



**NEW YORK CITY DEPARTMENT OF EDUCATION**

**2016-2017 DIVERSITY AND INCLUSION**

**ANNUAL REPORT & STRATEGIC PLAN**

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Chancellor

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## A. PREFACE

The New York City Department of Education (DOE) prepared this seventh annual Diversity and Inclusion Report in compliance with NY Education Law Section 2590-h (36)(a)(iii), 50, and 51. Pursuant to these provisions, the DOE Chancellor is required to:

- (1) Develop a procurement policy with measures to enhance the ability of MWBEs to compete for contracts and to ensure their meaningful participation in the procurement process;
- (2) Issue an annual report on the participation of minority and women-owned business enterprises (MWBEs) in the procurement process including: (a) the number of contracts awarded to MWBEs, (b) the percent of contracts awarded to MWBEs of the total number of all DOE contracts, (c) the aggregate value of all contracts awarded to MWBEs, and (d) the percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts.
- (3) Propose a policy for city board approval that promotes the recruitment and retention of a workforce at the city district, community district and school level that considers the diversity of the students attending the public schools within the city district; and
- (4) Issue a report outlining the initiatives taken to enhance diversity and equity in workforce recruitment and retention as well as the impacts of such initiatives to the workforce at the city district, community district and school level.<sup>1</sup>

In order to achieve meaningful compliance with these requirements, the DOE has developed a Strategic Diversity and Inclusion Plan that is included in the Annual Report. This Plan represents the DOE's ongoing commitment to strengthening and promoting diversity and inclusion. Recruiting, hiring, and retaining the best qualified workforce, and enhancing opportunities for all vendors are crucial to the DOE's success in providing a world-class education for a diverse student body. In the annual Plan, the DOE seeks to identify areas where the organization can implement reforms to enhance diversity and inclusion agency-wide.

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<sup>1</sup> N.Y. Educ. Law § 2590-h (McKinney);

In compliance with N.Y. Educ. Law § 2590-h (McKinney), as described in the inaugural Diversity and Inclusion Plan, the agency's first Diversity and Inclusion Policy was adopted by the Panel for Educational Policy on September 14, 2011. The Panel approved an updated version of the Policy on December 18, 2014. A copy of the DOE's Diversity and Inclusion Policy is attached as *Appendix A*.

## **B. MESSAGE FROM THE CHANCELLOR**

Diversity and inclusion in our schools and offices are critical to helping our students and staff thrive and are vital to achieving the vision of [Equity & Excellence for All](#). The DOE must be free from discrimination and intolerance of any kind. Our spaces must welcome and affirm the identities of our students, staff, and communities, and foster a culture of respect and social justice throughout our system. Frequent and intentional conversations and initiatives centered on respect, social justice, and equity are the vehicles we are using to create that culture throughout the DOE and our school community. We have a moral imperative to ensure that our classrooms, schools, and office environments remain safe and nurturing. Therefore, I reaffirm the DOE's commitment to diversity and inclusion, equitable educational opportunities, and equal procurement opportunities for vendors.

At this critical time, when our community and others across the nation are facing difficult questions about racism, violence, and hate, it is more important than ever for us to commit to coming together, respecting our differences, and listening to each other. Our diversity has always been our strength. We continue to embrace this principle and strive for openness and inclusivity in our schools and workplaces. We remain committed to equal opportunities for our students, employees, and business partners.

Enclosed is the DOE's seventh annual Diversity and Inclusion Report. The report demonstrates our commitment to diversity and inclusion through our hiring, employee retention, and vendor procurement practices over the past year. An example is the Employee Engagement and Development Initiative (EE&D), an ongoing effort to support central, field, and superintendent office employees with engagement and development opportunities that are shaped directly by their diverse perspectives and feedback. We recognize that creating an inclusive environment for DOE employees goes hand in hand with providing our students with a world-class education and the benefits that come from diverse and inclusive classrooms. An example this year is the District 1 school diversity plan—the first district-wide Diversity in Admissions pilot in New York City—created to foster district-wide diversity.

This report also encapsulates the DOE's efforts to advance our supplier diversity by working on initiatives to further MWBE participation in the DOE's procurement process. MWBEs make up more than 40% of our business community, and the DOE spends about a total of four billion dollars in contracted spending. The DOE will continue to cast a wide net for qualified suppliers from all segments of the community. I am committed to ensuring that all businesses, including MWBEs, have an equal opportunity to compete for DOE contracts.

As we look to the future, we must continue to build on the progress we have made by expanding our workforce training on diversity and inclusion and examining systems and structures in place that may perpetuate inequity with a critical eye.

I am heartened by the progress we have made and am confident that we are headed in the right direction. We will sustain past efforts that advance diversity and inclusion, and we will continue our work to embed equity and excellence at the core of our mission.

### **C. MESSAGE FROM THE EXECUTIVE DIRECTOR OF THE OFFICE OF EQUAL OPPORTUNITY & DIVERSITY MANAGEMENT**

As the Executive Director of the Office of Equal Opportunity and Diversity Management (OEO), I am proud to present the DOE's seventh annual Diversity and Inclusion Plan. In the 2016-2017 Plan year, the DOE upheld its strong commitment to a diverse and inclusive environment. Valuing and integrating the experiences, perspectives, and contributions of all employees, families, and vendors into the DOE promotes a culture of respect for diverse backgrounds and ideas that is crucial to ensuring academic excellence.

Over the past year, the OEO Diversity Management Unit (DMU) continued to develop and implement agency-wide diversity initiatives. DMU continued its collaboration with the Division of Human Resources' (DHR) Organizational Development Unit (ODU) by supporting the agency's diversity recruitment program for managerial and non-managerial openings at the DOE and encouraging DOE hiring managers to post eligible positions on Monster.com's Diversity Network. The Diversity Network simultaneously posts the job openings on all its diversity partner websites, and targets a wide audience, including disabled individuals, veterans and members of the military, the LGBT community, minorities, and women. DMU also provided guidance to the DOE's second round of Employee Resource Groups (ERGs). ERGs promote diversity and inclusion by providing employees with an opportunity to network with senior management and share ideas. During the Plan year, the DOE also remained dedicated to engaging and enhancing MWBE participation in DOE procurement. DMU continues to partner strategically with the Division of Contracts and Purchasing (DCP) to unbundle procurements into more economically accessible components that MWBE vendors can leverage, and worked with various central offices within the agency to solicit bids on procurements from MWBEs. DMU also has devoted significant energy to strengthening its relationships with city agencies and civic organizations dedicated to supplier diversity, and has bolstered its supplier diversity knowledge base through professional development, better positioning the agency to meet and serve available MWBE vendors.

OEO continues to support policies that reinforce the DOE's commitment to diversity and inclusion, including the DOE's Non-Discrimination Policy and Chancellor's Regulation A-830. The units within OEO ensure compliance with these policies: the OEO Disability Unit investigates complaints of employment discrimination based on disability and facilitates requests for disability accommodations in the workplace; the Contract Compliance Unit reviews, monitors, assists and maintains all documents relating to vendor submissions of Affirmative Action Plans and Workforce Profile Forms; the Complaint Unit investigates complaints of educational and

employment discrimination and sexual harassment; the Training Unit trains DOE employees on equal employment opportunity, accommodation matters, and reporting obligations surrounding student bullying; and DMU implements, directs and monitors the Diversity and Inclusion Plan. During the course of the next Plan year, OEO will continue to educate students, parents, teachers, administrators, and DOE staff members regarding the importance of equal employment and educational opportunity, as well as diversity and inclusion.

## **D. DESIGNATION OF RESPONSIBILITY FOR IMPLEMENTATION**

DMU has primary responsibility for implementing, directing and monitoring the Diversity and Inclusion Plan. The Diversity and Inclusion Plan is prepared and implemented under the direction of the DMU Chief. DMU's responsibilities may include:

- I. Partnering with key divisions, including DCP and DHR, to effectively implement the diversity and inclusion initiatives set forth in this Plan, including the development of agency-wide policies.
- II. Working with leaders within all divisions, including, but not limited to, DCP, DHR, ODU, the Office of General Counsel, the Office of Safety and Youth Development (OSYD), the Public Schools Athletic League (PSAL), the Office of School Support (OSS), the Division of Teaching and Learning (DTL), the Division of Instructional and Information Technology (DIIT), and the Office of State and Federal Education Policy & School Improvement, to enhance their participation in the development and implementation of a successful Diversity and Inclusion Plan. The agency strives to include as many partners as possible in implementing and developing the DOE's diversity and inclusion efforts.
- III. Preparing materials for presentation during supervisory training and new employee orientation programs regarding diversity and inclusion at the DOE.
- IV. Designing and implementing a self-audit and reporting system that will measure the effectiveness of the DOE's diversity and inclusion initiatives.
- V. Advising the DOE on recent developments in the laws and regulations governing diversity, inclusion, procurement, and equal employment opportunity. Developing expertise and knowledge of diversity and inclusion regulations and best practices in order to advise the DOE concerning developments relating to the diversity and inclusion program.
- VI. Serving as a liaison between the DOE and city, state, and federal agencies regarding diversity and inclusion matters.
- VII. Meeting and collaborating with community/business organizations and educational institutions representing diverse individuals.
- VIII. Communicating the DOE's commitment to diversity and inclusion with managers and employees. During these communications, DMU will stress the importance of diversity, inclusion, and non-discrimination.
- IX. Providing training for managers on diversity and inclusion best practices.

## **E. DATA REPORTING**

Pursuant to NY Education Law Section 2590-h, this Diversity and Inclusion Plan will be updated annually. After each review, the DOE will analyze the progress made during the current Plan year and develop recommendations to advance diversity and inclusion. DMU will also review progress on the objectives set forth herein on a periodic basis. As needed, the diversity initiatives described in this Plan will be adjusted accordingly.

To comply with the required provisions, the DOE will review and analyze the agency data as described below:

### **I. Impacts of Initiatives Taken to Enhance Diversity and Equity in Recruitment and Retention**

- a. The DOE plans to review applicant hiring, promotion, and retention data to comply with NY Education Law Section 2590-h. The DOE is taking steps to refine the agency's data collection methods and ensure that the collected data is as accurate as possible.<sup>2</sup> The U.S. Equal Employment Opportunity Commission (EEOC) revised the race and ethnicity categories for state and local government employees, necessitating updates to the New York City Automated Personnel System (NYCAPS). During the 2015-2016 plan year, the DOE updated its internal information systems to ensure that DOE systems are aligned with New York City's revisions to NYCAPS. OEO continues to work closely with DHR to develop a custom human resources information system (HRIS) capable of synchronizing with the DOE's existing information systems and NYCAPS in order to track applicants, new hires, and all other required data.<sup>3</sup>

### **II. Participation of MWBEs**

- a. As required by NY Education Law Section 2590-h, the DOE collected the following data:<sup>4</sup>

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<sup>2</sup> Data integrity and accuracy are crucial and necessary to allow the DOE to review the impacts of initiatives taken to enhance diversity and equity in recruitment and retention.

<sup>3</sup> Pursuant to EEOC requirements, New York City agencies (non-school districts) were required to report employee data utilizing the revised race and ethnicity categories by September 30, 2017.

<sup>4</sup> All data included in this Plan (and relied upon by OEO) was provided by DCP. The MWBE data in this Diversity and Inclusion Plan reflects information collected by DCP from July 1, 2016 through June 30, 2017 (the agency's 2017 fiscal year). For this Plan year, DCP used the following three data sources: (1) full value contracts, (2) requirement contracts, and (3) non-contracted purchase orders. The DCP data reflected in this Plan references the total aggregate value of these contracts and the total encumbered amount of non-contracted purchase orders awarded during the reporting period against contracts and purchase orders awarded to MWBEs that are certified with New York City



- i. The number of contracts<sup>5</sup> awarded to MWBEs: **1,613**
  - ii. The percent of contracts awarded to MWBEs of the total number of all DOE contracts: **3.53%**
  - iii. The aggregate value of all contracts awarded to MWBEs: **\$111,873,998**
  - iv. The percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts: **25.18%**
- b. The DOE continues to engage in efforts to ensure the meaningful participation of MWBEs in the DOE’s procurement process. Notably, over the course of the Plan year, the DOE awarded several large contracts to MWBE vendors. Out of the 50 highest valued contracts awarded during the 2017 fiscal year, four were awarded to MWBEs: two contracts to provide kitchen outlets and panels valued at approximately \$34.4 million and \$26.6 million, respectively; a contract for repair of HVAC systems valued at approximately \$17.7 million; and a contract for literacy professional development services valued at approximately \$11.5 million.
- c. Pursuant to the Office of the Mayor’s July 29, 2015 Directive No. 2 and Memorandum regarding MWBE Accountability and Reporting, on October 30, 2015, the DOE began submitting, on a quarterly basis, MWBE contract data to the Mayor’s Office of Contract Services. The submissions included data for all procurements, regardless of whether such procurements were awarded through a competitive or non-competitive process. The submissions also included data for procurements that were awarded through a competitive process and excluded categories of procurements that are non-competitive, e.g., emergency procurements, sole source goods, and negotiated services.

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Small Business Services (SBS), as well as MWBEs certified by New York State Empire State Development Corporation (Empire State Development). MWBEs that failed to certify with the city or state may not be reflected as MWBEs in the DCP data. In accordance with best practices, the DCP data for contracts reflects the total aggregate value per contract and the data for non-contracted purchase orders reflects the encumbered amount per purchase order. In accordance with best practices, the DCP data does not reflect expenditures for contracts and non-contracted purchase orders. The data provided by DCP excludes categories, including, but not limited to, the following: emergency procurements, negotiated services, procurements through New York State and federal contracts, expedited solicitations, listing applications, and sole source goods. In addition, the data excludes contracts and non-contracted purchase orders awarded to government entities, charities, non-profit and cultural institutions.

<sup>5</sup> In this subsection, all references to “contracts” include full value contracts, requirement contracts, and non-contracted purchase orders.

## F. DIVERSITY INITIATIVES

Over the course of the 2016-2017 Plan year, the DOE continued to develop a series of strategic diversity and inclusion initiatives designed to implement best practices. These initiatives, designed to comply with NY Education Law Section 2590-h, include a thorough review of the DOE's policies and practices relating to diversity, inclusion, and equal employment opportunity. Described below are the diversity initiatives undertaken by the DOE, as well as initiatives the DOE will consider on a go forward basis:

### I. Diversity and Inclusion Policy and Procedures:

- a. **DOE Policy**: The DOE continues to support and value the promotion of an inclusive workplace. Applicant and employee diversity at the DOE will improve the agency's ability to provide the best educational services possible for our diverse student body. In compliance with NY Education Law Section 2590-h, as described in the inaugural Diversity and Inclusion Plan, the agency's first Diversity and Inclusion Policy was adopted by the Panel for Educational Policy. This Policy demonstrates the DOE's commitment to continue advancing diversity and inclusion throughout the agency. In conjunction with the Diversity and Inclusion Plan, the Policy promotes the recruitment and retention of a workforce representing various backgrounds, experiences, and perspectives to complement the backgrounds, experiences, and perspectives of DOE students, parents, and families. The emphasis, beyond merely removing obstacles to employment, focuses on the meaningful engagement of a diverse workforce for the benefit of DOE students, parents, families, and communities. The Panel approved an updated version of the Policy on December 18, 2014. A copy of the DOE's Diversity and Inclusion Policy is attached as *Appendix A*.
- b. **Dissemination and Discussion**: Providing information and educational resources are key factors in increasing awareness about diversity and inclusion at the DOE. Because diversity applies to all of us, the Diversity and Inclusion Policy is disseminated via the following channels:
  - i. To alert employees, applicants, parents, and members of the public about the Diversity and Inclusion Policy, a copy of the Policy is permanently posted on the OEO website at <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/KeyDocuments/DiversityandInclusionPolicy.htm>

- ii. DOE's Diversity and Inclusion Policy, as well as additional diversity and inclusion resources, are available on the DOE's intranet. At the intranet site (<http://intranet.nycboe.net/default.htm>), DOE employees can learn about how diversity and inclusion are defined at the DOE and review frequently asked questions about diversity and inclusion. Over the course of the next Plan year, OEO will expand the diversity and inclusion resources available to DOE employees on the DOE intranet.
  - iii. On an annual basis, the Chancellor distributes an email disseminating the Diversity and Inclusion Policy to DOE employees. In relevant part, the Chancellor's email highlights the agency's commitment to fostering a culture of mutual respect, understanding, and recognition of different and diverse perspectives at the DOE. Furthermore, the email includes a link to the DOE's Diversity and Inclusion Policy and invites employees to review the diversity and inclusion resources on the DOE's intranet.<sup>6</sup> During the Plan year, OEO and DHR worked closely with the Chancellor's office to update the email to ensure it included the most up-to-date information concerning diversity and inclusion and DOE initiatives. A copy of the email from Chancellor Carmen Fariña forwarding the Diversity and Inclusion Policy is attached as *Appendix B*.
- c. **Training:** OEO conducts outreach and provides training regarding the Diversity and Inclusion Policy by incorporating the Policy into ongoing training efforts:
- i. The DOE orientation for new Central employees was updated to include a presentation about the DOE's commitment to diversity and inclusion. The presentation defines diversity and inclusion at the DOE and emphasizes that diversity and inclusion are important values at the DOE. During orientation, employees are directed to the Diversity and Inclusion Policy on the DOE's intranet website and the OEO website, and are provided with a copy of Chancellor's Regulation A-830.

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<sup>6</sup> The email from Chancellor Carmen Fariña forwarding the Diversity and Inclusion Policy was sent to all DOE employees on January 8, 2018.

