%**	**13**	**0.00%**	**14**	**14.30%**

EEOC data (continued)

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

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	87	91.58%	76	91.57%	72	93.51%	73	93.59%	86	93.48%	87	91.58%	76	91.57%	72	93.51%	73	93.59%	3	88.61%	71	87.70%
Black or African American	4	4.21%	2	2.41%	3	3.90%	3	3.85%	4	4.35%	4	4.21%	2	2.41%	3	3.90%	3	3.85%	6	7.59%	7	8.60%
Hispanic or Latino	2	2.11%	2	2.41%	1	1.30%	1	1.28%	2	2.11%	2	2.11%	2	2.41%	1	1.30%	1	1.28%	1	1.27%	2	2.50%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1	1.05%	1	1.20%	1	1.30%	1	1.28%	0	0.00%	1	1.20%	1	1.22%	1	1.30%	1	1.28%	1	1.27%	1	1.20%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	1	1.05%	2	2.41%	0	0.00%	0	0.00%	0	0.00%	1	1.05%	2	2.41%	0	0.00%	0	0.00%	1	1.27%	0	0.00%
Declined																						
Total Staff / % Minority	95	8.42%	83	8.43%	77	6.49%	78	6.41%	92	6.52%	95	8.42%	83	8.43%	77	6.49%	78	6.41%	79	10.13%	81	12.30%

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EEOC data (continued)

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

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	884	92.57%	833	92.66%	779	92.19%	715	92.02%	732	92.54%	772	92.46%	788	92.27%	822	91.13%	904	90.77%	936	90.09%	897	90.20%
Black or African American	20	2.09%	18	2.00%	17	2.01%	14	1.80%	17	2.15%	17	2.04%	18	2.11%	19	2.11%	23	2.31%	26	2.61%	27	2.70%
Hispanic or Latino	40	4.19%	37	4.12%	37	4.38%	37	4.76%	32	4.05%	36	4.31%	41	4.80%	48	5.32%	53	5.32%	62	6.22%	59	5.90%
Native Hawaiian or Pacific Islander	2	0.21%	2	0.22%	2	0.24%	3	0.39%	2	0.25%	2	0.24%	1	0.12%	2	0.22%	2	0.20%	2	0.20%	0	0.00%
Asian	1	0.10%	1	0.11%	1	0.12%	1	0.13%	1	0.13%	1	0.12%	3	0.35%	4	0.44%	7	0.70%	8	0.80%	8	0.80%
American Indian or Alaskan Native	5	0.52%	5	0.56%	5	0.59%	3	0.39%	2	0.25%	2	0.24%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	3	0.31%	3	0.33%	4	0.47%	4	0.51%	5	0.63%	5	0.60%	3	0.35%	7	0.78%	7	0.70%	5	0.50%	4	0.40%
Total Staff / % Minority	955	7.43%	899	7.34%	845	7.81%	777	7.98%	791	7.46%	835	7.54%	854	7.73%	902	8.87%	996	9.24%	1039	9.91%	995	9.80%

EEOC data (continued)

Technicians (CSEA & DPMM)

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	55	88.71%	55	88.71%	54	90.00%	37	90.24%	50	89.29%	55	88.71%	55	88.71%	54	90.00%	37	90.24%	51	87.93%	51	87.90%
Black or African American	2	3.23%	2	3.23%	1	1.67%	1	2.44%	2	3.57%	2	3.23%	2	3.23%	1	1.67%	1	2.44%	34	5.17%	2	3.40%
Hispanic or Latino	1	1.61%	1	1.61%	2	3.33%	2	4.88%	1	1.79%	1	1.61%	1	1.61%	2	3.33%	2	4.88%	23	3.45%	2	3.40%
Native Hawaiian or Pacific Islander	1	1.61%	1	1.61%	1	1.67%	0	0.00%	1	1.79%	1	1.61%	1	1.61%	1	1.67%	0	0.00%	1	1.72%	1	1.70%
Asian	1	1.61%	1	1.61%	1	1.67%	1	2.44%	0	0.00%	1	1.61%	1	1.61%	1	1.67%	1	2.44%	0	0%	1	1.70%
American Indian or Alaskan Native	2	3.23%	2	3.23%	1	1.67%	0	0.00%	2	3.57%	2	3.23%	2	3.23%	1	1.67%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.50%	1	1.47%	1	1.39%	1	1.43%	1	1.72%	1	1.70%
Declined																						
Total Staff /% Minority	62	11.29%	62	11.29%	60	10.00%	41	9.76%	56	10.71%	62	11.29%	62	11.29%	60	10.00%	41	9.76%	58	12.07%	58	12.10%

EEOC data (continued)