- ii. OEO conducts outreach to DOE schools and other Central offices to provide equal employment opportunity (EEO) training, which includes distribution of the Diversity and Inclusion Policy. The EEO training, and ensuing discussion about diversity and inclusion, will help ensure appropriate Policy enforcement throughout the DOE.

## II. Procurement Policy and Procedures:

- a. **DOE Policy:** In 2010, DCP updated the DOE's Procurement Policy and Procedures to comply with NY Education Law Section 2590-h. The Panel for Educational Policy adopted the revised Procurement Policy and Procedures in the same year. In addition to complying with the mandate in NY Education Law Section 2590-h, this Policy demonstrates the DOE's commitment to continue advancing diversity and inclusion in the procurement realm. The DOE is committed to ensuring that MWBEs fully participate in the procurement process. Section 1-06 of the Policy addresses Equal Opportunity and Section 1-07 of the Policy addresses MWBEs. The DOE's Procurement Policy and Procedures is available on the DOE website at:  
<http://schools.nyc.gov/Offices/dcp/DepartmentofEducationProcurementPolicyandProcedures.pdf>
- b. **Dissemination:** The Procurement Policy and Procedures are posted on DCP's website. Additionally, the link to the Procurement Policy and Procedures is included in DOE handouts distributed to prospective vendors, including MWBEs, at procurement events.
- c. **Outreach:** The DOE staffs a Vendor Hotline where current and prospective vendors, including MWBEs, can contact trained procurement specialists regarding any procurement related questions. During the 2014-2015 Plan year, OEO updated information about MWBE certification and MWBE procurement in a letter sent to all vendors who contact the Vendor Hotline. OEO worked with Vendor Hotline to ensure that vendors receive comprehensive and up-to-date information about MWBE resources and certification. Additionally, Vendor Hotline now directs vendors to DMU's website for event information about the DOE's workshop presentation on "How to Do Business with the NYC DOE." These strategies help ensure that MWBEs have the requisite information and resources to enable them to meaningfully participate in the DOE's procurement process.

### III. Non-Discrimination Policy – Chancellor’s Regulation A-830

- a. **DOE Policy:** OEO enforces the DOE’s Non-Discrimination Policy. The DOE is committed to establishing a workplace free of unlawful discrimination and harassment. Accordingly, it is the DOE’s policy to comply with all applicable federal, state and local laws pertaining to discrimination and equal employment opportunity. Pursuant to the Non-Discrimination Policy, it is the policy of the DOE to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, consumer credit history, caregiver status,<sup>7</sup> disability, sexual orientation, gender (sex), military status, unemployment status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses and stalking, or weight (for students only),<sup>8</sup> and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. A copy of the DOE’s Non-Discrimination Policy is attached as *Appendix C*.
  - i. **Dissemination and Discussion:** The Non-Discrimination Policy must be posted in every DOE office and school, and it is permanently posted on the OEO website. This Policy is also distributed to new employees during the DOE’s orientation process. In addition, DOE managers are directed to provide a copy of the Non-Discrimination Policy and complaint procedures whenever an allegation of unlawful discrimination, harassment or retaliation is brought to their attention. Furthermore, Chancellor Carmen Fariña distributed the Non-Discrimination Policy and the DOE’s complaint filing procedures (Chancellor’s Regulation A-830) via email to all employees on January 8, 2018.
- b. **Complaint Procedure:** The Non-Discrimination Policy also identifies the DOE’s complaint procedure. DOE students, parents of DOE students, applicants for employment, DOE staff members, and those who interact with students or staff, may file complaints of discrimination and unlawful harassment by contacting OEO. Complaints may be filed by completing

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<sup>7</sup> As the New York Human Rights Law recently added “caregiver status” and “consumer credit history” to its list of protected classes, the DOE is in the process of amending its Non-Discrimination Policy to include these classes.

<sup>8</sup> Weight is a protected category for students in accordance with the New York State Dignity for All Students Act.

the Complaint of Alleged Discrimination Form included in Chancellor's Regulation A-830. Additionally, complaints may be filed online by utilizing the Complaint Web Form located on OEO's website.

- c. **Training:** OEO provides on-site training upon request for school-based and Central-based employees regarding equal employment and educational opportunity. OEO implements an extensive training program for public schools and Central offices throughout the five boroughs. During the course of this Plan year, the OEO conducted 303<sup>9</sup> in-person training sessions for 9,669 school-based and Central-based staff. During the Plan year, OEO also conducted A-830 trainings for DOE interns. Additionally, OEO requires that all managers complete an online training course every two years regarding equal employment in the workplace and equal educational opportunities. On June 10, 2016, OEO administered *Preventing Discrimination and Promoting Diversity*, an online training course for DOE managers. During the Plan year, 1,189 DOE managers completed the online training course. In addition, new employees were invited to attend welcome sessions to learn about the DOE's mission, organizational structure, and initiatives. The welcome sessions included a presentation about Chancellor's Regulation A-830 and diversity and inclusion at the DOE.
  - i. **Staff Development Workshop Series:** OEO's Training Unit offers a Staff Development Workshop Series, which includes several school-based and Central-based trainings on issues including basic EEO training, as well as disability accommodation training. During the course of the Plan year, OEO provided 292 EEO trainings for 9,033 staff members. Additionally, in collaboration with OSYD, OEO offers training<sup>10</sup> regarding the DOE's policies related to the New York State Dignity for All Students Act, where participants are educated about their reporting responsibilities and the circumstances under which off-school and on premises behavior may be covered by the Chancellor's Regulations. The OEO training program, also known as *Respect for All* training and based upon DOE's Respect for All policy (described on page 80), highlights the following Chancellor's Regulations: A-831 Student-to-Student Sexual Harassment; A-832

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<sup>9</sup> This figure includes EEO, corrective action, and *Respect for All* (described on page 80) trainings.

<sup>10</sup> The first training workshop was held on November 4, 2013.

Student Discrimination, Harassment, Intimidation and/or Bullying; and the portions of A-830 that address Staff-to-Student Discrimination and Sexual Harassment. During the course of the Plan year, OEO provided 11 *Respect for All* trainings for 636 staff members.

#### **IV. Contract Compliance Unit**

- a. At the DOE, OEO houses a Contract Compliance Unit devoted to ensuring EEO compliance for vendors doing business with the agency. This Unit ensures that vendors conducting business with the DOE comply with the EEO provisions of the DOE's standard terms and conditions. For example, qualifying vendors with contracts of \$100,000 or more must submit a Workforce Profile Form, an EEO Policy, and/or a written Affirmative Action Plan (AAP).
- b. The Contract Compliance Unit reviews and monitors the documents relating to the above-referenced vendor submissions. The vendor's AAP must demonstrate sufficient substantive policies and quantitative goals regarding EEO. OEO specialists also provide vendors with technical assistance relating to their compliance efforts.
- c. Failure to comply with the requirements will result in the Contract Compliance Unit rejecting the vendor's bid as unresponsive or non-compliant. If the AAP and relating documents meet the requirements, the Unit grants an approval for the award of the contract.

#### **V. Title IX Compliance**

- a. **Title IX Overview:** OEO's DMU houses the agency's Title IX Coordinator. The Title IX Coordinator bears responsibility for agency-wide compliance with Title IX of the Educational Amendments of 1972. Title IX prohibits discrimination on the basis of gender/sex in any federally funded educational program or activity. It encompasses, among other things, unequal treatment on the basis of gender/sex, harassment related to gender identity or expression, sexual misconduct and sexual harassment, issues related to pregnancy and parenting status, and gender equity in sports and technical education programs. The Title IX Coordinator is devoted to developing and monitoring DOE policies that enhance the agency's diversity and inclusion initiatives, particularly initiatives regarding gender/sex.

- b. **Title IX within the DOE:** The Title IX Coordinator liaises with various DOE divisions and offices to ensure that agency environments are inclusive as well as free of sexual harassment and gender/sex discrimination. The Title IX Coordinator works particularly closely with the leaders of OSYD;<sup>11</sup> PSAL;<sup>12</sup> the Middle School Sport and Fitness League (CHAMPS);<sup>13</sup> the Office of Career and Technical Education (CTE);<sup>14</sup> the General Practice Unit (GPU);<sup>15</sup> the Office of Special Investigations (OSI);<sup>16</sup> and the Living for the Young Family Through Education program (LYFE);<sup>17</sup> as each of these offices or programs address matters related to gender equity. These partnerships ensure Title IX information is readily accessible throughout the DOE. Additionally, during the 2016-2017 Plan year, the Title IX Coordinator continued to participate on the LGBT+ Advisory Council formed by the DOE's Office of Guidance and School Counseling. This Council, with both internal and external stakeholders as members, works to ensure gender inclusive school environments. This Plan year, the Council helped update the DOE's *Transgender and Gender Nonconforming Student Guidelines*, which were published on the DOE's website in March 2017.
- c. **Title IX Trainings:** The Title IX Coordinator provides training to DOE employees on their rights and responsibilities under Title IX. During the 2016-2017 Plan year, the Title IX Coordinator partnered with the DOE's

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<sup>11</sup> OSYD is a DOE office charged with the implementation of integrated safety, discipline, and intervention policies and procedures, and the promotion of diversity initiatives within academic environments.

<sup>12</sup> PSAL is the agency's athletics and fitness program for DOE high school students.

<sup>13</sup> "CHAMPS" is an acronym for the five values that define the Middle School Sport and Fitness League participants: Cooperative, Healthy, Active, Motivated and Positive Students. CHAMPS is the agency's athletics and fitness program for DOE middle school students.

<sup>14</sup> CTE offers vocational programs that prepare students for college and careers via curricula aligned to labor market demands.

<sup>15</sup> GPU is a division of the DOE's Office of General Counsel charged with providing legal advice to schools and administrative offices on a broad range of issues, including but not limited to, federal and state education law; labor and employment law; student safety, health, and discipline; laws concerning accommodations for individuals with disabilities; and school governance.

<sup>16</sup> OSI is a division of the DOE's Office of General Counsel charged with investigating allegations of improper and unlawful behavior, including corporal punishment and verbal abuse against students.

<sup>17</sup> The LYFE program provides supportive services to parenting students and free childcare to children of parenting students.



Gender Equity Coordinator to provide information and resources on Title IX to school-based staff members. In addition, the Title IX Coordinator collaborated with the OEO Training Unit to increase awareness of Title IX and streamline the process by which schools and central offices receive Title IX training. The Title IX Coordinator also stays current on developments in the law to guarantee current information is available throughout the DOE. To this end, during the 2016-2017 Plan year, the Title IX Coordinator engaged in events focusing on developments and trends in Title IX law and policy including:

- i. Suspended and Removed: How to Enforce a Student's Right to School: hosted by the National Women's Law Center (NWLC) on October 27, 2016. This webinar discussed the high suspension rates for girls of color and the educational impact on these students when they are removed from school. Experts from the NWLC and the National Disability Rights Network discussed the legal rights of students with regard to school removal, and shared best practices and policies for ensuring that students are removed from school only when absolutely necessary.
- ii. Forensic Experiential Trauma Interview: A Trauma Informed Experience: hosted by End Violence Against Women International on December 19, 2016 and December 21, 2016. This two-part webinar focused on the Forensic Experiential Trauma Interview technique, which is a best practice for collecting information from individuals who have experienced traumatic events. The first part of the webinar engaged participants in understanding trauma victims' cognitive thinking and memory, while the second part identified the elements of the technique and discussed practical applications.
- iii. Let Her Learn: How to Push Discriminatory Policies Out of Schools: hosted by the NWLC on March 10, 2017. This webinar reviewed the rights of students under Title VI and Title IX, and highlighted disciplinary policies that unfairly target girls of color. Participants were provided with tools for building codes of conduct that can be equally enforced for all students.
- iv. The Intersection of the Clery Act (VAWA) and Title IX: Implications for Sexual Misconduct Complaints and Institutional Response: hosted by the College and University Professional Association for Human Resources (CUPA-HR) on April 4, 2017.

This webinar provided an overview of Title IX and the Clery Act, and examined U.S. Department of Education Office of Civil Rights audits to identify best practices for responding to complaints of sexual misconduct at educational institutions.

- v. Representing Pregnant and Parenting Students Facing Discrimination at School: hosted by the NWLC on June 20, 2017. This webinar reviewed Title IX protections for pregnant and parenting students, discussed strategies for representing students in negotiations with schools, and highlighted administrative complaints and lawsuits involving discrimination against pregnant and parenting students.
  - vi. Delivering Engaging, Informative and Impactful Sexual Harassment Training: hosted by CUPA-HR on August 23, 2017. This webinar for Title IX coordinators and human resources professionals shared best practices for helping employees to not only understand and comply with Title IX, but also to embrace the spirit of that law. Participants were introduced to three interactive activities and encouraged to conduct trainings that define and identify sexual harassment, provide options and tools to confront sexual harassment, and describe how to respond to reports of sexual harassment.
- d. **Self-Evaluation and Remediation**: Title IX is an integral part of the agency's Diversity and Inclusion Plan. Under the law, the DOE must regularly evaluate the impact of its policies and practices, including hiring practices and employment environments on the basis of gender/sex. On a regular basis, the DOE engages in self-evaluation and remediation. The DOE seeks to ensure that information about Title IX, including procedures for filing a Title IX complaint, is easily accessible. As a result, information about Title IX and the Title IX Coordinator's contact information continue to be published in the agency's *Pregnant and Parenting Students Handbook*,<sup>18</sup> the Public Notification of Non-Discrimination Policy, and several Chancellor's Regulations, including prominent display in Chancellor's Regulation A-830.<sup>19</sup> The above-mentioned Title IX

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<sup>18</sup> The *Pregnant and Parenting Students Handbook* is a resource tool designed to clarify the role and responsibility of school personnel during and after a student's pregnancy.

<sup>19</sup> Information prescribed by Title IX was added to Chancellor's Regulations A-421, A-601, A-830, A-740, A-831 and A-832.

information is also available on the Principal's Portal,<sup>20</sup> the Parents and Families website,<sup>21</sup> as well as the OEO, OSYD, PSAL, CHAMPS, CTE and OSI internet websites. During this Plan year, the Title IX Coordinator partnered with the Office of School Support to provide Title IX information to school administrators via publication in *Principal's Weekly* and *School Support Weekly*.<sup>22</sup> A copy of this publication is attached as *Appendix D*. All of these actions served to promote the agency's existing diversity and inclusion initiatives by educating prospective and existing DOE students and parents, as well as current and prospective DOE employees, regarding their rights to an environment free of gender-based discrimination and sexual harassment.

## **VI. Trainings and Educational Opportunities Attended by DOE Staff**

- a. **Importance of Trainings and Educational Events:** The DOE recognizes the important benefits of learning from innovators in the diversity realm. In order to implement a robust and evolving Diversity and Inclusion Plan, the DOE continues to learn about innovative diversity best practices. During the course of the Plan year, DOE staff attended a variety of trainings and educational events to learn about best practices, legal developments, and diversity and inclusion efforts in the hiring, retention, equal employment opportunity, and MWBE procurement realms. Offering professional development for staff members is a crucial component of the inclusion and retention of DOE's talented staff members. In addition, the trainings provide DOE staff with the opportunity to connect with other diversity and procurement professionals and learn about best practices at their respective agencies and companies.

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<sup>20</sup> The Principal's Portal is an internet support resource for principals and administrators regarding a broad range of issues.

<sup>21</sup> The Parents and Families website is an internet resource for the families of DOE students. The Parents and Families website aims to strengthen parent involvement in students' academic experiences in order to support student achievement.

<sup>22</sup> *Principal's Weekly* and *School Support Weekly* are weekly publications delivered to school administrators that provide pertinent notifications and updates.

- b. **Educational Events and Trainings Attended:** DOE staff members engaged in the following:<sup>23</sup>
- i. Equal Employment Opportunity Training: presented by OEO throughout the Plan year at various DOE locations. This training (described on pages 14-15) provided DOE employees from various schools and Central offices an overview of federal, state, and city EEO laws; the DOE’s regulations prohibiting unlawful harassment and discrimination; reporting procedures for managers, complainants, and third parties; and diversity and inclusion in the workplace. Through this training, participants were better equipped to identify and address EEO issues in the workplace.
  - ii. Employee Resource Group Orientation and Kick-Off Events: presented by the DOE over the course of the Plan year in New York, NY. Attendees had the opportunity to learn about current ERGs at the DOE. Events included the ERG Framework for Action Workshop. The purpose of the workshop is to support our work as leaders and change agents in the diversity and inclusion “space” at the DOE. During the workshop, ERG co-leaders and core members had the opportunity to begin drafting a framework plan of action for their groups.
  - iii. myDOE Week Framework for Great Schools Equity in Action Workshops and Networking Socials: hosted by several DOE offices, such as the Office of General Counsel, the Division of Specialized Instruction and Student Support (DSISS), the Division of School Facilities, and the DTL in New York, NY on various dates. Through the presentations, DOE staff learned about the different divisions’ and offices’ initiatives and reforms, and how their work benefitted the communities and students the DOE serves. These workshops and socials also provided participants with an opportunity to connect with other colleagues across the DOE’s Central offices.
  - iv. Alumni Association – Advisory Council: hosted by the Office of Leadership on various dates and locations. These events, attended by DOE staff and targeted at alumni of leadership pipeline

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<sup>23</sup> The 2016-2017 Plan highlights trainings and educational events in the diversity and inclusion realm attended by DOE staff members. During the course of the Plan year, additional professional development events were offered and some of them may not be reflected in this Plan.

programs, engaged and exposed graduates to key senior leaders, and helped in identifying strong graduates ready for new roles in NYC. Events included book talks, dinner with senior leadership, and discussions on race, access, and equity.

- v. Anchor Orientation: hosted by DTL and NYC Men's Teach on various dates in New York, NY. These orientations, attended by DOE staff, introduced participants to the multiple ways the NYC Men's Teach program could provide support, including providing information on hiring support, mentoring, job listings, interview and certification exam preparation, and professional development.
- vi. Critically Conscious Educators Rising Series: hosted by the New York University Metro Center and the DOE's Expanded Success Initiative on various dates in New York, NY. This series, attended by DOE staff, convened a group of like-minded educators monthly to focus on tying theory to practice in the pursuit of equity and racial justice in their classrooms and beyond. The purpose of the series was to engage the group to grow into a community of critically conscious educators who not only built their own knowledge and skill-sets, but worked within their individual spheres of influence to encourage and push their peers to do the same to ultimately alter the classroom experience in a positive way.
- vii. DOE Division of Teaching and Learning Welcome Sessions: held by DTL in New York, NY throughout the Plan year. The purpose of these monthly sessions was to inform DTL staff of the division's values, which include supporting collaborative culture, encouraging information sharing between offices and schools, and promoting diversity of culture, beliefs, perspectives, and experiences.
- viii. Website Support and Accessibility Workshops: held in various locations throughout New York in 2016 and 2017, DIIT's Digital Communications team offered workshops and training in support of the launch of the new schools.nyc.gov website, much of which is focused on the website accessibility guidelines. Sessions included two accessibility workshops presented by representatives from the Mayor's Office for People with Disabilities and an accessibility workshop presented by representatives from the National Federation of the Blind.

- ix. Parent Council Leadership Institute (PCLI): hosted by the Division of Family and Community Engagement on various dates from October 2016 through June 22, 2017 in New York, NY. PCLI is a series focused on providing coaching and professional development to parent council members of the Community and Citywide Education Councils and Presidents' Councils. The training consisted of sessions built around team building, group facilitation, listening and key communication skills, and empowering volunteer leaders and leading without authority. Topics also included managing and including a diverse body of parent volunteers.
- x. Ramapo Trainings: hosted by the DOE between October 15, 2016 and June 30, 2017 in New York. DOE staff from each of the eight testing specialized high schools and the Office of Student Enrollment (OSE) worked closely to develop personalized implementation plans for each specialized high school that highlighted tools and recommended appropriate actions to strengthen school culture, such as by leveraging existing groups, such as alumni of color, student ambassadors, or school staff to promote the work of diversity and inclusion. Topics included discussions and recommendations on ways schools can integrate culturally relevant curricular units.
- xi. Confronting Bias and Racism in School Workshop: hosted by DTL and the DOE's Expanded Success Initiative on October 15, 2016, in Brooklyn, NY. This session, attended by DOE staff, prompted participants to consider the factors in schools that can either promote racist systems or disrupt and dismantle them, and how race impacts what they teach and how they teach it. Attendees examined the beliefs, policies, and practices that allow for the infiltration of bias, as a symptom of racism, and strategize solutions to reframe the narrative in schools.
- xii. School Diversity in Action: Strategies for Increasing School Diversity and Fostering Equitable School Environments: hosted by the State Department of Education on October 17, 2016 and October 18, 2016 in Washington, D.C. DOE staff attendees learned about common challenges facing districts and schools working to promote diversity, and how leading districts and schools addressed those challenges; explored different models for

increasing diversity in schools, within and across districts; shared strategies for promoting equitable academic outcomes and inclusive school environments in diverse schools; joined a learning community to advance nationwide efforts to increase diversity in schools; and learned about federal tools and funds available to support this work.

- xiii. Meet the ERGs: Unconscious Bias Workshop: hosted by the DOE's ERG Program in New York, NY on October 27, 2016. At this workshop presented by OEO, DOE staff received an introduction to the concept of unconscious bias. Following the presentation, participants had an opportunity to learn about the ERGs and meet their members.
- xiv. DOE Welcome Sessions: held at the DOE in New York, NY, monthly, from November 2016 through October 2017. As part of the DOE's EE&D initiative (described on pages 58-59), the DOE held welcome sessions for new employees to learn about the DOE's mission, organizational structure, and initiatives. The welcome sessions include a presentation about diversity and inclusion at the DOE, as well as the agency's commitment to fostering a culture of mutual respect and understanding. New employees were directed to the DOE's Diversity and Inclusion Policy on the OEO website and the DOE's intranet. In addition, Chancellor's Regulation A-830, which reinforces the agency's Diversity and Inclusion Policy, was distributed to new employees. The DOE Welcome Sessions also featured a panel of DOE leaders who shared their knowledge and experiences with new employees about how to advance within and navigate throughout the DOE.
- xv. Internal Investigation Note-taking and Reports: presented by the Industrial and Labor Relations School at Cornell University on November 3, 2016 and November 4, 2016 in New York, NY. This training, which focuses on the work of EEO, human resources, and other professionals who may conduct and prepare reports on internal investigations, provided participants with tips and organizational best practices for drafting investigative reports. Topics addressed in this training included how to organize interview notes and other evidence, how to structure and write fair and neutral reports, and how to use the EEO and employment laws and guidelines effectively.

- xvi. How to Recruit and Retain Veteran Talent: presented by Glassdoor and viewed by DOE staff via webcast on November 17, 2016. DOE staff learned innovative methods to connect with and retain veterans.
- xvii. Initiating and Managing Difficult Conversations: presented by the Department of Citywide Administrative Services (DCAS) in New York, NY on November 17, 2016, December 1, 2016, March 23, 2017, and April 4, 2017. Participants learned and practiced techniques to better equip themselves in handling difficult issues at work. Attendees explored various workplace situations to learn ways to address them with candor, tact, and sensitivity.
- xviii. Showcase Schools - LGBTQ: Affirming Student Identities: held on December 1, 2016, February 2, 2017, and March 16, 2017 in New York, NY, and attended by DOE staff. At these showcases, visitors learned about programs and school-wide structures that provide safe spaces for student voice and identity. Visitors also had the opportunity to hear from students and staff about the impact of identity affirmation on their educational experience and social-emotional well-being.
- xix. Unconscious Bias Workshops: presented by the Office of Personnel Investigation in Brooklyn, NY on December 9, 2016, December 15, 2016, April 21, 2017, and June 9, 2017. DOE staff had an opportunity to learn what unconscious bias is and how it impacts the workplace and hiring process. The workshops also provided information on how to identify and combat workplace unconscious bias.
  - i. Everybody Matters: organized by DCAS on December 20, 2016. This session advised attendees on how to become effective leaders and influencers while developing inclusive behaviors, and how to create an environment where all employees feel valued.
  - ii. Professional Education Exchange Residency (PEER), Cohort 5: hosted by the Office of the Chief Information Officer from January through March 2017 in New York, NY. Employee participants were paired with mentors from different teams to build technical skills and leadership skills through participation in leadership development sessions and completion of learning assignments.



- iii. Building an Inclusive Culture: Understanding Unconscious Bias, Diversity and Inclusion Workshop: held by DCAS on January 10, 2017 and September 18, 2017. DOE staff learned about and discussed how unconscious bias can be a factor in the treatment of students in the educational setting and could inform our decisions in the workplace.
- iv. Employee Resource Groups Orientation: hosted by the DOE's ERGs in New York, NY on January 27, 2017. Prospective members were invited to learn about the DOE's ERGs by engaging with their co-leaders and Senior Leadership Sponsors.
- v. ABLE Employee Resource Group Mini Management Series: hosted by the DOE's Admins Building to Lead Effectively (ABLE) ERG in Brooklyn, NY on various dates from February through April 2017. Over the course of this five-day series, attendees covered numerous topics related to building better managers.
- vi. Empowered Families, Educated Cities: Making the Portfolio Strategy Work for Families: presented by The Center on Reinventing Public Education in Philadelphia and New Jersey from February 8, 2017 to February 10, 2017, and attended by DOE staff. This conference drew on the expertise of civic and community leaders, as well as district and charter schools to discuss innovative, pragmatic, equitable, and successful ways to address the complex challenges in public education. Topics centered on how to ensure that schools improve and that new schools or programs open in neighborhoods that need them most; how to recruit and retain effective teachers and leaders; and how to make sure the community is fully engaged in the process—from identifying problems to designing and implementing solutions.
- vii. Diversity & Inclusion in Law Practice 2017: hosted by the Practising Law Institute (PLI) on February 13, 2017. This webinar discussed significant legal developments that impact diversity, measuring diversity initiatives for accountability, and best practices for achieving a diverse law office workplace. Speakers included Gabrielle Lyse Brown, Director of Diversity & Inclusion of the New York City Bar Association, Zachery W. Carter, Corporation Counsel of the New York City Law Department, and

the Honorable Rosalyn Richter of the Appellate Division, First Department, New York State Supreme Court.

- viii. #GetOrganizedBK Community Town Hall on Public Education: hosted by #GetOrganizedBK in Brooklyn, NY on February 27, 2017. #GetOrganizedBK is a Brooklyn-based community organization that has formed working groups focused on addressing social issues including racial justice, anti-Semitism, islamophobia, and women's health. This event provided a community forum to discuss protecting public education.
- ix. Conflict Management Strategies for Handling Difficult Behaviors: presented by DCAS in New York, NY on March 8, 2017. Attendees learned techniques to enhance their skills in handling difficult behaviors at work as well as managing their own behaviors. This workshop provided DOE staff with ways in which to more effectively communicate when confronted with a difficult person or situation.
- x. Evolving an Engaging Employee Experience: From Foundation to Distinction: presented by PricewaterhouseCoopers (PwC) and viewed by DOE staff via webcast on March 15, 2017. In this webinar, through various case studies, participants learned about how organizations manage and develop the work experience of an employee in order to achieve their goals and support more positive engagement.
- xi. Freedom Riders: Democracy in Action: hosted by DTL and the DOE's Expanded Success Initiative on March 22, 2017. This event afforded DOE teachers the opportunity to explore the stories and motivations of the Freedom Riders, a courageous band of civil rights activists who challenged segregation simply by traveling together through the Deep South in 1961. The workshop highlighted PBS' American Experience film, Freedom Riders, as well as "Democracy in Action," the film's accompanying study guide created by Facing History and Ourselves, that included primary source readings, historic photographs, and questions to stimulate classroom discussion.
- xii. Somos El Futuro Spring Conference: presented by Somos El Futuro in Albany, NY on March 24, 2017 to March 26, 2017. This annual conference featured numerous workshops and panel

discussions regarding various matters concerning the Hispanic community. At this event, participants came from both the public and private sectors, and the DOE participated in a panel.

- xiii. Building an Inclusive Culture: Understanding Unconscious Bias: presented by DCAS in New York, NY on April 6, 2017. In this training, DOE staff learned the differences between conscious and unconscious bias, and how these biases inform one's behavior and decisions at work. The training also helped participants examine how biases can impact relationships in the workplace and inadvertently exclude some.
- xiv. YALE SOM Education Conference: held on April 6, 2017 and April 7, 2017 in New Haven, CT. This conference, attended by DOE staff, asked participants to explore the role of educational institutions and leaders in promoting economic empowerment, racial equity, and social mobility. Through panels, small group sessions, and keynotes, the conference examined the often varying strategies districts, schools, and policy-makers have used to harness the power of students, families, and communities. Speakers discussed the complex relationships between schools and social movements, the relationship between education and life-outcomes, as well as innovative solutions designed to create lasting social change through education.
- xv. 2017 CAPSEE Conference: hosted by the Center for Analysis of Postsecondary Education and Employment (CAPSEE) on April 6, 2017 and April 7, 2017 in Washington, D.C. The conference featured research on the relationship between education and the new economy, and addressed major themes around individual and societal investments in college education and their implications. This event brought together researchers from CAPSEE and beyond with educators, policymakers, and advocates working to improve colleges. Topics included a study of money going into colleges through financial aid and other sources; the impact of various educational structures and institutions; best practices and research on secondary and postsecondary program development; and the economic outcomes for students who take different program paths through college.

- xvi. Equal Educational Opportunity: Progress, Challenges, and Next Steps: hosted by New York Law School on April 7, 2017 in New York, NY. This symposium, attended by DOE staff, focused on topics including “Desegregation, Integration, and Equality;” “Title IX and Gender Equity;” and “Educating Children with Disabilities.” Speakers included American Civil Liberties Union (ACLU) Racial Justice Program Director Dennis Parker, NYC Children’s Cabinet Executive Director Benita Miller, Council Member Brad Lander, and Senior Education Policy Advisor to the First Deputy NYC Mayor, Karin Goldmark.
  
- xvii. Defining Equity, Diversity, and Inclusion Learning Series: hosted by New York University’s Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools, in partnership with the DOE’s ERG program in New York, NY on April 8, 2017, May 24, 2017, and June 20, 2017. This learning series provided DOE employees with an interactive forum for critical dialogue and was designed to support participants as they transformed from tolerant citizens to agents for social change. Participants engaged in conversations to expand individual and collective critical consciousness and participated in a deep analysis of equity research, with the goal of developing an equitable/racially just lens to utilize when leading teams and projects. Topics included, “Defining Diversity, Equity, and Inclusion;” “How We Talk about Race;” and “Positive Cross-Racial, Cross-Ethnic, Cross-Culture, and Cross-Identity Relationships.”
  
- xviii. Understanding Employment Law 2017: organized by PLI and viewed by DOE staff on April 13, 2017. Participants were advised about major statutes, regulations and case law governing the employer/employee relationship, and offered practical pointers ranging from hiring to firing. In addition, the program addressed certain key concepts of the law under the National Labor Relations Act.
  
- xix. Courageous Conversations - Beyond Diversity: hosted by the Pacific Education group on April 20, 2017, April 21, 2017, May 25, 2017, and May 26, 2017 in New York, NY. These trainings, attended by DOE staff, were designed to help leaders, educators, and administrators understand the impact of race on student

learning, investigate the role that racism plays in institutionalizing academic achievement disparities, and engage in conversations about race.

- xx. Speak Up for Success Workshops: presented by Jezra Kaye in Long Island City, NY on April 26, 2017, May 17, 2017, and August 29, 2017. Through these workshops, participants explored different communication styles and learned techniques to increase their participation and effectiveness in leadership and communication roles. These workshops were designed to create inclusion and enhance the retention, mentoring, leadership, and professional development of staff, with an emphasis on the importance of diversity.
- xxi. AERA 2017 Annual Meeting Knowledge to Action Achieving the Promise of Equal Educational Opportunity: hosted by the American Educational Research Association (AERA) in San Antonio, Texas from April 27, 2017 to May 1, 2017. The theme of the Annual Meeting was, “Achieving the Promise of Equal Educational Opportunity,” and was framed around historical and contemporary discussions about unequal educational opportunity, as it relates to critical dimensions, such as the meanings and interpretations of educational opportunity, access, and equity for the purposes of understanding and addressing perennial issues, such as school quality, and recently intensified problems, such as violence in schools. The meeting, attended by DTL staff, focused on a call to examine these critical dimensions of educational opportunity and rigor in research as they pertain to the diversity of issues, populations, and contexts served in and by educational inquiry.
- xxii. ASU-GSV Summit: hosted by Arizona State University and Global Silicon Valley from May 8, 2017 to May 10, 2017 in Salt Lake City, Utah. Attended by DIIT staff, this conference brought together academia with education technology (edtech) to elevate dialogue and driving action around raising learning and career outcomes through scaled innovation. Sessions included a focus on globally connected education and providing equity through edtech.
- xxiii. High Impact Communications: presented by DCAS in New York, NY on May 12, 2017. As part of this workshop, participants gained insight on using their listening skills to help their understanding of

others, which also supports building professional relationships. Attendees also learned important verbal and non-verbal skills to communicate effectively.

- xxiv. Division of Family and Community Engagement Divisional Retreat: hosted by the Division of Family and Community Engagement on May 22, 2017 in Brooklyn, NY. During this staff retreat, DOE employees focused on collaboration and celebrating team members' diverse experiences and skills.
- xxv. Effective Meetings for High Performing Teams: presented by DCAS in New York, NY on May 23, 2017. In this workshop on running an effective meeting, participants learned to identify four types of audience members and how thinking preference bias can influence the way an individual runs or participates in a meeting.
- xxvi. Technical Assistance Center on Disproportionality (TAC-D) Summer Institute 2017: hosted by New York University's Metropolitan Center for Research on Equity and the Transformation of Schools in New York, NY in May 2017. Educators and practitioners were invited to attend this conference on "Dismantling and Eradicating Disproportionality: Interventions for All Children." Participants engaged in workshops presented by experts in a variety of fields, such as disproportionality, educational and cultural justice, school discipline, and educational equity.
- xxvii. DOE Division of Teaching and Learning Project Management Seminars: held at the DOE and attended by DOE staff in New York, NY from May 2017 through June 2017. These professional development seminars were designed to build leadership and project management skills across the DOE, provide intensive professional growth opportunities for employees, provide a forum to share project management resources, and develop relationships across teams to create a more inclusive work environment, with the goal of enabling employees to understand each other's work and serve as resources for knowledge sharing.
- xxviii. Education Pioneers Visiting Fellowship: hosted by Education Pioneers in New York, NY during the summer of 2017. This professional development program provided emerging leaders, who share a commitment to transforming public education,

diversity, equity, and inclusion, with opportunities to participate in leader development workshops with other prominent education leaders.