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

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	314	94.29%	296	94.27%	280	92.72%	288	92.90%	271	92.18%	287	92.28%	272	93.15%	264	93.29%	257	93.80%	245	92.45%	232	90.60%
Black or African American	3	0.90%	3	0.96%	6	1.99%	4	1.29%	5	1.70%	5	1.61%	3	1.03%	2	0.71%	1	0.36%	5	1.89%	5	2.00%
Hispanic or Latino	15	4.50%	15	4.78%	15	4.97%	13	4.19%	14	4.76%	15	4.82%	15	5.14%	15	5.30%	14	5.11%	13	4.91%	15	5.90%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	1	0.33%	2	0.65%	3	1.02%	3	0.96%	2	0.68%	2	0.71%	2	0.73%	1	0.38%	1	0.40%
American Indian or Alaskan Native	1	0.30%	0	0.00%	0	0.00%	1	0.32%	1	0.34%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	1	0.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.40%
Declined																			1	0.38%	2	0.80%
Total Staff / % Minority	333	5.71%	314	5.73%	302	7.28%	310	7.10%	294	7.82%	311	7.72%	292	6.85%	283	6.71%	274	6.20%	265	7.17%	256	9.40%

EEOC data (continued)

Craft Workers (Maintenance Mechanics)

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	10	100.00%	10	100.00%	8	100.00%	9	100.00%	7	100.00%	8	100.00%	8	100.00%	8	100.00%	8	100.00%	7	87.50%	7	100%
Black or African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	12.50%	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian or Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Staff / % Minority	10	0.00%	10	0.00%	8	0.00%	9	0.00%	7	0.00%	8	0.00%	8	0.00%	8	0.00%	8	0.00%	8	12.50%	7	0.00%

EEOC data (continued)

Service Workers (Aides, Custodians, & Grounds)

Job Categories	2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020	
Service Workers (Aides, Custodians, Grounds)	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	543	86.88%	507	87.11%	498	88.45%	466	87.92%	490	87.66%	524	86.90%	530	86.74%	574	86.19%	575	85.32%	562	81.80%	483	79.2%
Black or African American	25	4.00%	24	4.12%	20	3.55%	18	3.40%	17	3.04%	22	3.65%	25	4.09%	31	4.65%	34	5.04%	45	6.55%	42	6.90%
Hispanic or Latino	39	6.24%	35	6.01%	30	5.33%	31	5.85%	36	6.44%	40	6.63%	36	5.89%	40	6.01%	47	6.97%	55	8.01%	53	8.70%
Native Hawaiian or Pacific Islander	1	0.16%	1	0.17%	1	0.18%	1	0.19%	1	0.18%	1	0.17%	1	0.16%	1	0.15%	1	0.15%	1	0.15%	0	0.00%
Asian	5	0.80%	4	0.69%	5	0.89%	6	1.13%	6	1.07%	7	1.16%	8	1.31%	10	1.50%	7	1.04%	8	1.16%	12	2.00%
American Indian or Alaskan Native	10	1.60%	9	1.55%	7	1.24%	5	0.94%	5	0.89%	5	0.79%	5	0.82%	3	0.45%	4	0.59%	4	0.58%	3	0.50%
Two or More Races	2	0.32%	2	0.34%	2	0.36%	3	0.57%	4	0.72%	4	0.66%	6	0.98%	7	1.05%	6	0.89%	8	1.16%	8	1.30%
Declined																			4	0.58%	8	1.30%
Total Staff / % Minority	625	13.12%	582	12.89%	563	11.55%	530	12.08%	559	12.34%	603	13.10%	611	13.26%	666	13.81%	674	14.69%	687	17.61%	610	20.80%
Total Minority Staff for All Categories	188	8.99%	174	8.86%	165	8.83%	157	8.93%	160	8.93%	174	9.18%	179	9.28%	205	10.13%	223	10.50%	259	12.05%	267	13.20%

6. **Exit Interview Data from Office of Chief Operating Officer –**

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

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

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

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

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

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

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

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

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

School Year	Total No. of Teachers (approximate)*	Total No. of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09	639	90	14.1%
2009-10	623	46	7.4%
2010-11	588	35	5.9%
2011-12	554	29	5.2%
2012-13	531	32	6.0%
2013-14	516	34	6.6%
2014-15	513	47	9.1%
2015-16	532	59	11.1%
2016-17	534	73	13.7%
2017-18	588	91	15.5%
2018-19	622	93	15.0%
2019-20	632	139	22.0%
2020-21	614	152	24.8%

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

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

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

2018-19	346	52	4
2019-20	366	48	6
2020-21	425	56 *	4

4. Retirement Data

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

5. Succession Data –not yet available

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Strategic Action Plan VI: Communications and Public Relations

Responsible Administrator: **Collaborators:**
Program Administrator for Communications and Research   **Administrative Council Members**
                                                                  Director of Diversity, Equity, & Inclusivity
                                                                  Communications Advisory Committee
                                                                  Office of Communications Staff
                                                                  Office of Technology Integration

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

The success of this objective will be measured by:

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Attendance at/participation in multiple agency committees	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Regular meetings where public relations ideas are shared	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Meet with Administrative Council and Cabinet	Program Administrator Communications & Research	Ongoing through 2024	Meetings as needed where public relations ideas are shared	Ongoing
3. Engage with staff and students agency wide by regular visits to building events and through social media	Director of Diversity, Equity & Inclusivity Program Administrator Communications & Research Communications Staff	Ongoing through 2024	• Agency newsletters • Regular visits to building events • Social media posts	Ongoing
4. Establish building/program public relations liaisons	Program Administrator Communications Advisory Committee	May 2019 then annually each September	Liaison identified	Complete 2019 Complete 2020
5. Train PR liaisons	Program Administrator Communications Staff	May 2019 then annually each September	Annual training completed	2019-20 training completed 2020-21 postponed due to COVID-19
6. Evaluate need for PR liaisons for non-instructional programs Phase One: Educational Support Services Phase Two: Department/Division to be identified in Fall 2021	Communications Advisory Committee Communications Staff	April 2021	Decision made	Phase One: Complete for ESS

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Attend workshops – all Communications Staff	All staff of Communication & Research	Ongoing through 2024	Attendance at workshops	Ongoing
2. Develop and Administer the Biennial Communications Survey 2017 – Internal Staff 2021 – Internal & External	Program Administrator Communications & Research	Fall 2017 Fall 2021	Survey administered	2017 Complete
3. Collect baseline data	Communications Staff	Spring 2018	Survey responses analyzed	Complete
4. Add baseline data (2018) into Strategic Plan	Program Administrator Communications & Research	June 2019	Baseline data established and added to plan	Complete
5. Attend professional development that focuses on inclusivity, diversity, and equity in all communications/public relations outputs, both print and digital.	All Communications Staff Director of Diversity, Equity & Inclusivity	Ongoing through 2024	Communications staff trained and implementing best practices	Ongoing

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

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

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

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Research the possibility of new social media outlets	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Establishment of new social media accounts/outlets	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			that are found to be useful	
2. Develop and plan campaigns to increase social media following on all platforms	Program Administrator Communications & Research Communications Staff	Ongoing through 2024	Increase in number of followers on all social media platforms	Ongoing
3. Establish Snapchat accounts for ESBOCES and the Academy after Evaluation	Program Administrator Communications & Research Public Relations Professionals Director CTE and AE Program Administrator for CTE	February 2020	Account established and functioning	After research, this activity is not efficacious
4. Expand the use of LinkedIn to market professional development offerings (ESS) and other ESBOCES programs	Program Administrator Communications & Research Director of ESS Program Administrator for Professional Development	May 2021	Account supports marketing of professional development offerings	Complete
5. Develop an evaluation tool and reporting process for agency-sponsored social media sites	Program Administrator Communications & Research Communications Staff	September 2021	Regular reports provided to social media administrators and any issues responded to	
6. Research and evaluate efficacy of establishing a Facebook page, or other platform for sharing resources specific to inclusivity/diversity/equity.	Program Administrator Communications and Research Director of Diversity, Equity & Inclusivity Communications Advisory Committee	Spring 2021	Efficacy determined	Complete December 2020

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
7. Establish protocols for staff who use personal social media to promote the agency	Program Administrator for Communications and Research Communications Advisory Committee Communications Staff	March 2022	Protocols established and disseminated	

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Respond to input received from biennial survey related to newsletters	Communications Staff	Biennially each summer (following survey)	All input responded to appropriately	2017-18 survey reviewed July/August 2018 2019-20 survey not administered due to COVID-19 2020-21 to be administered Fall 2021
2. Determine an electronic method for distribution of newsletters to relevant audiences	Program Administrator Communications & Research Principal Stenographer Communications Advisory Committee	September 2019	Listserv established and functioning	Complete