- xxix. ABLE Q&A Panel Discussion: hosted by the DOE's ABLE ERG in Brooklyn, NY on June 14, 2017. At this panel discussion, participants engaged in a conversation on workplace communication, relations between the employee and supervisor, and career pathways and opportunities.
- xxx. National Summit on K-12 Competency-Based Education: held on June 21, 2017 and June 23, 2017 in Denver, CO, and attended by DOE staff. This summit convened 100 leading innovators to move the field of competency-based education through the next generation of ideas and actionable outcomes, with a specific focus on equity and diversity.
- xxxi. Employee Resource Group Best Practices Meeting: presented by DCAS in New York, NY on June 22, 2017. Participants met to discuss ERGs within NYC agencies to learn about their promising practices.
- xxxii. City & State On Diversity Forum: presented by City & State in New York, NY on June 27, 2017. At this forum, attendees learned about and discussed current topics related to diversity, including women in government, diversity and inclusion, and MWBE contracting opportunities. The forum focused on the importance of advancing diversity and inclusion not only as a competitive strategy, but as an overall objective that benefits society as a whole.
- xxxiii. Office of Policy and Evaluation (OPE) Retreat: held on June 29, 2017 in New York, NY. This retreat, attended by OPE staff, focused on OPE's role in promoting racial equity. Because OPE provides data, evaluation, and policy support to all levels of the department, it has significant potential to drive attention to issues of racial equity and support the identification and implementation of solutions. During the retreat, discussion centered on the challenge of achieving racial equity and approaches to address this challenge. Staff members also had the opportunity to reflect upon their own racial identity through a breakout session led by DOE colleagues from the Office of Leadership.

- xxxiv. Future of the American Workplace & Schools: presented by Gallup in New York, NY on July 11, 2017. Participants examined employee engagement as a competitive advantage, viewing employees as consumers of the workplace, and the power of engagement in schools.
- xxxv. The 21 Irrefutable Laws of Leadership Workshop: hosted by the DOE's ABLE ERG in Brooklyn, NY on July 19, 2017. DOE staff engaged in a discussion surrounding the book, *The 21 Irrefutable Laws of Leadership*, by John C. Maxwell. Participants learned about the characteristics of a leader and engaged in activities on management and leadership techniques.
- xxxvi. La Colectiva Meetings: hosted by City Hall in New York, NY on July 25, 2017. This meeting was an opportunity for Latinos employed in city government to meet.
- xxxvii. 20th Annual Children's Law Institute: held on July 28, 2017 by PLI. This session covered a variety of social and legal issues affecting child welfare and juvenile justice practice.
- xxxviii. Bridging the Gap: Social Emotional Support in CRE Ingenuity Team Meeting: hosted by DTL and NYC Men's Teach on various dates from July to September 2017 in Brooklyn, NY. These meetings, attended by DOE staff, focused on providing participants with a brief overview of culturally relevant education and the social emotional development of children. Attendees delved into creating curriculum around engaging and culturally relevant activities designed to connect the social emotional aspects of students to teachers' content area.
- xxxix. Speak Up for Success Individual Communications Coaching: presented by Jezra Kaye in Long Island City and New York, NY on August 7, 2017, August 23, 2017, August 26, 2017, and September 8, 2017. In these individual trainings, several participants from the DOE's Special Education Office learned different approaches to communications and inclusion. More specifically, the training helped participants understand individual preferences with respect to expectations in their work environments.
- xl. B.L.E.N.D. ERG Kick-off Event: presented by the co-chairs of the DOE's Black and Latino Employee Networking and Development



(B.L.E.N.D.) ERG in New York, NY on August 30, 2017. At this event launching B.L.E.N.D., DOE staff were able to learn about the goals and vision of this ERG, which aims to recognize and develop the leadership and capacity of the DOE's Black and Latino employees.

- xli. Meeting with Ahmadiyya Muslim Women's Association: hosted by the DOE in New York, NY on September 11, 2017. This meeting represented an opportunity for participants to identify areas of collaboration.
- xlii. Excellence Through Equity Conference 2017: hosted by the Riverside County of Education on September 21, 2017 and September 22, 2017 in Indian Wells, CA. This conference, attended by DOE staff, was designed to provide educators with the information and resources needed to eliminate the gaps in achievement, expectations, and opportunity for students from diverse ethnic and socio-economic backgrounds. The conference content focused on state priority aligned best practices that should be implemented to create equitable school environments for all learners.
- xliii. Teen Dating Violence 101: organized by the OSYD Gender Equity Unit on September 25, 2017. The course helped attendees in identifying and reporting incidents of sexual harassment as it pertains to teen dating violence in NYC schools.
- xliv. Evolving Legal Issues that Impact Transgender Individuals in Municipal Law, 17<sup>th</sup> Annual Municipal Law Institute: hosted by PLI on September 26, 2017. This webinar provided participants with analyses of important developments, emerging legal issues, and best practices in the field of municipal law and regardless of experience level. This portion of the webinar focused on human rights laws, prison reform and Prison Rape Elimination Act (PREA) certification, and litigating PREA.
- xlv. Reasonable Accommodation Procedural Guidelines: presented by DCAS on September 27, 2017. This session trained participants to understand NYC's reasonable accommodations guidelines and review process.

- xlvi. Talking about Equity: Creating Racially Equitable Schools: presented by the DOE, WXY Studio, and Border Crossers in New York, NY on October 3, 2017. This training is part of the DOE's efforts to foster diversity in schools and lead a community engagement process. With WXY Studio providing its experience in community engagement and Border Crossers providing its expertise in training on exploring race and racism with K-12 students, this event was an opportunity to improve understanding of race, racism, and privilege, and how it impacts the work of the DOE.
- xlvii. Talking about Race in the Classroom, a Training for Educators Committed for Racial Justice: hosted by Border Crossers on October 3, 2017 in Brooklyn, NY, and attended by DOE staff from the Division of Family and Community Engagement. In this training, educators strengthened their analysis of how racism manifests in schools and classrooms, enhanced their understanding of how racism affects children, practiced using tools and language to address race and racism in the classroom, and gained strategies to support a school-wide culture of respect, equity, and inclusivity.
- xlviii. Structured Interviewing and Unconscious Bias: presented by DCAS on October 4, 2017. This session, provided to hiring managers and supervisors, examined the impact of unconscious bias in the interview and selection process, and reviewed best practices.
- xliv. Providing Respectful and Culturally Competent Services to LGBT Clients: Hosted by PLI on October 4, 2017. This webinar explained the basics of culturally competent legal services for lesbian, gay, bisexual, and transgender clients. Participants learned how to understand the differences between sexual orientation and gender identity; develop strategies for how to conduct outreach to LGBT people in their communities; and develop ideas for how to modify their practices, including intake and case files, to drive the provision of quality services to LGBT clients.
- 1. 2017 National Summit for Courageous Conversation (NSCC): hosted by the NSCC in Detroit, Michigan from October 14, 2017 to October 18, 2017. This summit, attended by DOE staff, brought together dedicated leaders for racial equity from around the nation

and across the globe to engage in a deepened conversation about systemic racism and its impact on opportunity and achievement in schools, colleges, businesses, governments, and communities. The NSCC provided a unique space for collaborative exploration of the knowledge and skills needed to eliminate racial disparities in performance and experience.

- li. LGBT: Are You Ready for the “T”?: hosted by DCAS via a webinar discussing best practices for how to create an inclusive culture for transgender employees and students. The seminar included an in-depth discussion of gender identity and gender expression, a review of appropriate versus offensive terminology, information about the types of transitions experienced by transgender individuals, and legal updates and best practices for accommodating individuals in a manner consistent with their gender identity or expression.

c. **MWBE Outreach**

- i. **Introduction:** The DOE is committed to enhancing the ability of MWBEs to compete for DOE contracts and to ensure their meaningful participation in the procurement process. Pursuant to NY Education Law Section 2590-h, the DOE engaged in outreach efforts designed to ensure that MWBEs are informed and educated about the DOE’s procurement process. The DOE will continue to seek new methods to expand opportunities for MWBE participation. During the 2016-2017 Plan year, as described below, the DOE’s outreach efforts included attending and sponsoring various MWBE vendor fairs. At these events, DOE procurement and diversity experts met with MWBE vendors, provided information about the DOE’s procurement process, and shared information about current DOE solicitations. Documentation of a sample of the DOE’s involvement with MWBE vendor fairs is attached as *Appendix E*.
- ii. **DOE Staff Exhibited at the Following MWBE Vendor Fairs and MWBE Events:**
  - 1. LaGuardia Business Services Government & Business Matchmaker, on November 4, 2016.
  - 2. One Hundred Black Men Summit, on November 17, 2016.

3. Mayor's Small Business Services MWBE Open House, held on December 8, 2016.
4. NYC Women's Chamber Doing Business in Public Education, held on February 28, 2017.
5. Brooklyn Hispanic Chamber of Commerce MWBE Forum, held on March 16, 2017.
6. America's Small Business Development Center MWBE Event, held on March 17, 2017.
7. Competitive Edge Mini-Conference Financial Seminar, held on March 28, 2017.
8. Department of Corrections MWBE Procurement Fair, held on March 29, 2017.
9. Mayor's MWBE Open House, held on April 12, 2017.
10. NYC SCA MWLBE Networking & Marketing Forum, held on April 26, 2017.
11. NYCHA 2017 MWBE Procurement Fair, held on May 4, 2017.
12. NYC Parks 2017 MWBE Event: Meet the General Contractors, held on May 18, 2017.
13. LaGuardia Business Services' Small Business & Procurement Expo, held on June 9, 2017.
14. America's Small Business Development Center, held on June 15, 2017.
15. SBS Annual Citywide M/WBE Procurement Fair, held on June 21, 2017.
16. Competitive Edge Annual Conference, held on July 18, 2017.
17. CUNY/CUCF MWBE/SDVOB Conference on Contract Opportunities, held on August 2, 2017.

18. 19<sup>th</sup> Annual Bronx Business Opportunities Expo, held on September 7, 2017.

19. NY State Governor's Empire State Development Procurement Fair, held on October 4-5, 2017.

iii. **DOE Staff Participated at the Following MWBE Vendor Fairs and MWBE Events:**

1. MWBE Certification State Course, held on December 5-6, 2016.

2. MWBE Compliance and Goal Setting Course, held on December 8, 2016.

3. Columbia University's Harlem Local Vendor Fair, held on December 9, 2016.

4. SBS NYC Goods & Services Mentorship Programs Panelist, held on April 18, 2017.

5. Small Business Expo 2017, held on May 11, 2017.

6. Small Business Service's Strategic Steps for Growth MWBE Class at NYU, held on May 25, 2017.

7. City and State On Diversity Conference, held on June 27, 2017.

8. Manhattan Chamber of Commerce Network Open House, held on September 19, 2017.

iv. **Outreach to the MWBE Community – Monthly Workshop Series on “How to Do Business with the NYC DOE”**: As part of the DOE's continued MWBE outreach, OEO developed a monthly workshop and outreach program for the MWBE community. On a monthly basis, the DOE partners with various community organizations to host workshops on “How to Do Business with the NYC DOE.” The purpose of these workshops is to explain the agency's procurement process, advise MWBEs about current solicitations, and provide assistance with the procurement process. Participants learn about how to market their businesses to the DOE, the importance of becoming MWBE certified, and gain exposure

to the types of goods and services purchased by the DOE. At the conclusion of each workshop, representatives from DCP and OEO hold an open discussion session to answer any questions MWBE vendors may have about solicitations and the DOE's procurement process. In addition to providing valuable information to MWBEs, these workshops help foster strong relationships with community organizations that work closely with MWBE vendors and share best practices in expanding equal opportunity in the procurement realm. Documentation of a sample of these workshops is attached as *Appendix F*.

v. **The DOE Presented the Following “How to Do Business with the NYC DOE” Workshops During the 2016-2017 Plan Year:**

1. NY Women's Chamber of Commerce & Manhattan Borough President Office, held on October 25, 2016.
2. General Services Administration (GSA), held on November 22, 2016.
3. LaGuardia Procurement Technical Assistance Center, held on December 16, 2016.
4. NYC Business Solutions Bronx Center, held on January 25, 2017.
5. Local Development Corporation of East New York, held on February 16, 2017.
6. South Bronx Overall Economic Development Corporation (SoBRO), held on March 16, 2017.
7. Staten Island Business Outreach Center, held on April 18, 2017.
8. Brooklyn Hispanic Chamber of Commerce, held on May 25, 2017.
9. Brooklyn Chamber of Commerce, held on May 25, 2017.
10. NYC Business Solutions Upper Manhattan Center, held on June 15, 2017.
11. Brooklyn Chamber of Commerce, held on July 20, 2017.

12. Manhattan Small Business Services Center, held on August 14, 2017.

13. NY Women's Chamber of Commerce, held on September 29, 2017.

## VII. Diversity Outreach

- a. **Introduction:** In order to further the agency's ongoing goals of diversity, inclusion, and equal employment opportunity, the DOE seeks referrals of qualified job applicants from various diverse organizations and educational institutions. As an equal opportunity employer, the DOE believes that recognizing and respecting diverse backgrounds and ideas are crucial to promoting academic excellence. Throughout the course of the next Plan year, the DOE will continue to contact diversity recruitment sources on a regular basis. These efforts are designed to develop lasting relationships with recruitment sources as well as attract a qualified applicant pool reflecting diversity of background, talent, and experience.
- b. **Diversity Outreach:** The DOE actively searches for a diverse pool of candidates with talent, skills, and development potential. Documentation of a sample of the DOE's outreach during the 2016-2017 Plan year is attached as *Appendix G*.
  - i. To enlarge the pipeline of qualified applicants, the DOE has contacted the following recruitment sources seeking referrals for qualified applicants:
    1. Albany State University, College of Education
    2. American Association of People with Disabilities
    3. Association of Latino Professionals in Finance and Accounting, New York Chapter
    4. Brooklyn Law School Black Law Students Association
    5. Brooklyn Law School Latin American Law Students Association
    6. City University of New York - Lehman College
    7. The College of Mount Saint Vincent, Department of Teacher Education

8. Columbia Latino/a Law Students Association
9. Columbia Law School Women's Association
10. Delaware State University, Office of Clinical and Field Experiences
11. Florida Agricultural and Mechanical University
12. Florida International University, College of Education
13. Fordham Law School Jewish Law Students Association
14. Fordham Law School Latin American Law Students Association
15. Hampton University, Department of Education
16. Hispanic National Bar Association, Region II
17. Howard University, School of Education
18. National Alliance of Black School Educators
19. NAACP – Mid-Manhattan Branch
20. National Association of Asian American Professionals, New York
21. National Association of Asian MBAs
22. National Association for Bilingual Education
23. National Association of Black Accountants Inc.
24. National Black Law Students Association
25. National Black MBA Association, New York Metro Area Chapter
26. National Conference of Black Lawyers
27. National LGBT Bar Association
28. National Native American Law Students Association
29. Prospanica (formerly National Society of Hispanic MBAs, New York Chapter)



30. New Jersey City University, Center for Teacher Preparation and Partnerships
31. NYS Office of Children and Family Services Commission for the Blind and Visually Handicapped
32. New York University Muslim Law Students Association
33. NYU OUTLaw
34. New York Urban League
35. New York Women's Bar Association
36. North Carolina A&T State University, School of Education
37. North Carolina Central University, Teacher Education and Licensure
38. Pace Law School, Director of Diversity Initiatives
39. Spelman College, Education Studies Program
40. University of the District of Columbia, National Center for Urban Education

ii. **Diversity Recruitment Pilot Program:** the DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE. The agency participated in Monster.com's Diversity Job Network. Any DOE job posting placed in the DOE's designated job "slot" is simultaneously posted on all the diversity partner websites. Job postings included in Monster's Diversity Job Network target a wide audience, including, but not limited to, disabled individuals, veterans and members of the military, the LGBT community, minorities, and women. The Diversity Job Network consists of 200 professional networking sites and job boards partnered with Monster.com, including, but not limited to, Asianlife.com, an informative job site for Asian professionals; BlackNews.com, an online job directory for black professionals; Military.com, a vital community for veterans and members of the military; and Hireds.com, a leading staffing resource for professionals with disabilities.

1. **Pilot Program Renewal:** After evaluating the impact of the pilot program, the DOE renewed the pilot program for

the 2015-2016 Plan year and the current Plan year. To publicize this resource, during the course of this Plan year, OEO and DHR disseminated information about the pilot program to encourage DOE hiring managers to further the DOE's commitment to a diverse and inclusive workplace by posting eligible positions on the Diversity Job Network. Furthermore, OEO continued to track the progress and use of the diversity recruitment pilot program. The impact of the pilot program, as well as hiring managers' feedback, will continue to be evaluated and analyzed.

- c. **Teacher Recruitment:** Hiring, training, and retaining highly qualified teachers from a wide variety of diverse backgrounds and experiences remains of utmost importance. The DOE seeks bright, motivated, and dedicated teachers who will work to improve student achievement. During the course of the Plan year, in order to attract the best candidates, the DOE engaged in the following diversity initiatives:
  - i. **I Teach NYC Tours:** The DOE, through the Office of Teacher Recruitment and Quality (TRQ), invited applicants to network with particular principals and schools through "I Teach NYC Tours." On these tours, applicants met principals and teachers from some of our highest need schools, experienced their neighborhoods, and received advice on interviewing and job searching from the DOE's recruitment staff. Outreach was conducted with local schools in the Bronx and our special population district – District 75, as we work to bring quality teachers to where they are most needed, and applicants were invited by the DOE to attend "I Teach NYC Tours" based on their teacher certification area. During the course of the Plan year, the DOE conducted over 60 "I Teach NYC Tours."
  - ii. **Select Recruits Early Hire Program:** The DOE manages a program, administered by TRQ, for top-tier applicants called Select Recruits Early Hire in support of our Bronx schools. Candidates with diverse attributes, experiences, and backgrounds showing a high potential for teaching, improving student achievement, and contributing to their school community, participate in the program. Select Recruits undergo an extra layer of vetting, to ensure quality in our highest need schools. Select

Recruits had exclusive opportunities to meet and engage with Bronx principals via two large recruitment events.

- iii. **Outreach to Local Colleges and Universities:** The DOE conducts outreach to colleges and universities in the New York metropolitan area, including Brooklyn College, City College, Lehman College, and Hunter College. The DOE conducted on-campus information sessions regarding employment opportunities at the DOE and hosted webinars with information about DOE employment.
- iv. **Teaching Fellows Program:** In addition to traditional teacher recruitment, the DOE's NYC Teaching Fellows Program (NYCTF) recruits high-quality teachers for the classrooms and neighborhoods that need them most. The program fast-tracks fellows into full-time teaching positions by providing an intensive pre-service training program. Fellows work towards a subsidized master's degree while teaching at a DOE school. The DOE seeks candidates from a diverse community of skilled professionals, as well as recent college graduates with a passion for education. Fellows from a broad range of backgrounds bring their diverse abilities, perspectives, and experiences to the classroom. Of the fellows that began training in June 2017, 65% of the candidate pool identified as a person of color and 25% were men of color. Fellows came from over 30 states and 100 different universities, and represent over 17 industries including finance, healthcare, the non-profit sector, advertising, and the arts.
  1. **NYCTF Diversity Outreach:** For the June 2017 cohort, NYCTF refined its online advertising and applicant messages to be more inclusive and feature fellows of different backgrounds (e.g., recent college graduates and career changers) and ethnicities. Additionally, NYCTF worked closely with NYCMT (described on page 49) to recruit more men of color through alignment on messaging and facilitation of joint events to reach a broader, more diverse candidate pool.
- v. **NYC Teaching Collaborative:** In addition to traditional teacher recruitment, the DOE's NYC Teaching Collaborative (NYCTC) recruits highly effective educators to help improve learning in schools in our highest need communities. NYCTC seeks to recruit passionate teachers who are prepared to turn around student

performance in NYC’s lowest performing schools. The program fast-tracks participating teachers, called Partner Teachers, into full-time teaching positions by providing an intensive pre-service training program. NYCTC seeks candidates from a diverse community of skilled professionals as well as recent college graduates with a passion for education. Candidates from a broad range of backgrounds bring their diverse abilities, perspectives, and experiences to the highest needs classrooms. Of the 2017 NYCTC cohort, 50% self-identified as black or Latino. Participants from NYCTC hailed from different industries, including engineering, healthcare, finance, advertising, and the arts.

- vi. **Teacher Recruiters:** During the 2016-2017 Plan year, the DOE assigned several DOE teachers to assist with teacher recruitment to reach a diverse and robust applicant pool. The teacher recruiters conducted in-person information sessions, virtual webinars, email outreach, and attended recruitment events at local schools throughout New York City, with the aim of recruiting a diverse group of candidates with varied backgrounds and experiences.
- vii. **Lincoln Center Scholars Alternative Certification Program:** During fall 2014, the DOE began a partnership with Hunter College School of Education, the United Federation of Teachers and Lincoln Center, as part of the Lincoln Center Scholars Alternative Certification Program. The program, which is designed to place high-quality teachers from the various art disciplines in NYC public schools, will bring together two institutions renowned in the performing arts and art education to better meet the needs of arts programming. Beyond offering a fully subsidized Masters of Education from Hunter College, upon graduating, program participants are qualified as state-certified teachers and candidates for placement in underserved city schools. In addition, during the course of the program, students gain extensive training from Lincoln Center Education (LCE), including coaching from LCE staff and teaching artists along with peer support groups. Moving forward, the DOE will continue this vital collaboration to ensure that a range of diverse arts programming reaches its underserved schools.
- viii. **Community Outreach Efforts:** The DOE conducts information sessions with local colleges and universities, including institutions

with diverse student populations, to attract talented candidates for teaching positions. The DOE held the following information sessions during the 2016-2017 Plan year:

1. On January 9, 2017, the DOE conducted an information session with St. Joseph's College. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
2. On January 20, 2017, the DOE conducted an information session at Bank Street College of Education. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
3. On February 21, 2017, the DOE conducted information sessions at New York University. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
4. On March 3, 2017, March 8, 2017, March 21, 2017, and March 22, 2017, the DOE conducted an information session at the American Museum of Natural History's Master of Arts in Teaching Urban Residency Program, an alternative teacher certification program for aspiring science teachers interested in NYC schools. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
5. On March 24, 2017, the DOE conducted an information session at Queens College. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

6. On March 27, 2017, the DOE conducted information sessions at Touro College. The agency held this information session to encourage Touro College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
7. On March 29, 2017, the DOE conducted an information session at CUNY College of Staten Island. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
8. On March 31, 2017, the DOE conducted information sessions at St. John's University. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
9. On April 4, 2017, the DOE conducted information sessions at the CUNY City College of New York. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
10. On April 5, 2017, the DOE conducted information sessions at Lehman College. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
11. On April 14, 2017, the DOE conducted an information session at Long Island University's C.W. Post campus. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas,

and geographic areas that have the highest educational needs.

12. On April 19, 2017, the DOE conducted an information session at Adelphi University. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
  13. On April 25, 2017, the DOE conducted information sessions at Hunter College. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
  14. On May 17, 2017, and May 22, 2017, the DOE conducted an information session at Columbia University's Teacher College. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
  15. On May 23, 2017 and November 21, 2017, the DOE conducted information sessions at Brooklyn College. The agency held these information sessions to encourage Brooklyn College students to consider future employment opportunities at the DOE. The sessions covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
- ix. **Recruitment Videos:** The DOE continued to use two video campaigns, created in 2016, to reach a broader audience in an effort to recruit teachers from diverse backgrounds for the 2017-2018 school year. These videos played on taxi televisions in more than 14,000 taxi cabs and free social media accounts (i.e., the DOE's Facebook and Twitter accounts). Additionally, the DOE promoted staff recruitment for DOE Renewal Schools through online advertisements on Facebook and Instagram.

1. **Chancellor’s Teacher Recruitment Video:** Chancellor Carmen Fariña and three teachers were featured in a series of four videos encouraging the general audience to pursue teaching in a NYC public school.
  2. **Renewal Schools Video:** A teacher in the Bronx was featured in a video encouraging New Yorkers to become a teacher at a Renewal School.
- x. **I Teach NYC Website:** For staffing for the 2017-2018 school year, the DOE continued to maintain a public website for all 75,000 teachers to access current and timely information about career and leadership opportunities, professional learning opportunities and resources, grants, financial supports and HR benefits and resources. The website has garnered over 80,000 unique visitors since its launch in September 2016.
  - xi. **Social Media:** The DOE has three dedicated social media platforms for aspiring and current teachers: the Teach NYC Facebook page, the Teach NYC Twitter account, and the Teach NYC Official Instagram page. All accounts on these platforms are publicly accessible. Information on DOE programs, as well as opportunities for career development, leadership, and professional learning are shared through these channels.
  - xii. **National Recruitment:** The DOE engaged in a national recruitment travel campaign to present the multiple pathways into teaching at NYC public schools. In addition to the DOE’s overarching teacher recruitment campaign, known as “Spark Opportunity,” recruitment efforts integrated NYC Men Teach, Pre-K, NYCTF, and NYCTC into its outreach and messaging. TRQ staff also attended career fairs and networking events in California (California State University-Long Beach), Georgia (Morehouse College, Spelman College, Clark Atlanta University), Massachusetts (Boston University), North Carolina (University of North Carolina – Charlotte, Profound Gentlemen), Virginia (Virginia State University, Virginia Union University), Florida (University of Miami, Florida International University), New Jersey (Rutgers University, Seton Hall University), Pennsylvania (Temple University), Maryland (Townson University, Morgan State University, Goucher College, and Coppin State University), and Washington D.C. (Howard University).



- xiii. **Community Outreach**: The DOE, through TRQ and the Division of Early Childhood Education, leveraged community-based outreach associates to recruit and communicate opportunities about teaching in NYC public schools. Over 50 events were held through community partners, non-profit organizations, employment service organizations, National Pan-Hellenic alumni associations, and faith-based organizations. In addition, phone calls and emails on support inquires and event invitations were executed to foster a sense of connection between recruited prospects and the initiative.
  
- d. **NYC Men Teach Initiative**: Led by Mayor Bill de Blasio’s Young Men’s Initiative, NYCMT is an engagement and recruitment effort aimed to inspire more men of color to become teachers at DOE schools. The DOE, in collaboration with CUNY and Teach for America, crafted a strategic plan to bring more diverse cultures and perspectives into DOE classrooms by increasing the number of male educators of color in NYC public schools through these pathways. In addition, NYCMT is strategic in supporting interested candidates in finding the pathway to certification that is best for them, as well as providing professional development, hiring, mentoring, and teaching supports.
  - i. In collaboration with New York City’s Young Men’s Initiative, NYCMT engaged in a successful 2016-2017 subway and bus advertising campaign. During the 2015-2016 Plan year, the campaign completed its first messaging phase of “Educate. Engage. Empower.” During the current Plan year, the campaign completed its second phase of messaging of “Be the Difference,” and entered into its third phase of messaging with “The Power of One.” Visual imaging of the subway and bus campaigns was also updated to showcase current NYCMT Anchors. Campaign efforts included radio spots, online advertising, as well as advertising on the Staten Island New York City Ferry.
  
- e. **Pre-K for All Initiative**: The DOE recruits candidates from multiple settings to teach Pre-K in NYC in both district-based and community-based programs. TRQ, in partnership with the Division of Early Childhood Education, hosted panels, webinars, information sessions and networking events to promote the diversity of the Pre-K marketplace.
  
- f. **Teacher Mentorship Program**: The DOE’s mentorship program assigns mentors to teachers who are new to the teaching profession. A school administrator matches the new teacher with a mentor in the Mentor

Tracking System, the DOE's online mentor documentation system, upon hire. The mentor's overall role is to promote the growth and development of the new teacher, which will improve student learning as well as foster new teacher retention rates. Mentors are preferred to have five years of teaching experience in DOE schools. Mentors should also demonstrate mastery of pedagogical and subject matter skills, evidence of excellent interpersonal skills, and a commitment to participate in professional development. The mentorship is designed to provide new teachers with personalized support through their first year of teaching. The mentor meets with the new teacher for regularly scheduled structured meetings for a minimum of two periods per week, for a minimum of 10 months. Meetings must include both in-classroom support and one-on-one conferences. Mentors help orient new teachers to the school community and to teaching in general. Throughout the school year, mentors are provided trainings to explore the most effective ways to support their new teacher colleagues. During the Plan year, training topics included "Mentoring Based on Principles of Adult Learning," which gave mentors the tools to effectively mentor new teachers who have different learning styles, and "Mentoring New Special Education Teachers," which focused on the particular classroom challenges faced by special education teachers.

- g. **Teacher Leadership Program:** The Teacher Leadership Program (TLP), a program facilitated by the Office of Leadership, is a year-long leadership program for teacher leaders from diverse backgrounds. The program is designed to develop their facilitative and instructional leadership skills and for principals and assistant principals to cultivate shared leadership. The TLP also works to embed effective teacher leadership structures and practices in the school community.
- h. **Principal Recruitment:** The DOE is committed to the development and support of new, aspiring and experienced school leaders from a wide variety of diverse backgrounds and experiences. The DOE strives to continuously identify aspiring leaders who demonstrate commitment, innovation, and a relentless pursuit to meet the social and academic needs of our students. During the Plan year, the DOE facilitated the following programs in an effort to attract a diverse pool of candidates for assistant principal and principal positions:
  - i. **Office of Leadership Initiatives:** The Office of Leadership strives to increase the number of high-quality candidates who are well-prepared to become school leaders (assistant principals and principals) in NYC public schools. The Office of Leadership

identifies talented educators from diverse backgrounds at early points in their careers and nurtures their leadership skills while they remain in teaching roles. This strategy enables the Office of Leadership to develop a strong and sustainable leadership pipeline for NYC's public schools. The Office of Leadership administers the DOE's Principal Pipeline Initiative, a leadership pipeline program made possible by a grant from the Wallace Foundation. As one of six urban school districts in the United States selected to participate in the initiative, the DOE has fully engaged in the opportunity to reassess the DOE's existing leadership pipeline and to strengthen it with an emphasis on teacher leadership and school leadership roles.

1. **Leadership Pipeline Programs:** The DOE facilitates leadership development programs aimed at creating strong leaders for NYC public schools and outstanding role models for DOE students. During the Plan year, the DOE facilitated the following programs in an effort to attract a diverse pool of candidates with talent, skills and development potential:

a. **Leaders in Education Apprenticeship Program (LEAP):** LEAP is a 12-month, on-the-job, leadership development program focused on developing DOE employees who have demonstrated leadership capacity and readiness to engage in school leadership positions. LEAP develops aspiring school leaders within their existing school environments. The LEAP curriculum differentiates learning based on individual needs and provides LEAP participants with intensive mentoring and coaching.

b. **Assistant Principal Leadership Institute (APLI):** APLI is a 12-month, on-the-job program that prepares strong, experienced assistant principals to transition into principal roles within one to three years. It includes monthly class sessions, quarterly school visits, and individualized developmental work. Participants also gain admission to the Principal Candidate Pool through participation in the program.

2. **Leadership Pipeline Programs' External Partners:** The DOE partners with organizations that support the DOE's efforts to create strong leaders for NYC public schools and outstanding role models for DOE students through the DOE's Principal Pipeline Initiative. During the Plan year, the DOE worked closely with the following principal pipeline partners:

a. **Wallace Fellows Program:** During the Plan year, the DOE established partnerships with strong university-based school leadership programs as part of its broader strategy to build a robust and diverse pipeline of well-qualified candidates for assistant principal and principal positions. Accordingly, during the Plan year, the DOE maintained university partnerships with Hunter College, Lehman College, Queens College and Brooklyn College, Bank Street and Fordham University. In doing so, the DOE's goals were to: (1) help identify top students in strong leadership programs across the city and connect them with hiring managers in need of strong leadership candidates; (2) enhance the leadership preparation experience for select students by providing robust support for the internship component of their programs; and (3) afford potential candidates in the field a broader range of affordable and geographical options by diversifying the portfolio of partnerships with university programs. The DOE selected up to 12 of the top students in each of the university partner programs to be Wallace Fellows, who receive enhanced supports from the DOE. Each Wallace Fellow attends the Leadership Learning Series, comprised of five half-day professional learning workshops sponsored by the Office of Leadership. These workshops expose Wallace Fellows to key DOE priorities and policies and provide them with opportunities to network with senior leaders and hiring managers across the system. In addition, Wallace Fellows are invited to resume and interviewing workshops in the spring,

and the Office of Leadership circulates their resumes to hiring managers who have vacancies for which their experience and expertise are an appropriate match.

i. **Principal Professional Development:** The DOE is committed to the development and support of new, aspiring, and experienced school leaders from a wide variety of diverse backgrounds and experiences. During the Plan year, the DOE engaged in the following programs to provide professional development experiences and opportunities for new, aspiring and experienced school leaders:

i. **New York City Leadership Academy:** As the DOE's primary external provider of school leadership development services, NYCLA focused on supporting high-quality school leadership in traditionally low-performing schools.

1. **Aspiring Principals Program:** NYCLA's Aspiring Principals Program (APP), an external program funded by the DOE, is a 14-month leadership development program designed to prepare participants to lead instructional improvement efforts in high-need NYC public schools. APP selects a diverse and talented group of educators, including former teachers, coaches, guidance counselors and assistant principals. The curriculum provides coaching and support services. Participants spend six months working with an experienced mentor principal in a school. The DOE also provides participants with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program.

ii. **Partnerships with the Council of School Supervisors and Administrators (CSA):**

1. **Advanced Leadership Program for Assistant Principals (ALPAP):** During the Plan year, the DOE promoted the ALPAP. ALPAP, sponsored by the CSA, is a professional development program for assistant principals to further develop their leadership skills. A group of principals serve as coaches for participants. The program's goal is to provide assistant principals with an opportunity to hone

existing skills and acquire new skills needed to become a principal through coaching, advanced leadership seminars, field experience, and networking sessions.

2. **School-Based Intermediate Supervisors Institute (SBISI)**: SBISI is a CSA-sponsored program for principals that builds, expands, and enhances fundamental school leadership skills and knowledge through a wide variety of “nuts and bolts” strategies, engagement in critical thinking scenarios, and exploration of educational leadership-related literature.
  3. **Executive Leadership Institute (ELI)**: ELI is a CSA-sponsored continued professional development program for principals and assistant principals on a variety of relevant topics, designed to further develop the skills of school leaders.
- j. **Chancellor’s Fellowship**: The Chancellor’s Fellowship is a leadership development opportunity for top talent. The program is designed for employees in leadership roles who are committed to public education reform and have a proven record of success. The Fellowship provides tangible tools including professional development, executive coaching, career guidance and a network of peers and alumni. Participants are matched to an executive coach whose role it will be to help find meaning from the review and produce a development plan based on its results, as well as provide ongoing professional mentoring and support. As the elective fellowship is a key part of DOE’s diversity and inclusion retention initiatives, OEO worked with the program directors to include diversity and inclusion language into the application form. In the 2013-2014 Plan year, the Chancellor’s Fellowship program was incorporated into the Employee Engagement & Development Initiative (described on pages 58-62). During the 2016-2017 Plan year, the Office of Leadership facilitated the fellowship which includes a cohort embracing school, district and Central leaders. As part of the program, Chancellor Fellows undertake six full-day trainings and are provided opportunities in six competency categories that define what it takes to be an effective system-level leader. OEO will continue to partner with the fellowship program on a go forward basis.
- k. **General Recruitment Outreach**: In order to create an inclusive and multi-talented workplace best prepared to educate DOE students, DOE

staff attended recruitment events to attract qualified candidates with diverse backgrounds and to raise the DOE's profile as an employer of choice. For instance, many of the recruitment events enabled the DOE to attract talented bilingual professionals from diverse backgrounds. DOE staff will continue to attend recruitment events that expose the DOE to applicants with diverse experiences and skills.