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Update Visual Identity Guide	Program Administrator Communications & Research Communications Staff	August 2021	Posting of updated guide on e-docs and promoted to agency staff	First draft complete January 2020 In progress
2. Develop Print and Digital Copyright Use Guide	Program Administrator Communications & Research Communications Staff	January 2022	Posting of guide on e-docs and promoted to agency staff	
3. Develop necessary procedures for publishing approval	Program Administrator Communications & Research Communications Advisory Committee	February 2020	Posting of procedure on e-docs and promoted to agency staff	Ineffective
4. Develop protocols that address diversity and inclusivity in all media	Program Administrator Communications & Research Communications Staff Director of Diversity, Equity & Inclusivity	Ongoing through 2024	Protocols developed	Ongoing
5. Establish agency-wide list of all print and electronic publications	Program Administrator Administrative Coordinator Communications & Research Administrative Council	First draft Spring 2021 and then each Spring thereafter	List available for use by Administrative Council and the Office of Communications	2021 Complete
6. New Agency Brochure design • Phase One: Develop new design • Phase Two: Communicate transition to agency • Phase Three: Provide graphic support to all programs for	Program Administrator Administrative Coordinator Communications & Research Communication Advisory Committee Graphics Department	Phase One: Spring 2020 Phase Two: October 2021 Phase Three:	New brochure established for use All agency brochures migrated to new design	Phase One: Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
migration to new design or development of new brochures		Ongoing		
7. Develop a visual identity guide for the Academy brand	Program Administrator Communications & Research Director of CTE and AE Program Administrator for CTE	December 2021	Posting of guide on e-docs and promoted to applicable agency staff	
8. Develop procedures to streamline advertising (other than classified) in print and digital news outlets, and on social media	Program Administrator Communications & Research	August 2021	Posting of procedure on e-docs and promoted to applicable agency staff	
9. Develop formal intra-agency videos	Program Administrator Communications & Research Communications Advisory Committee	Ongoing through 2024	Videos available for viewing on website and for presentation at events	
10. Develop organized clearinghouse and method of distribution of marketing materials internally	Program Administrator Communications & Research Principal Stenographer	December 2019	Clearinghouse established being utilized internally	Complete (see activity 12)
11. Investigate placement of digital signage (internal and external)	Program Administrator Communications & Research Media Development Coordinator Office of Technology Integration	Ongoing through 2024	Digital signage placed where applicable	
12. Add web links to Shared Services Guide for each program	Central Support Services Communications & Research	October 2020	SSG 2021-22 includes web links	Complete
13. Visual Identity Guide training for relevant agency staff	Program Administrator Communications & Research Media Development Coordinator	June 2021 and ongoing as needed	Relevant staff knowledgeable regarding VIG	Ongoing

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
14. Compile formal standard operating procedures for the Communications Office	Program Administrator for Communications & Research Principal Stenographer Communications Staff	June 2022	SOPs published and available for staff	
15. Establish internal vinyl printing service	Program Administrator for Communications & Research Graphics Department	December 2021	Service available to staff	

Strategy 9: Administer the Communications Consulting/Public Relations CoSer

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather stakeholder feedback • Connections/Partnerships • Marketing	Strategic Planning Council	August 2017	Most relevant topic/ideas identified and compiled	Complete

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Define and provide an operational context for: • Communications • Public Relations • Marketing	Program Coordinator Communications Advisory Committee	October 2017	Communications committee members have an understanding of commonalities of and differences between promotion and marketing activities	Complete
3. Using stakeholder feedback and program goals, identify what promotional/marketing activities programs are doing now and what they would like to do	Communications Advisory Committee Other Program Administrators	Nov-Dec 2017	Programs have identified their promotion/marketing needs	Complete
4. Identify current and needed resources to move forward what programs would like to do	Communications Advisory Committee Other Program Administrators	Dec-Jan 2017	Programs have identified resources needed to carry out new/enhanced promotional and marketing activities	Complete
5. Compile program marketing development work	Program Coordinator	Feb-March 2018	All program plans compiled, summarized, and presented for review	Complete
6. Review of compilation of plans • Clarify roles and responsibilities related to carrying out plan • Identify available resources to carry out plan	Communications Advisory Committee	March-April 2018	Identification of roles, responsibilities and resources needed	Complete
7. Presentation of Marketing Plan to ESBOCES Board	Program Administrator	June 2018	Presentation complete	Complete
8. Provide support to all programs/ departments in meeting their marketing goals	All Office of Communications staff	Ongoing through June 2024	Program needs are addressed as needed	Ongoing

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

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

	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of print, digital, broadcast articles/segments appearing in local and regional news outlets	71	176	68	112	58			
Number of visits to ESBOCES website (average per month)	75,589	79,581	92,848	90,173	87,464			
Number of visits to Academy website (average per month)	1,738	2,199	2,995	3,605	4,402			
Number of followers on BOCES social media: Facebook Twitter Instagram YouTube LinkedIn	2,008 1,099 218 72 1,333	2,513 1,527 493 98 1,555	3,280 1,788 933 140 1,875	3,675 2,043 1,365 382 2,152	4,226 2,171 1,559 638 2,556			
Number of followers on Academy social media: Facebook Twitter Instagram YouTube	183 311 20 42	230 413 105 65	320 685 194 72	392 742 268 132	473 758 310 157			
	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of items produced by PR: Outgoing press releases Website articles Media pitches Social media posts	N/A	124 127 24 1,874	67 68 23 1,330	50 69 45 1,222	33 37 11 1,242			

Results of Biennial Communications/Public Relations Survey

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

	Baseline 2017-18	*2021-22	2022-23
Website attributes (% excellent/good)	86.53%		
Highlights (target audience parents/students): Readership (% regularly) Attributes (% excellent/good)	52.06% 81.00%		
Dialogue (target audience component boards) Readership (% regularly) Attributes (% excellent/good)	35.96% 59.71%		
Keeping It Personnel (target audience staff) Readership (% regularly) Attributes (% excellent/good)	41.95% 67.63%		
Facebook Attributes (% excellent/good)	87.65%		
Instagram Attributes (% excellent/good)	95.70%		
Twitter Attributes (% excellent/good)	87.16%		
Emails from PR (% open)	95.31%		
Feel informed (% well/very well): Staff news and achievements Student news and achievements Alumni news and achievements	40.73% 87.45% 67.08%		