- i. DOE staff from the Division of Early Childhood Education (DECE) attended the Columbia Teachers College Employer Showcase and NYU Wagner's Public Service Career Fair on March 2, 2017 and April 4, 2017 to meet with current students and discuss openings within their division. DECE staff also participated in a multi-school virtual education fair on February 18, 2017, and spoke on a Harvard Ed Connect panel to provide information about employment opportunities with the NYC Department of Education.

#### **VIII. Progress Report: 2016-2017 Plan Year Updates Regarding Recruitment and Retention Diversity Initiatives**

1. **Introduction:** The DOE's previous Diversity and Inclusion Plans described forward looking reforms and diversity initiatives designed to promote the recruitment and retention of a diverse workforce. As the previous Plans included both short and long-term goals for diversity and inclusion, the DOE will continue to work on implementing these initiatives on a go forward basis. DOE's strategies to accomplish these initiatives are reflected in the 2016-2017 Plan year progress report below.
  - i. **Job Vacancy Posting Requirements:** The DOE committed to post opportunities on the DOE website for a minimum of 10 days to ensure that external and internal DOE candidates have ample notice about new positions. This diversity initiative was designed to promote inclusion by encouraging current employees to grow their careers at the agency. A mandatory job posting policy requiring that all positions<sup>24</sup> be posted on the DOE website for a minimum of 10 days was implemented in the 2011-2012 Plan year. In the 2012-2013 Plan year, the DOE developed a Central Staffing Guide on the DOE's intranet website that provided information to hiring managers on staffing their teams and fostering a positive

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<sup>24</sup> Below cabinet level.

workplace climate. The Central Staffing Guide reminded hiring managers that, with the exception of Cabinet level positions, all vacant DOE positions (including positions the agency seeks to fill externally and internally) must be posted on the DOE website for a minimum of 10 calendar days before an offer of employment can be made.

1. **Status:** During the course of the 2016-2017 Plan year, the DOE continued to implement the mandatory posting policy. All positions below cabinet level are posted on the DOE website for a minimum of 10 days to encourage internal applications and promote an inclusive work culture.
- ii. **Diversity Recruitment:** The DOE committed to explore posting opportunities on websites and publications that cater to a diverse applicant pool. This strategic outreach was designed to identify and build out the external pipeline of qualified diverse candidates. DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE.
    1. **Status:** During the 2016-2017 Plan year, as described on page 41 of this Plan, the DOE continued to utilize the Monster.com Diversity Job Network. All DOE positions posted on the Diversity Job Network were simultaneously posted on all the diversity sites associated with the Diversity Job Network. Additionally, the following job sites receive a daily feed of the DOE's posted positions: Simplyhired.com, Indeed.com, Recruit.net, Ladders.com, Glassdoor.com, LinkedIn Limited Listings, Apex Opus, Careerjet, Jobbydoo, WowJobs, and Direct Employers. As a result, DOE openings reached a wide range of qualified applicants with diverse backgrounds, viewpoints and experiences.
  - iii. **Targeted Outreach to Diversity Recruitment Sources:** In the previous Diversity and Inclusion Plans, the DOE committed to engage in targeted outreach to diverse professional associations, educational institutions, and other diversity recruitment sources regarding available opportunities.



1. **Status:** During the course of the 2016-2017 Plan year, as described on pages 39-41, the DOE contacted multiple professional associations, educational institutions, and other diversity recruitment sources. Each recruitment source was informed about the DOE's commitment to equal employment opportunity, was provided a link to available opportunities, and was encouraged to refer qualified applicants.
- iv. **Internal Distribution of Job Postings:** The DOE committed to supporting the career growth of existing DOE employees. To ensure that all DOE employees are aware of available job openings, the agency developed a diversity and inclusion site on the DOE's intranet. Employees were encouraged to review internal job openings, posted on the DOE website, on a regular basis. Moreover, when employees call the HR Connect helpline, a message encourages employees to review and apply for current opportunities on the DOE website.
1. **Status:** On January 8, 2018, Chancellor Carmen Fariña sent an email to all employees reaffirming DOE's commitment to diversity and inclusion. The Chancellor's letter encouraged employees to review the DOE's Diversity & Inclusion policy and highlighted various resources in support of this policy, including those on the DOE intranet. A copy of the email is attached as *Appendix B*. Additionally, during the 2016-2017 Plan year, through its monthly newsletter *Inside Central*, the DOE advertised to its employees to review open positions at the DOE. *Inside Central* is sent to approximately 7,000 central, field support center, and superintendent office employees. New DOE employees also have an opportunity to participate in the "myDOE week" welcome sessions, in which part of the agenda is dedicated to informing employees about civil service and opportunities to take civil service examinations. In addition, a recorded message added to the employee HR Connect helpline continues to encourage DOE employees to review and apply for current opportunities.
- v. **Voluntary Employee Re-survey:** In the previous Diversity and Inclusion Plans, the DOE committed to conduct a voluntary re-survey of the agency's workforce to ensure that race, ethnicity, and

gender data collected by the agency is accurate. Accurate reporting is crucial as the DOE examines the agency's data collection methods for applicant hiring and retention data as described above. Analyzing data, such as an applicant flow report,<sup>25</sup> will allow the DOE to make the best strategic decisions regarding where diversity resources should be utilized. Moreover, these reports will allow the agency to analyze the impact, efficiency, and effectiveness of diversity recruitment tools. The voluntary employee re-survey will increase the accuracy of these reports and analyses in accordance with best practices.

1. **Status:** During the 2015-2016 Plan year, DOE's employee data systems were updated to include the revised race and ethnicity categories based on the EEOC's revision of the race and ethnicity categories for state and local governments as described on page 7. OEO continues to work closely with DHR to review the existing systems to customize existing information systems and NYCAPS in order to collect and analyze applicant hiring and retention data.
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- vi. **Employee Engagement & Development Initiative:** During the 2013-2014 Plan year, the DOE launched the Employee Engagement & Development (EE&D) Initiative, which is a talent management strategy designed to provide performance management, professional development, leadership development and engagement opportunities for all non-pedagogical employees. This initiative supports diversity and inclusion within the agency by embracing the contributions of all employees, providing opportunities for career advancement and networking, and creating a more systematic culture of learning at Central offices. The initiative features "myDOE week," which is a monthly series of activities designed to engage DOE employees with the DOE's mission and strategic priorities. Each "myDOE week" has a general welcome session to familiarize new and existing employees with the agency's organizational goals and values, including diversity and inclusion. The EE&D Initiative also

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<sup>25</sup> An applicant flow report is a collection of data that tracks applicants as they proceed through the DOE's application process.

features orientations hosted by individual DOE divisions to align employees with divisional goals and priorities; school visits for employees to visualize the DOE's mission and interact with students, teachers, and administrators; networking socials for new and existing employees to build their professional networks; and a guest speaker series hosted by Chancellor Carmen Fariña for employees to engage with key internal and external leaders from the education community.

1. **Status:** During the course of the 2016-2017 Plan year, over 5,200 DOE employees participated in 206 learning and engagement opportunities. In the 2015-2016 Plan year, the EE&D Initiative launched three new cohort-based programs: (a) a management development program for 50 new managers with less than 5 years of experience; (b) an executive-level emerging leaders program for 31 leaders across DOE Central offices; and (c) voluntary employee-led ERGs. The DOE continued to offer the “myDOE week” series, which included welcome sessions for new hires and new employees moving into Central office roles; professional development workshops surrounding topics that ranged from parent engagement and community partnerships to school wellness programs that advance the practice of high-quality physical education and health education in our schools; and networking events hosted by each Central office division.

- a. **EE&D Programs:** During the course of the 2016-2017 Plan year, the EE&D Initiative continued to provide a variety of professional development and engagement offerings for Central offices. The Learning & Development Series is a professional development opportunity open to all Central employees of all levels that are interested in participating in a variety of courses that are related to management development, leadership development, communication skills, and technical skills. This series provided Central employees with 59 professional learning opportunities. The Management Development Program (MDP) (formerly referred to as the Central Management

Development Program) was launched in October 2015 for Central employees who are entry-level (track 1) and experienced managers (track 2). The MDP is a formal training program for building and strengthening management skills. During the Plan year, participants attended four sessions from October 2016 through December 2016 that focused on management style, effective delegation, influencing skills, conflict management, and giving and receiving feedback. Upon successful completion of the MDP, participants were given a certificate of completion which recognizes them as valuable and trained managers within the Central offices. In addition, a spring cohort of managers completed the program producing a total of 125 graduates of the MDP program for the program year.

2. **Employee Engagement & Development Advisory**

**Committee:** The EE&D Advisory Committee was established in 2014 with representation from every member of the Chancellor's Senior Leadership Team/Cabinet, including OEO's Executive Director, to collaborate and spearhead the expansion of inclusion opportunities for Central office employees. The mission of the committee is to support the overall goals of the agency and promote diversity and inclusion for central offices.

- a. **Status:** Since its initiation, the EE&D Advisory Committee has consistently held meetings every other month. The Committee's meetings bring together leaders of various divisions of the DOE to provide feedback, guidance, and strategy related to all organizational development activities for Central, field, and superintendent office employees. During the Plan year, OEO representatives continued to serve on the committee and attend Committee meetings.

3. **Employee Surveys:** During the 2013-2014 Plan year, the DOE launched its first annual Central Employee Survey to solicit feedback from Central employees to enable a

comprehensive assessment of the effectiveness of professional development and engagement opportunities offered to Central employees. This survey promoted diversity and inclusion by giving Central employees an opportunity to identify and communicate ways their professional growth may be supported by DOE leadership. The 2015-2016 Central Employee Survey expanded on the inaugural survey by also focusing on perceptions of Central office learning cultures, collaboration and supportive work environments, leadership communication, and opportunities for improvement and career growth.

- a. **Status:** Employee feedback obtained from the Central Employee Survey is a critical tool in developing programs and engagement opportunities to ensure a diverse and inclusive work culture. A similar survey was administered to all field support center employees in 2015. In 2016, the DOE administered the survey to superintendent office employees. In October and November 2016, DOE hosted five borough-based town halls to provide a deeper understanding of the DOE's Equity and Excellence for All vision and the DOE's priority to support the growth and development of its employees. The town halls brought together over 500 participants.
- vii. **Managerial Competencies:** In the previous Diversity and Inclusion Plans, the DOE committed to prepare managerial competencies (used to identify the competencies and attributes important to the performance of managers) that incorporate diversity best practices. These competencies are designed to improve equity in hiring practices by providing feedback to managers on their diversity and inclusion efforts. Furthermore, the competencies will strengthen supports for managers to more effectively develop and retain diverse employees. During the course of the 2012-2013 Plan year, the DOE launched the Employee Feedback Cycle, which provides comprehensive qualitative feedback for managerial employees. This customized professional development tool is comprised of three segments: a goal setting segment, a mid-year feedback segment and an end of

year feedback segment. Managers will provide qualitative feedback for employees, and employees will also have the opportunity to prepare a self-assessment. This Employee Feedback Cycle will incorporate diversity and inclusion best practices. Under the new system, a component of the feedback cycle will include diversity considerations such as, whether the employee facilitates discussions to guide groups toward sound conclusions/builds consensus, whether the employee develops mutually beneficial relationships and partnerships/models collaboration, and whether the employee creates an inclusive environment where diverse perspectives are valued. During the course of the 2013-2014 Plan year, the Employee Feedback Cycle was incorporated into the Employment Engagement & Development Initiative, described on pages 58-62.

1. **Status:** During the 2016-2017 Plan year, the Employee Feedback Cycle continued to encourage supervisors and employees to meet periodically throughout the year for goal setting, mid-year feedback, and year-end feedback to reflect on the employees' progress and identify areas and plans for growth. In fall 2016, all Central DOE offices and divisions sent communications to their employees regarding the Employee Feedback Cycle and ensured that managers engaged with their direct reports to review individual employees' plans for professional development. DOE employees subsequently completed mid-year (spring 2017) and year-end (summer 2017) self-assessments and met with their supervisors for positive and developmental feedback. The ongoing feedback will continue to aid professional development and foster an inclusive work environment.
  
- viii. **Emerging Leaders Program:** The DOE committed to explore developing a mentorship program. One initiative involved creating an Emerging Leaders Program (formerly referred to as the Emerging Leadership Symposium), designed to build and strengthen leadership capabilities for high performing employees in the DOE's talent pipeline. The program was designed to target high potential employees from all backgrounds and experiences, whose next career assignment will be a managerial or supervisory role with greater impact on the DOE's strategy, policy or

operations. Selection criteria would include, among other factors, a commitment to diversity and inclusion in the workplace. The program would also include strategies to create a workplace climate that values diversity of experience, thought, and ideas to help achieve innovative results. During the course of the 2013-2014 Plan year, the DOE incorporated the Emerging Leaders Program into the Employment Engagement & Development Initiative, described on pages 58-62. Through this program, selected employees would participate in formal mentorships and receive coaching sessions from senior leaders on topics focused on leadership and career development, leadership competencies, job-related skills competencies, effective project management, education reform policies and strategies, and career paths.

1. **Status:** In April 2016, the DOE launched the *LeadDOE* program, which is an emerging leaders program designed to provide Central employees, who are high-performing, learning-oriented leaders, with an opportunity to develop and strengthen their leadership skills. At the end of the program, the participants will be recognized as valuable and trained leaders within the Central offices. The 2016-2017 *LeadDOE* class produced 40 graduates who represented various divisions across the DOE.
  - a. Currently, the Emerging Leaders Program is in the planning phase of launching its 2017-2018 cohort. ODU, OEO, the EE&D Advisory Committee, and senior leadership are working together on the program design, audience, and nomination process.
  - b. The Journey Program: In June 2017, the DOE launched the Journey Program, a new mentoring program. Specifically designed for DOE central, field, and superintendent office employees, this program supports career development at the DOE, strengthens employee relationships, fosters collaboration, and helps cultivate diverse leadership from within the agency by partnering experienced employees who have successfully navigated the DOE with mentees seeking to learn new skills and strategies in order to make a positive contribution to the DOE's mission and culture. The initial cohort brought together a total of 40 mentors and mentees.

- ix. **Division of Instructional and Information Technology PEER Leadership Development Series:** During the Plan year, DIIT administered its Professional Education Exchange Residency (PEER) program, which is a cross-training and leadership development series. Through this program, staff members are given the opportunity to spend an 18-day residency with another one of the DOE's technical teams, thereby exposing them to new technologies and broadening their expertise. Critical to the cross-team residency is the mentorship pairing with a member from another team that supports completion of learning assignments and the building of technical capacity. Additionally, DIIT's Organizational Effective Team provides participants with career and leadership skills training to accompany their on-the-job training. In particular, participants are offered sessions on feedback, managing up, interviewing, resume writing, and leadership. PEER culminates in a graduation ceremony during which each cohort, comprising six residents, prepares and presents to senior staff a capstone presentation that addresses a critical business challenge. This program has produced over 30 graduates, and the program is expected to launch again in the spring of 2018.
- x. **Division of Teaching and Learning Mentoring Program:** This initiative was designed to promote employee engagement and retention. This mentoring program launched its 2017 program in June 2017. DTL matched 30 division leaders with 30 mid-level staff members for mentorships. Participants were expected to meet at least once a month, providing mentors and mentees an opportunity to share and learn from each other's experiences and provide guidance surrounding career development. The meetings cultivated professional relationships and provided a supportive and inclusive environment for employees.
- xi. **DOE Internships:** The DOE committed to encourage hiring managers to post all DOE internships on the DOE website and engage in outreach regarding DOE internships. Internships play a valuable role in increasing opportunities by enhancing the pipeline of future qualified applicants and educating a new generation of potential employees about public service opportunities with the DOE. During the 2012-2013 Plan year, OEO worked with DHR and other DOE offices to develop written guidelines to ensure the



DOE's compliance with employment and labor laws in the hiring and employment of paid and unpaid interns.

1. **Status:** To attract a broader, more diverse, and more robust applicant pool, all internships are posted on the DOE's website at <http://schools.nyc.gov/Careers/Internships>, a webpage dedicated exclusively to DOE internships. OEO and DHR are continuing to collaborate on guidelines for employing interns. During the course of the 2016-2017 Plan year, DHR invited DOE offices to sponsor interns for the DOE's 2016 summer internship program, and several Central offices hosted interns. The summer internship program is a unique opportunity for college students to gain experience working in public education, as well as a prime opportunity for the DOE to establish a talent pipeline of potential employees with demonstrated skills and knowledge of the DOE. OEO, DHR and related offices continue to provide training, professional development and mentorships to interns to further facilitate an applicant pipeline.
- xii. **Diversity and Inclusion Employee Resource Groups:** ERGs promote diversity and inclusion by allowing interested employees to meet, network and share ideas. ERGs serve as an invaluable tool to recruit, retain, and develop a talented and diverse workforce. During the course of the 2015-2016 Plan year, a cross-functional working group consisting of representatives from OEO, the Office of the Chancellor, DHR, and DTL developed a written policy and guidance surrounding the formation of ERGs. To ensure the implementation of best practices and effectiveness in the ERGs, the working group consulted with ERG professionals in the private sector. The working group finalized the written policy, application process, and oversight for ERGs. The ERGs are designed to foster a diverse and inclusive workplace aligned with the mission, values and goals of the DOE.
1. **Status:** During the 2015-2016 Plan year, the DOE launched three ERGs: Women in Facilities, NYC Schools Pride, and ABLE – Admins Building (to) Lead Effectively. During the 2016-2017 Plan year, the DOE launched three new ERGs: The B.L.E.N.D. (Black and Latino Employee Networking and Development); DOE Moms; and

Mindfulness at Work. The ERGs have provided its members over 30 events attracting more than 750 participants.