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

The 2020-21 survey will be administered in the Fall of 2021

Results of School District Evaluation of Communications Consultant

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

		2017-18	2018-19	2019-20	2020-21			
District response to quality of services (% excellent/very good)	*Districts indicated services were satisfactory and that they wish to continue with the consultant	* 96.46%	97.51%	94.6%				

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

2019-20

The Communications Office also carried a number of promotional projects:

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

2020-21

Additional promotional/special projects included:

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

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

Responsible Administrator: **Chief Operating Officer**   **Collaborators:** **Cabinet**
                                     District Superintendent   **Directory of Diversity, Equity, & Inclusivity**
     Administrative Council
     Middle States Planning Team
     Program Administrator for –
     Communications & Research
     Internal Coordinator

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

The success of this objective will be measured by:

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Facilitate strategic planning activities throughout Eastern Suffolk BOCES	Internal Coordinator Chief Operating Officer	Annually	Meetings with staff regarding accreditation. Annual update of the benchmark data and plan.	Annually and ongoing
2. Communicate the progress and process of strategic planning initiatives to the Agency Leadership team and stakeholders	Internal Coordinator Chief Operating Officer	Annually	Documents and video creation and dissemination.	Completed 2018 update Completed 2019 update In process 2020-21
3. Monitor and facilitate activities and communication related to accreditation through the Middle States Commission	Internal Coordinator	Annually	Completed paperwork and on time deadlines related to Middle States requirements	Completed for 2017-18 Completed for 2018-19 Completed for 2019-20 Completed for 2020-21
4. Facilitate the annual review and update of the Strategic Plan	Internal Coordinator	Annually by September	Annual Strategic Plan Update Report and Video Board Presentation	Completed 2018 update Completed 2019 update Completed 2020 update 2021 update in process

Target Goal – By 2024

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

Results:

2016-17

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

2017-18

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

2018-19

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

2019-2020

Annual Strategic Planning Council meeting held in August
Annual update meetings held with individual plan administrators
Annual report for post-secondary CTE institutions prepared and filed
One Steering Committee Meeting held (one cancelled as a result of Covid-19)
Middle States Mid-Term Report planning and preparation underway for December 2020 filing
Review and update of foundational documents by Steering Committee
Eastern Suffolk BOCES Board of Education approved the amended foundational documents - January 2020
Integration of the DEI Taskforce Action Plan into the Strategic Plan completed

2020-2021

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

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

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

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

Target Goal: By 2024

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

Results:

2016-17

Grant money brought into the region: $31,678,753
Board agenda items related to grants have been placed on every ESBOCES Board agenda

A Grants management briefing is on every Administrative Council agenda
Grant writers are on contract to assist with grant development when needed
A written newsletter "Funding News" is disseminated internally and to some stakeholders in the region

2017-18

Grant money brought into the region: $33,130,593
Board agenda items related to grants have been vetted by the Business office and placed on Board agendas for approval
Grants management briefings have continued on Administrative Council agendas
Several grants information and training meetings have been held with administrators to update them on the process and the availability of grants.
Contract for grant consultants was renewed

2018-19

Grant money: $33,171,898
Grants Management Office successfully shifted to the Business Office.
Grants management briefing are on Administrative Council agendas
Established Grant Management web page with links to funding opportunities
Informed Grant administrators of grant opportunities through e-mail

2019-2020

Grant money: $28,738,880
Grant Management web page is regularly updated
Business Office reviewed and supported the completion of; 36 FS-10 budgets, 22 grant amendments, and 23 vouchers
2019-20 Grant Briefing Book was disseminated to Administrative Council and the 2020-21 books is being prepared.

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Oversee the biennial CoSer survey	Program Administrator for Research Administrative Council	Biennial and ongoing	Completed CoSer surveys	The CoSer Survey was completed and the results disseminated in December of 2017 and 2019.
2. Create a system for the ongoing gathering of information related to program effectiveness.	Program Administrator for Research	Dec. 2019	The creation of an effective system	Complete
3. Oversee the completion of the annual BOCES report card.	Program Administrator for Research	Annually by April	Completion of the annual BOCES report card	17-18 school year complete 18-19 school year complete 19-20 school year complete
4. Revise biannual CoSer survey to be more user friendly	Program Administrator for Research Administrative Council	February 2021	Revised CoSer Survey	Revisions are in process and survey will be distributed fall of 2021

Target Goal:

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

Results for Strategy 3

2016-2017

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

2017-2018

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

2018-2019

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

2019-2020

BOCES report card completed

2020-2021

BOCES report card completed
Program input was requested and feedback was gathered for development of revised CoSer survey. Development of revised survey is in process and it will be distributed in the fall of 2021

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Establish a timeline system for the gathering and analysis of data required for regional research and advocacy events	Chief Operating Officer District Superintendent Program Administrator for Research	December 2019	Completed timeline	Complete
2. Develop and oversee a virtual clearinghouse of resources to support DEI work in the region	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity Program Administrator for Research	June 2021	Clearinghouse available and maintained	DEI resources vetted and readily available

Baseline Data for Strategy 4

2016-2017

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

Target Goal: By 2024

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

Results for Strategy 4

2017-2018

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

2018-2019

Maintained or increased attendance at Regional Partnership events.