- xiii. **Diversity and Inclusion Guidance for DOE Offices:** During the Plan year, OEO provided guidance to numerous DOE offices on diversity and inclusion best practices. For example, OEO worked closely with representatives of DHR to prepare for and launch ERGs. In October 2016, through a partnership between ODU and OEO, the DOE presented a workshop on unconscious bias to over 60 central, field support center, and superintendent office employees. Additionally, during the spring of 2017, ODU invited employees to participate in the Equity, Diversity & Inclusion Learning Series, which included the participation of OEO's Diversity Management Unit and the Training Unit with the purpose to further develop what was learned and provide guidance to other offices.
- xiv. **Outreach to Historically Black Colleges and Universities and CUNY Schools:** The DOE committed to engage in applicant outreach efforts to Historically Black Colleges and Universities, as well as CUNY schools that serve diverse student populations.
  - 1. **Status:** During the course of the Plan year, as described on pages 39-41, the DOE contacted multiple institutions that serve diverse student populations. Each recruitment source was informed about the DOE's commitment to equal employment opportunity, provided a link to available opportunities, and encouraged to refer qualified applicants.

**IX. Progress Report: 2016-2017 Plan Year Updates Regarding Procurement Related Diversity Initiatives**

- a. The DOE's previous Diversity and Inclusion Plans described forward-looking reforms and diversity initiatives designed to promote equal opportunity for MWBEs to participate in the procurement process. As the previous Plans included both short and long-term goals in the procurement realm, the DOE will continue to work on implementing these initiatives. With this foundation, the DOE will ensure that equal opportunity for MWBEs remains a top priority for the DOE. Our broad based strategies to accomplish these initiatives are reflected in the 2016-2017 progress report below:

i. **Tracking MWBE Data:** To ensure that all vendors doing business with the DOE are accurately captured as MWBEs in the agency's data, the DOE committed to track MWBE status in-house. This diversity initiative was designed to increase the number of MWBEs certified by NYC and NYS. There may be MWBEs that contract with the DOE, but are not certified by NYC or NYS, and therefore are not captured as being MWBEs. In-house tracking is beneficial because it allows the DOE to identify MWBEs that are not certified by NYC or NYS and provide them with information about certification. The DOE internally tracks MWBE data via Vendor Portal (the DOE's online management tool for vendors) by adding a question to the registration process prompting new vendors to identify whether or not they are MWBEs. The purpose of this reform was to identify all potential MWBEs and suggest uncertified vendors who identify as MWBEs connect with SBS or Empire State Development.

a. **Status:** During the course of the prior Plan years, OEO collaborated with DCP and the Division of Financial Systems and Business Operations (FSBO) to implement this reform. Specifically, in order to identify all potential MWBE vendors, the DOE devised a two-phase strategy that would enable both new and existing vendors to confirm whether or not they are MWBEs. In the first phase, implemented in November 2013, new vendors registering on Vendor Portal receive notices at the end of the registration process, as well as via email, encouraging any MWBE vendors to become NYC- or NYS-certified and directing them to the SBS and Empire State Development websites. In the second phase, implemented on June 16, 2016, a new section was added to vendors' profiles on Vendor Portal that contains similar language as the notices in the first phase. Vendors who are not recorded in Vendor Portal as MWBEs, but self-identify as MWBEs, are prompted to get certified. During the 2014-2017 Plan years, OEO worked closely with DCP and FSBO to create a regular data feed of MWBE certified vendors from SBS (NYC MWBE certification) and Empire State Development (NYS MWBE certification). This allows DOE to regularly locate and identify certified MWBEs. Additionally, during the Plan year, OEO collaborated with FSBO to enhance search capabilities

within DOE systems, so that information about MWBEs registered on DOE's Vendor Portal is accurate, accessible, and easily searchable. In addition, DOE began the process to conduct a large data analysis of small purchases made across DOE central offices. DOE is particularly reviewing spend, cost growth centers, purchase timing, and which industries MWBEs are most competitive and heavily utilized. The effort garnered several critical insights into central office purchasing habits.

ii. **Facilitate MWBE Vendor Participation at the School Level:**

The DOE strives to provide principals with access to MWBE vendors because principals, and their designees, can purchase certain goods and services directly. In the prior Plan year, OEO and DCP began collaborating on a new initiative to make schools and other DOE buyers aware of the MWBE vendors that currently have contracts with the DOE. OEO and DCP devised a strategy, described in further detail below, which enables principals, their designees, and other DOE purchasers to easily identify MWBE vendors in the ShopDOE purchasing planning portal. ShopDOE is a web-based tool that allows users to browse a catalog of products offered by DOE-contracted vendors available at DOE-contracted prices. During this Plan year, the DOE also provided school purchasers, via the *Principal's Weekly*, with information, described in further detail below, on how to search for certified MWBE vendors when seeking goods and services for their schools.

1. **Status:** On October 5, 2016, OEO and DCP, in close collaboration with FSBO, successfully launched this new strategy for identifying vendors' MWBE status on ShopDOE to better connect DOE purchasers with MWBE vendors. The MWBE vendors who offer products through ShopDOE are now identified as MWBEs in the "seller information" sections of those product pages, as well as in initial search results listing those products. With this new initiative, when searching for goods and services, schools and other DOE buyers will be able to easily locate MWBE vendors, thereby enhancing the ability of MWBEs to do business with the DOE. Additionally, in October 2017 the OEO published a notice in *Principal's Weekly*, providing

principals with the resources available to locate MWBEs when searching for vendors to fulfill their procurement needs. Specifically, the notice, which appeared in the publication for three weeks, included links to the NYC Online Directory of Certified Companies<sup>26</sup> and the NYS MWBE Directory<sup>27</sup> and reinforced DOE's commitment to give all businesses, including MWBEs, an equal opportunity to compete for DOE procurements. A copy of the notice published in Principal's Weekly is attached as *Appendix H*. Additionally, OEO has begun the process to secure a series of meetings with Field Support Centers to encourage the offices to disseminate MWBE information to their respective schools.

- iii. **Partnership with SBS on MWBE certification and MWBE Services:** During the Plan year, the DOE continued to strengthen its partnership with SBS to encourage new MWBE vendors to become NYC-certified and utilize SBS resources to help them successfully compete for DOE contracts. As reported in the previous Diversity and Inclusion Plans, the DOE worked closely with SBS on MWBE certifications and providing assistance to MWBEs seeking to do business with the DOE. Furthermore, the DOE promoted SBS services for MWBEs, including certification, at the monthly "How to Do Business with the NYC DOE" seminars and at pre-bid and pre-proposal conferences. During the Plan year, the DOE shared with SBS information regarding DOE procurement opportunities, which enabled SBS to conduct targeted outreach to those vendors and offer them one-on-one technical assistance regarding specific DOE procurements. During the 2016-2017 Plan year, the DOE partnered with SBS in developing a strategy to provide small businesses, including MWBEs, with information about the SBS Contract Financing Loan Fund, the city's MWBE Contracting Disparity Study, and the SBS Immigrant Business Initiative. The SBS Contract Financing Loan Fund helps small businesses, including MWBEs, compete on City contracts by assisting businesses to secure low-rate loans for upfront capital. Additionally, the DOE website was updated to

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<sup>26</sup> The NYC Online Directory of Certified Companies is available at <http://mtprawvwsbswtp1-1.nyc.gov/>.

<sup>27</sup> The NYS MWBE Directory is available at <https://ny.newnycontracts.com/FrontEnd/VendorSearchPublic.asp>

include a link to the program. Through the Immigrant Business Initiative, SBS delivers hands-on services in Spanish, Chinese, Haitian Creole, Russian, Korean, Bengali, and Arabic to address needs specific to entrepreneurs in New York City's immigrant communities.

1. **Status:** During the course of the 2016-2017 Plan year, the DOE continued to collaborate with SBS. As part of this collaboration, the DOE shared information about the SBS Contract Financing Loan Fund and the SBS Immigrant Business Initiative at pre-bid and pre-proposal conferences and outreach events. These efforts serve to enhance the ability of MWBEs to compete for DOE contracts and meaningfully participate in the procurement process. The DOE also shared with SBS, on a monthly basis, information about DOE procurement opportunities that were “unbundled” pursuant to the DOE’s “unbundling” pilot program (described on pages 76-78). The DOE also served as a panelist and presenter at two SBS MWBE events: Strategic Steps for Growth and the NYC Goods & Services Mentorship Program. The DOE will continue to work with SBS on a regular basis to share DOE procurement opportunities and resources with the MWBE community.
  
- iv. **MWBE Certification Reciprocity:** The DOE has previously explored the possibility of offering reciprocity to MWBE vendors certified by NYS. The purpose of this reform was to increase the number of MWBE vendors doing business with the DOE. However, the current system would require that MWBE vendors complete additional paperwork in order to be certified by both NYC and NYS. In order to simplify the process and encourage additional MWBE participation, the DOE is accepting both NYC and NYS MWBE certifications. In addition, the DOE conducts outreach targeting the certified MWBE community by posting available procurement opportunities on the NYS Contract Reporter website.
  1. **Status:** During the course of the 2016-2017 Plan year, the DOE continued to recognize vendors who are certified by either NYC or NYS as MWBEs. The DOE actively encouraged uncertified MWBE vendors to become

certified and directed uncertified vendors to the SBS website for information about NYC certification or the Empire State Development website for information about NYS certification. Furthermore, a notice about DOE procurement opportunities was posted on the NYS Contract Reporter website. In addition, during this Plan year, the DOE worked with the SED to ensure the DOE's compliance with the MWBE participation goals set forth in grants administered by SED.

- v. **Research Availability of MWBEs:** The DOE secured the most recent copies of the NYC and NYS MWBE disparity studies in order to study the availability of local MWBE vendors. In the 2012-2013 Plan year, the DOE utilized the MWBE availability data from the NYC and NYS disparity studies to research and develop two procurement-related pilot programs (described on pages 76-78). In connection with the pilot programs, DCP generated a list of all MWBE vendors on the DOE's bidder's list, which pilot participants refer to when seeking available vendors who can fulfill DOE procurements. In addition, DOE regularly monitors news alerts and emails related to Small Business Services and Empire State Development and regularly consults their respective MWBE Directories.

- 1. **Status:** During the course of the 2016-2017 Plan year, the DOE continued to actively review the availability of MWBEs in order to connect MWBEs with DOE procurement opportunities. For example, the DOE regularly searched the list of MWBE vendors on the DOE's bidder's list, the NYC Online Directory of Certified Companies<sup>28</sup> and the NYS MWBE Directory<sup>29</sup> to locate MWBE vendors. These resources for researching MWBE availability were frequently utilized by the DOE to: (1) facilitate review of large procurements for potential "unbundling" opportunities as part of the DOE's "unbundling" pilot program (described on pages 76-78); (2) solicit bids from MWBE vendors on certain small purchases as part of the DOE's MWBE solicitation pilot program (described on pages 76-78); and (3) engage in

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<sup>28</sup> The NYC Online Directory of Certified Companies is available at <http://mtprawvwsbwtpl-1.nyc.gov/>.

<sup>29</sup> The NYS MWBE Directory is available at <https://ny.newnycontracts.com/FrontEnd/ VendorSearchPublic.asp>.

good faith efforts to contract with MWBEs in order to comply with MWBE requirements on SED grant applications (described on pages 84-85).

vi. **MWBE Outreach:** The DOE committed to forwarding solicitations posted on the DCP website to diverse organizations in the procurement realm. This outreach was designed to facilitate participation by MWBEs in the DOE's procurement process. In the previous Plan years, the DOE regularly emailed information about the DOE's current solicitations to local diverse organizations in the procurement realm, including, but not limited to, chambers of commerce and other MWBE-affiliated organizations.

1. **Status:** During the course of the 2016-2017 Plan year, the DOE continued to send emails with information about the DOE's current solicitations to diverse organizations on a monthly basis. A sample email is attached as *Appendix I*. The DOE also shared, on a monthly basis, information about DOE procurement opportunities that were "unbundled" pursuant to the DOE's "unbundling" pilot program (described on pages 76-78), with the aforementioned diverse organizations, SBS, and attendees at the DOE's "How to Do Business with the NYC DOE" workshops. During the course of the Plan year, the DOE also promoted upcoming procurement opportunities offered in connection with SED grants.

vii. **OEO MWBE Presentations at Pre-Bid and Pre-Proposal Conferences:** As part of the DOE's continued MWBE outreach, to encourage MWBE certification and MWBE participation in the DOE's procurement process, OEO attended pre-bid and pre-proposal conferences. During the conferences, an OEO representative presented the advantages of becoming a certified MWBE, provided resources relating to MWBE certification and capacity building, and fielded any questions pertaining to MWBE certification. During the Plan Year, OEO revised and added resource materials on matters relating to supplier diversity and MWBE certification on the OEO webpage. OEO also, based upon feedback from the MWBE community, revised OEO's handouts, which are distributed at the conferences and the DOE's "How to Do Business with the NYC DOE" workshops. During the Plan



year, OEO staff attended pre bid/pre-proposal conferences that included:

1. Pre-Bid Conference B2953: Requirements Contract for Asbestos Bulk and Air Sampling, Analysis and Project Monitoring on 11/30/16;
2. Pre-Bid Conference B2925: Integrated Pest Management Service on 1/17/2017;
3. Pre-Bid Conference B2909: Armed Guard Courier Services on 1/24/2017;
4. Pre-Bid Conference B2995: Requirements Contract for Inspection, Maintenance, Repair and Training of Scissor and Personnel Lifts on 2/15/2017;
5. Pre-Bid Conference B2815: Coach Bus Bid Pre-Bid Conference on 3/16/2017;
6. Pre-Bid Conference B2975: Requirements Contract for Water Treatment Program of HVAC Systems on 3/27/2017;
7. Pre-Bid Conference B3006: Requirements Contract for Legionella Water Sampling and Laboratory Analysis on 3/27/2017;
8. Pre-Bid Conference B3039: Supply of Fresh Milk and Dairy Products on 4/24/2017
9. Pre-Bid Conference B3038: Fresh Milk and Dairy Products Distribution on 4/24/2017;
10. Pre-Bid Conference B2985: Removal and Transfer of Cafeteria and Kitchen Equipment on 5/5/2017;
11. Pre-Bid Conference B2973: Processed Frozen Chicken Products on 5/9/2017;
12. Pre-bid Conference B3050: Delivery of Compostable Cutlery on 5/17/2017;
13. Pre-bid Conference B2968: Requirements Contract for Repair and Installation of Iron Picket Fences on 7/7/2017

14. Pre-proposal Conference R1131: Student Internship Management System & Payroll Services on 7/17/2017;
15. Pre-proposal Conference MTAC # R1180: Professional Learning for the Arts Education on 7/20/2017;
16. Pre-bid Conference B3127: Requirements Contract for Repair and Maintenance of LON Compliant Direct Digital Control Systems on 7/31/2017;
17. Pre-bid Conference B3125: Requirements Contract for Inspection, Testing and Certification of Fire Extinguishers on 7/31/2017;
18. Pre-bid Conference B3128: Requirements Contract for Testing and Balancing of Air and Water Systems on 8/2/2017;
19. Pre-proposal Conference MTAC # R1179: PD for School Leaders & Teachers on 8/7/2017;
20. Pre-bid Conference B3126: Requirements Contract for Replacement of Ballasts in Light Fixtures on 8/7/2017;
21. Pre-bid Conference B3111: Requirements Contract for Repair, Maintenance, Replacement and Installation of Edwards Fire Alarm Systems on 8/14/17;
22. Pre-bid Conference B3108: Requirements Contract for Repair and Maintenance of Smoke Detectors on 8/16/2017;
23. Pre-bid Conference B3130: Requirements Contract for Inspection, Sampling, Testing and Analysis of Lead Based Paint on 8/17/17;
24. Pre-bid Conference B3136: Requirements Contract for Repair and Maintenance of Lawn, Grounds and Snow Removal Equipment on 8/21/2017;
25. Pre-bid Conference B3129: Requirements Contract for Repair and Maintenance of Direct Digital Control Systems on 8/21/2017;
26. Pre-bid Conference B3106: Requirements Contract for Repair and Replacement of Resilient Floor Covering on 8/22/2017;

27. Pre-bid Conference B3134: Requirements Contract for Air Duct Cleaning on 8/23/2017;
28. Pre-bid Conference B3107: Requirements Contract for Removal of Asbestos Containing Materials on 8/31/2017;
29. Pre-bid Conference B3150: Requirements Contract for Cleaning Grease Interceptors and Grease Traps on 9/11/2017;
30. Pre-bid Conference B3012: Traction Grips on 9/13/2017;
31. Pre-bid Conference B2966: Blood Borne Pathogens Inoculation Services on 9/18/2017;
32. Pre-bid Conference B3144: Infield Clay Mix on 9/25/2017;
33. Pre-bid Conference B3033: Requirements Contract for Repair and Maintenance of Elevators and Escalators on 9/26/2017;
34. Pre-bid Conference R1084: Professional Civil Engineering Consultant Services on 10/2/2017;

- viii. **Outreach to the Largest MWBEs in New York**: During the 2014-2015 Plan year, OEO conducted outreach to the 50 largest MWBEs in the New York region.<sup>30</sup> Through this outreach, DOE encouraged these MWBEs to register on DOE's Vendor Portal and explore the wide array of procurement opportunities at the DOE. Additionally, during the 2016-2017 Plan year, OEO conducted an outreach certification drive in June 2017 to all vendors registered in Vendor Portal and vendors who have contracts with the DOE to encourage those businesses to seek MWBE certification, if eligible. OEO acted as a liaison between current DOE vendors and SBS to assist with the certification process. OEO will continue to identify and assist eligible vendors in obtaining MWBE certification.