2019-2020

Communication Advisory Council maintaining listing of partners and collaborations.

2020-2021

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
14. Create a supportive safe environment for DEI work.	Agency Leadership	Spring 2020 and ongoing	DEI consistent policies and regulations	In progress Ongoing
15. Research successful systems to help the agency identify structural or systemic biases.	Agency Leadership	June 2021	Tools and resources	
16. Partnership with NYSSBA and NYSCOSS to facilitate BOE trainings relative to DEI.	Chief Operating Officer District Superintendent	Spring 2020 and ongoing	Board Training	Ongoing
17. Foster and review linkages with regional agencies and organizations engaging in research affecting public education.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity Program Administrator for Research	Ongoing	Annually updated list of partners	Ongoing
18. Partner with Long Island institutes of higher education and school districts to diversify the pool of students that enter and successfully complete teacher preparation programs.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity	Ongoing	Increase in teacher candidates from diverse backgrounds	In progress
19. Coordinate Eastern Suffolk BOCES DEI Advisory Council in an effort to increase engagement and change practices relative to DEI.	Chief Operating Officer District Superintendent Director of Diversity, Equity & Inclusivity	June 2021 Ongoing	Completion of subcommittee short term and long term goals	Meetings held monthly from October through May Ongoing

Baseline Data for Strategy 5

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

Target Goals: By 2024

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

<u>**Results for Strategy 5**</u>

2017-2018

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

2018-2019

Longwood breakfast presentation related to shifting demographics and the outcomes of public education.
Nassau PTA Legislative Conference
LIEC survey was developed and disseminated
Eastern Suffolk BOCES Task Force on diversity and Inclusivity formed and a work plan was developed
Increased collaborations with local and state organizations related to advocacy
Presentation at the Board of Regents Meeting
Presentation at the Educator Diversity on Long Island event
Multiple regional workshops on Diversity and Inclusivity

2019-2020

Presentation at the New York State School Boards Association Annual Convention and Education Expo on Leading Organizational Transformation Related to Inclusivity
Facilitation of an Agency-Wide and regional book study related to diversity, equity, and inclusivity (DEI)
LIEC survey was developed and disseminated
Eastern Suffolk BOCES Task Force continuation of work related to diversity, equity, and inclusivity and DEI work plan incorporated into the agency Strategic Plan
Forum held with the Executive Director of the Rural Schools Association to garner support for collaboration

Multiple presentations for Eastern Suffolk BOCES induction cohorts on diversity, equity, and inclusivity
Presentation at the New York State Association for Women in Administration workshop
Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee formed and goals developed
Meeting with stakeholders from Stony Brook University related to collaboration for DEI work
Presentation at joint N-SSBA, NCCSS, SCSSA event related to Long Island's shifting demographics
Regional Longwood Legislative breakfast presentation related to Long Island school district challenges
Presentation at the Board of Regents Meeting
Presentation at the New York State Council of School Superintendents Winter Institute related to diversity, equity, and inclusivity

2020-2021

Communication Advisory Council maintaining listing of partners and collaborations.
Facilitation of several regional book studies related to diversity, equity, and inclusivity (DEI).
LIEC budget impact survey was developed and disseminated.
An LIEC survey addendum was sent out in October to gather information related to COVID-19 budget impact.
Eastern Suffolk BOCES DEI Task Force changed its name to Advisory Council to reflect a shift in its work.
Multiple presentations for Eastern Suffolk BOCES induction cohorts on diversity, equity, and inclusivity.
Presentations at the New York State Association for Women in Administration workshop.
Eastern Suffolk BOCES Board Diversity, Equity, and Inclusivity Committee continued to meet regularly to move forward the Board work.
Partnership with SCSSA and stakeholders from Stony Brook University related to collaboration for DEI work.
Presentation at joint N-SSBA, NCCSS, SCSSA event related to Long Island's shifting demographics.
Regional Longwood Legislative breakfast presentation related to Long Island school district challenges.

Resources Required:

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

Strategic Action Plan VIII: Operations, Management, and Finance

Responsible Administrator: **Deputy Superintendent for Management Services**   **Collaborators:**   **Director, Business Services**
    Director, Technology Integration
    Director, Administrative Services
    Purchasing Administrator

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

The success of this objective will be measured by:

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

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

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

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

Baseline Data: 2017-2018

	Attendance Data						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SBO Meetings/Cluster Meetings	3	3	3	10			
SBMW	1	X	X	X	X	X	X
Suffolk County ASBO Meetings	9	8	6 (3 mtgs. Were cancelled due to COVID)	9			
Suffolk ASBO Executive Board Meetings	X	8	7 (2 mtgs. Were cancelled due to COVID)	8			

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

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

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

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

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

Annual Average Cost Per Square Foot							
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
$11.26	$8.85	$7.60	$7.22	$7.19			

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Develop budget parameters, budget calendar, guidelines, and process	Director of Business Services	October of each year, through 2024	The budget documents are created	Completed 2020-2021 school year
2. Collect and distribute budget data	Director of Business Services	October through December of each year, through 2024	The budget spreadsheets are created and validated	Completed 2020-2021 school year
3. Coordinate and facilitate Budget Meetings	Director of Business Services	November through January of each year, through 2024	The budget meetings occurred	Completed 2020-2021 school year
4. Prepare budget documents for component school districts, Board members, and other stakeholders	Director of Business Services	January through April of each year, through 2024	Budget documents received by appropriate stakeholder	Completed 2020-2021 school year

2017-18 Administrative Budget passed with "0" no votes – 42 yes and 9 did not meet
2018-19 Administrative Budget passed with "0" no votes – 42 yes and 9 did not meet
2019-20 Administrative Budget passed with "0" no votes – 36 yes and 14 did not meet and 1 did not vote
2020-21 Administrative Budget passed with "0" no votes – 34 yes and 17 did not meet
2021-22 Administrative Budget passed with "0" no votes – 39 yes and 12 did not meet

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Coordinate the Internal Audit Risk Assessment and Agreed Upon Procedure Reports	Director of Business Services	Annually through 2024	The creation of the annual internal audit reports	Completed 2020-21 school year
2. Prepare and oversee the implementation of internal audit corrective action plans	Director of Business Services	On or about August of each year, annually through 2024	Auditor deeming the corrective action complete	Completed 2020-21 school year
3. Coordinate the external audit process	Director of Business Services	Spring/Summer of each year, annually through 2024	The creation of the independent auditors report	Completed 2020-21 school year
4. Prepare and oversee the implementation of the external audit corrective action plan	Director of Business Services	Annually through 2024	Auditor deeming the corrective action complete	Completed 2020-21 school year
5. The coordination of other audits	Director of Administrative Services Director of Business Services	Annually through 2024	Completion of corrective action plans	Completed 2020-21 school year
6. Develop a five-year financial plan	Associate Superintendent for Management Services	Annually through 2024	The creation of the five-year financial plan	Ongoing

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

Results for Strategy 4

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

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

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

External Audit Report Findings							
2016-17	2017-18	2018-19	2019-20	2020-21	2012-22	2022-23	2023-24
0	0	0	0				

- 2016 Internal Audit-Risk Assessment Table (control risk level) Low: 47%, Moderate: 53%, High: 0%; by 2024, our goal is to achieve a low control risk level above 40%

Internal Audit-Risk Assessment Table								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Low	47%	47%	49%	50%	41%			
Moderate	53%	53%	51%	50%	59%			
High	0%	0%	0%	0%	0%			

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Evaluate and assess the cooperative bids	Purchasing Administrator	Annually through 2024	The cooperative bids usage reports	Ongoing
2. Review the specifications of the cooperative bids to ensure compliance with General Municipal law	Purchasing Administrator	Annually through 2024	Specifications that are updated and compliant	Ongoing
3. Coordinate and facilitate cooperative bidding program meetings	Purchasing Administrator	Annually through 2024	The meetings with cooperative bidding stakeholders occurred	Completed 2020-21 school year

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

Results for Strategy 5

Cooperative Bidding CoSer Annual Savings							
Baseline 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
$10,069,000	$6,700,000	$6,300,000	$7,800,000	$4,300,000			

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

Number of Cooperative Bids							
Baseline 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
52	52	55	56	60			

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

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

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

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

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

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

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

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

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

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

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

Age of Technology Equipment							
Baseline 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3.06 yrs.	3.06 yrs.	2.94 yrs.	3.25 yrs.	3.01 yrs.			

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2016-17 Baseline Data	Director of Administrative Services	June 2018	Baseline data for 2016-17 gathered for specifications created	Completed
2. Issue new transportation RFP	Director of Administrative Services	September 2018	Awarded bidders have positive track records	Completed RFP effective 7/1/2018
3. Award RFP to reliable bus contractors with proven reliable service	Director of Administrative Services	July 1, 2018	Reliable contractors win RFP	Completed 7/1/2018
4. Enforce penalties to bus contractors for poor performance	Director of Administrative Services	Ongoing through 2024	Decrease in mechanical failures	Completed 6/30/21 and Ongoing

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

Baseline Data:

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

Transportation Data								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of mechanical failures	90	81	27	21	18			
response time >30 minutes	223	177	48	53	42			

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

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

Data 20-21:

- 3 students missed 20 classroom days due to inability of our bus contractors to obtain bus drivers for home to school transportation
- 300 students were unable to attend 15 after-school field trips due to inability of our bus contractors to obtain bus drivers for field trip transportation

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Gather 2021-22 Baseline Data	Director of Administrative Services BOCES Transportation Administrator	June 2023	Percentage of routes handled utilizing new transportation software	

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
2. Evaluate Transportation Routing Software to determine the best software for the department	Director of Administrative Services BOCES Transportation Administrator	June 2022	Software is selected	
3. Set- up the Transportation Routing Software	Director of Administrative Services BOCES Transportation Administrator	June 2022	Software set up and testing done to begin routing using the new software	
4. All Transportation routing is done via the routing software	Director of Administrative Services BOCES Transportation Administrator	June, 2023	All routing occurs utilizing the software	

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
			efficiency of hiring practices	
5. Implement recommendations to improve efficiency of hiring practices	Director of Administrative Services	December 2021	Implemented recommendations and create more efficient hiring practices/reduce applicant turnaround time	Completed March 2021 and ongoing

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

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

Number of days from application to start date									
	Baseline 2016-17	Projection	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of days	39	27	21*	21	14-21**	7-20**			

  *decrease due to replacement of in person training which was scheduled monthly with an on demand viewed immediately upon hiring
** decrease to 7 days will only occur if fingerprinting not required. If fingerprinting required 20 days will be the maximum and likely turnaround time. The decrease to 7 days is due to obtaining signed background check forms from summer subs, obtaining email addresses for potential references, and the ability of background check forms to be signed and returned electronically rather than in person.

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

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

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

Number of technology equipment assets that **are** received and tagged by the CAM upon delivery. Percentage of technology assets received and tagged by the CAM of total technology assets purchased.								
Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# of OTI Assets	0	0	0	165	2488			
% of OTI Assets	0%	0%	0%	18%	94%			

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

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

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Visitations to component school district business officials to educate them	Associate Superintendent for Management Services	Through 2024	Visits to business officials	Ongoing

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

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

The number of component school district site visits						
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3	4	3	2 Via Zoom			

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

* SBO meetings were not held in the Tech Centers due to Covid-19.

Strategic Action Plan IX: School Facilities Management

Responsible Administrator: **Director of Facilities**

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

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

The success of this objective will be measured by:

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

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

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

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

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

Measurement: Staff attendance at preventative maintenance training session.

2024 Projection: 2 staff attendance sessions per year

Preventative Training Sessions									
	2016-17	Projection	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
% of staff attending training sessions									
0	62%		59%	57%	54%	30%			
1	5%		6%	6%	7%	5%			
2	15%		15%	17%	17%	40%			
>2	18%		19%	20%	22%	25%			

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

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

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

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

Baseline Data:

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

Results:

In **2017-18**, the security committee reconvened to evaluate and create an updated security action plan.
In **2018-19**, the security committee continued to meet regularly. Security guards were added to educational facilities. A training was held with all ESBOCES administrators. In 2019-20, a security audit was completed at the Sequoya High School by the Deputy Sheriff's Department. In addition, *Stop the Bleed* training was provided during the winter of 2019 and the *RAVE* application was rolled out.

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
1. Participate in local School Facilities Association: Suffolk County Chapter Meetings	Director of Facilities	Annually each year through 2024	Attendance at meetings	Ongoing
2. Hosting Round Tables school facilities meetings	Director of Facilities	June 2020	Round Table Meetings held	Ongoing
3. Continue to create specifications for school facilities cooperative bids	Director of Facilities and Purchasing Administrator	Annually each year through 2024	Number of school facilities related cooperative bids	Ongoing
4. Evaluation of existing school buildings as requested by component school districts	Director of Facilities	June 2019	Site visits	Ongoing
5. Select and onboard Director of Facilities III	Director of Facilities	September 2019	Position filled	Complete
6. Select and onboard Assistant Plant Administrator	Director of Facilities	June 2020	Position filled	Complete
7. Coordinate DEI training for Director of Facilities in component districts	Director of Facilities Director of Diversity, Equity & Inclusivity	Annually each year through 2024	Training Occurred	Ongoing
8. Select and Onboard Health and Safety	Director of Facilities	September 2020	Position filled	Complete
9. Create Quarterly meetings with PSE&G and National Grid (invited WSB to attend)	Director of Facilities	June 2021	Meetings held	Ongoing

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

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

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

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

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

Activities	Person Responsible	Target Date for Completion	Indicators of Success	Status/Outcome
6. Analyze results of Five-Year building condition survey	Director of Facilities	June 2023	Summary Report and Action Plan completed	Ongoing

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

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

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

Strategy 5: Marketing

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

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

Measurement: Staff attendance in emergency response.
Results: Deputy Superintendent for Management Services attended two trainings at the SCPD's Fifth Precinct.

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