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<sup>30</sup> The 50 largest MWBEs in the New York region, as referenced herein, were featured in Crain's New York Business magazine.

ix. **Empanel a Diversity Council to Study the DOE’s Procurement**

**Process:** DOE formed a strategic Diversity Council, staffed by diversity leaders from the public and private realm, to engage in a comprehensive study of the agency’s MWBE procurement policies and suggest best practices. The agency convened the first DOE MWBE Diversity Council in October of 2012.<sup>31</sup> In the 2012-2013 Plan year, the Council met on a regular basis to study the DOE’s procurement process and meet with the DOE’s leadership. With the Council’s guidance, the DOE developed two important MWBE reforms: (1) a strategy for “unbundling” large procurements into smaller contracts, and (2) a pilot program requiring DOE purchasers in central offices to attempt to solicit at least one bid from a MWBE vendor when engaging in certain small purchases. OEO and DCP collaborated to implement these reforms. OEO and DCP created an internal process for OEO to strategically evaluate all procurements over \$100,000 for possible “unbundling,” which involved dividing the procurements into more economically accessible opportunities for new vendors as well as MWBEs. In addition, OEO and DCP structured a small purchasing pilot program for central office purchasers around simplified procurements.<sup>32</sup>

1. **Status:**

- a. **MWBE Diversity Council:** The MWBE Diversity Council remains an available resource to DOE and DOE continues ongoing conversations with its members.
- b. **MWBE Pilot Programs:** Under the guidance of the MWBE Diversity Council, DOE implemented two pilot programs geared at ensuring that MWBEs have an equal opportunity to compete. OEO and DCP began implementing the “unbundling”

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<sup>31</sup> Current members of the Council include: Chairperson Reverend Jacques DeGraff (One Hundred Black Men), Crystal Barnes (Nielsen), Danny Camacho (Metropolitan Transit Authority), Bill Howell (Howell Industries), Rabbi Robert Kaplan (CAUSE-NY), Sheena Wright (United Way), Arva Rice (New York Urban League), Quenia Abreu (New York Women’s Chamber of Commerce), as well as representatives from OEO, DCP, the Division of Finance, and the Office of the Chancellor.

<sup>32</sup> Simplified procurements are purchases of goods between \$250.01 and \$15,000, and purchases of services between \$5,000.01 and \$25,000.

strategy for all procurements over \$100,000 on October 18, 2013. The strategy is a two-step review process in which DCP and the DOE office requesting the procurement preliminarily assess the viability of “unbundling” the procurement. As a second level of review, OEO determines whether the procurement can be “unbundled” further. During the course of the Plan year, OEO and DCP continued to evaluate numerous large procurements that were subsequently broken down into smaller contracts. For instance, a substantial procurement for instructional technology hardware, which was reviewed by OEO and DCP through the “unbundling” pilot program, resulted in a large contract award to an MWBE vendor. Notably, over the course of the Plan year, the DOE awarded several large contracts to MWBE vendors. Out of the 50 highest valued contracts awarded during the 2017 fiscal year, four were awarded to MWBEs: two contracts to provide kitchen outlets and panels valued at approximately \$34.4 million and \$26.6 million, respectively; a contract for repair of HVAC systems valued at approximately \$17.7 million; and a contract for literacy professional development services valued at approximately \$11.5 million. In order to have the broadest reach, OEO extensively advertised procurements reviewed through the “unbundling” process by engaging in the following outreach methods: OEO forwarded solicitations directly to MWBE vendors and MWBE organizations about procurements and requested that they inform MWBEs within their networks of the opportunities; and OEO collaborated with SBS, which promoted DOE solicitations and offered one-on-one technical assistance to MWBEs and small businesses in order to help them develop and submit bids and/or proposals in response to DOE solicitations. During the Plan year, SBS marketed DOE procurement opportunities (identified on pages 69-70) to MWBEs in connection with a

number of DOE procurement opportunities that were “unbundled” pursuant to the DOE’s “unbundling” pilot program. In addition to the “unbundling” pilot program, OEO and DCP launched the small purchasing pilot program on November 6, 2013. Prior to the launch of the pilot, OEO and DCP conducted two training sessions on October 28, 2013 and October 30, 2013 for the 10 central offices participating in the pilot. During the trainings, OEO advised participants on how to engage in good faith efforts to locate and solicit bids from MWBE vendors. OEO and DCP also provided participants with resources for finding MWBE vendors, as well as activity logs for participants to document good faith efforts made to solicit bids from MWBE vendors. Throughout the Plan year, OEO and DCP monitored the small purchasing pilot program through quarterly reviews of the activity logs by OEO, and monthly statistics from DCP on central office purchasing. During this Plan year, the OEO has explored ways to strengthen participation within the program, including collaborating with FSBO in an effort to streamline the process for purchasers when they are documenting efforts to retain MWBEs in connection with simplified purchases, as well as examining and sharing purchasing data with senior leadership to distribute within their departments and motivate increased office involvement. OEO plans to conduct comprehensive training on how to engage in good faith efforts to locate and solicit bids from MWBE vendors and, in collaboration with DCP, also plans to conduct regular audits to ensure compliance and identify ways to improve the efficacy of the program.

- c. **DOE MWBE Roundtable Discussion:** On September 13, 2016, with the DOE MWBE Diversity Council’s guidance, the DOE held its first MWBE Roundtable Discussion to solicit critical

feedback from the MWBE community on ways to ensure that all vendors, including MWBEs, have an equal opportunity to compete for DOE procurement opportunities. Based on feedback from the MWBE Roundtable, OEO expanded its email outreach to cast a wider net for prospective MWBE vendors by, among other things, adding to its email outreach 13 additional MWBE organizations (increasing list to 26 MWBE organizations), including Greater Harlem Chamber of Commerce, Queens Hispanic Chamber of Commerce, and Greater New York Chamber of Commerce. Based on vendor feedback, OEO has reformatted this annual conference into a series of monthly trade-specific roundtables where vendors can interact with central office purchasers related to a specific industry. The monthly MWBE Roundtable Series is set to launch early 2018. This series will run in conjunction with an annual “How to Do Business in Public Education” Conference in partnership with CUNY, which is scheduled for April 2018.

- d. **MWBE Program for Multiple Task Award Contracts:** During the 2015-2016 Plan year, DCP developed a new strategy for promoting MWBE participation in MTAC. An MTAC is a form of requirements contract that is established to allow multiple users/DOE purchasers to access the same or similar services on an as needed basis. These contracts are initially established through a pre-qualification process that is not competitive, in which approved vendors must meet minimum qualifications. In the MTAC procurement process, a purchaser must solicit proposals from a certain number of participating vendors for contracts valued at over \$25,000. Under the new MWBE MTAC program, depending on the contract’s value, a certain number of MWBEs will automatically be selected by DOE’s procurement system for consideration by the purchaser. This new strategy went into effect during the 2016-2017 Plan year.

OEO and DCP will monitor the results of this program throughout the next Plan year.

**X. Additional Strategies for Change**

a. During the course of the next Plan year, the DOE will continue to focus on the advancement of our current reforms as well as engage in the development of new and progressive diversity initiatives to further diversity and inclusion. In addition to the reforms referenced above, the DOE is currently working on the following initiatives:

i. **Commitment to Equal Educational Opportunity for Students:**

An important part of the DOE's commitment to diversity and inclusion for all students, employees and vendors is the agency's commitment to equal educational opportunity for students. Chancellor's Regulation A-830, the DOE's non-discrimination policy, ensures that students have access to equal educational opportunities in respectful and inclusive school environments free of discrimination and harassment. In addition, Chancellor's Regulations A-831 and A-832 aim to protect students from sexual harassment, bullying and intimidation. Throughout the year, OEO conducts trainings in DOE schools to educate staff about Chancellor's Regulation A-830, complaint procedures for students and/or parents, and the agency's "Respect for All" policy. The "Respect for All" policy promotes respect for diversity and inclusion in order to ensure that DOE schools are safe and supportive for all students.

ii. **School Diversity Accountability Act<sup>33</sup>**: During the Plan year, the DOE ensured compliance with the requirements of the School Diversity Accountability Act, which was enacted to recognize the importance and benefits of school diversity, specifically when making decisions regarding admissions policies and practices, creation of new schools, and school rezoning. The DOE ensured compliance with the Act by, among other things, reporting to the New York City Council demographic data, including the number and percentage of students who receive special education services, are English language learners, receive free or reduced price school lunch, reside in temporary housing, and are attending school out of the community school district in which the student resides.

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<sup>33</sup> The School Diversity Accountability Act refers to Local Law Int. No. 511-A.



Pursuant to the Act, the DOE reported the aforesaid data disaggregated by grade level, race or ethnicity, gender, and, for students who are English language learners, primary home language. Additionally, in compliance with the Act, the DOE reported to the New York City Council on efforts the DOE engaged in to encourage a diverse student body in its schools.

- iii. **Division of Instructional and Information Technology I-Zone:** Significant to the DOE’s commitment to diversity and inclusion, agency-wide, are its efforts in ensuring that the students served by the DOE receive innovative and culturally inclusive instruction. To that end, staff from the DOE’s I-Zone attended a host of events centered on diverse and inclusive learning curricula. As part of DIIT, the I-Zone was established in 2010 with the aim of supporting a community of schools in personalizing learning environments to accelerate college and career readiness for students. During the Plan year, DIIT I-Zone staff participated in the SXSW EDU Conference & Festival, focused on fostering innovation in learning and discovery by featuring a diverse array of speakers, sessions, workshops, learning experiences, policy discussions, and film screenings; and the ISTE Conference & Expo, where topics included “Creating Learning Environments for Sustainability, Equity, and Access,” “Creating Meaningful Real-World Work Experiences for HS Students,” and “Building Staff Morale and Professionalism Using Free Technologies.” Both conferences brought together constituencies like business leaders, policymakers, educators, and entrepreneurs to further partnerships and form solutions that shape education.
- iv. **Monthly Taskforce Meetings:** Because diversity and inclusion initiatives can only be effective when the entire organization is involved in implementation, OEO established two taskforces that meet on a monthly basis to advance diversity and inclusion initiatives. The first taskforce, comprised of OEO staff members and DCP staff members, meets to discuss and implement initiatives relating to MWBE outreach and all procurement related reforms. The second taskforce, comprised of OEO staff members and members of DHR, meets bi-monthly to discuss and implement initiatives relating to diversity, inclusion, recruitment, retention, and employee development. The DOE will continue to convene

these taskforces on a regular basis to ensure an efficient, successful and collaborative diversity and inclusion program.

v. **Messaging and Informing Employees about Diversity and Inclusion:** In addition to the messaging to DOE employees about diversity and inclusion referenced above, the DOE has explored and will continue to explore additional ways to communicate the importance of diversity and inclusion to all employees. To further this goal, the DOE employs the following:

1. **Employee Engagement and Development:** During the 2016-2017 Plan year, OEO continued liaising with various offices to provide information regarding diversity and inclusion. OEO partnered with DHR to include information about DOE's commitment to diversity and inclusion in the "myDOE week" general welcome sessions for new Central employees and, at these presentations, directed employees to the Diversity and Inclusion Policy on the DOE's intranet website and the OEO website. OEO conducts outreach to DOE schools and other Central offices to provide EEO training, which included distribution of the Diversity and Inclusion Policy. OEO will also continue to offer diversity and inclusion training as part of the Employee Engagement & Development Initiative.
2. **Intranet Channel Devoted to Diversity and Inclusion:** The DOE developed an intranet channel devoted to diversity and inclusion. This employee site explains the agency's commitment to diversity and inclusion, defines what these terms mean at the DOE, responds to frequently asked questions, and contains a message from the Chancellor regarding the importance of diversity and inclusion. In the next Plan year, DOE will work to add additional resources and information regarding diversity and inclusion to the intranet channel.
3. **Diversity Training for DOE Managers:** The DOE implemented an online diversity training program for all DOE managers and supervisors. The training program, which was launched in 2014, introduced managers to the concept of diversity and inclusion and provided them with the skills to promote an inclusive work environment. The

training program also encompassed harassment and EEO components to foster a safe and respectful workplace and academic environment. The training provided employees with copies of the Diversity and Inclusion Policy and reinforced the importance of diversity and inclusion in recruitment and retention. As part of the program, on June, 10, 2016, OEO administered *Preventing Discrimination and Promoting Diversity*, an online training course for DOE managers. During the Plan year, 1,189 DOE managers completed the online training course. The next training program is expected to launch in June 2018.

- vi. **MWBE Partnerships with Outside Agencies:** The DOE seeks to expand and further develop existing relationships with external agencies to expand opportunities for MWBEs. The DOE is committed to developing partnerships with other government agencies and organizations to advance diversity and inclusion initiatives. On a go forward basis, the DOE will explore expanding partnership opportunities with SBA, GSA, SBS, (including the *Compete to Win* capacity building program for MWBEs), SED, Empire State Development, the School Construction Authority, the Office of the New York City Comptroller, and other city, state and federal agencies. During the 2015-2016 Plan year, OEO's Diversity Management Unit worked closely with representatives from DCAS to ensure that DOE systems that collect employee data were aligned with New York City's revisions to NYCAPS. These revisions, made pursuant to the EEOC's revisions to the race and ethnicity categories for state and local government employees, were crucial to DOE's efforts to refine the agency's data collection methods and ensure that the collected data is as accurate as possible. Also during the Plan year, OEO's Diversity Management Unit and DCP regularly communicated with representatives of the Mayor's Office of Contract Services to share information about DOE contracts and its MWBE utilization. DOE will continue to collaborate with other city agencies to share information and ideas on how to effectively promote the meaningful participation of MWBEs in procurement.
- vii. **MWBE Diversity Council Pilot Programs:** As described on pages 76-78, during the course of the 2012-2013 Plan year, the DOE's MWBE Diversity Council proposed two monumental pilot

programs designed to increase equity for all vendors including MWBEs. Both pilot programs were launched in the 2013-2014 Plan year. The first pilot program presents the opportunity to strategically examine all procurements over \$100,000 for potential unbundling opportunities. This program presents the opportunity to ensure that all vendors, including MWBEs and small businesses, have an equal opportunity to compete for DOE contracts. The second pilot program, geared at smaller purchases, encourages all participating offices to make good faith efforts to solicit at least one bid from a MWBE vendor. During the course of the next Plan year, OEO and DCP will continue to study these programs and prepare forward looking recommendations. These programs have the potential to significantly expand equal procurement opportunities for all vendors including MWBEs. Furthermore, because increased MWBE participation will benefit communities around our schools, this reform can also result in a greater positive impact on our students.

- viii. **Ensure Compliance with MWBE Requirements of New York State Education Department Grant Applications:** The DOE, in applying for SED grants to fund educational initiatives, is required to comply with MWBE requirements specified in the grant applications. In particular, the DOE must demonstrate good faith efforts to satisfy specific MWBE participation goals established by SED to improve the ability of MWBEs to compete for grant-funded contracts. OEO ensures adherence to MWBE requirements in SED grant applications by providing guidance to DOE offices on best practices for making good faith efforts to locate and solicit MWBE vendors. During the course of the 2013-2014 Plan year, OEO collaborated with the DOE's Office of School Improvement & State/Federal Education Policy on the following:
1. Developing an internal process for submitting SED grant applications in compliance with MWBE requirements. OEO provided DOE program offices applying for SED grants with guidance on complying with the MWBE requirements. This guidance included resources to search for MWBE vendors and also assisted with outreach to the MWBE vendor community regarding upcoming procurement opportunities.

2. OEO created and implemented a training program for DOE offices applying for SED grants. The trainings aim to ensure compliance with the terms and conditions of SED grants. During the trainings, OEO explains the internal process for submitting applications with MWBE requirements; identifies resources for locating NYS-certified MWBE vendors; and provides guidance on making and documenting good faith efforts to engage NYS-certified MWBE vendors. On February 11, 2014, OEO held a training session on locating and conducting outreach to NYS-certified MWBE vendors in connection with SED grant applications. This training session was attended by staff from the following DOE offices: Office of School Improvement & State/Federal Education Policy, Office of the Chief Financial Officer, and Office of Operations and Client Services. In addition, on October 1, 2014, OEO collaborated with the DOE's Office of State Portfolio Policy and presented to principals, network leaders and vendors on best practices for making and documenting good faith efforts to include NYS-certified MWBEs for grant-funded opportunities. During this presentation, OEO also presented vendors with information on NYS MWBE certification. Going forward, OEO will continue to provide guidance regarding the agency's SED grant applications compliance with regard to MWBEs, and provide training sessions, as necessary, to DOE offices regarding MWBE best practices.
  - a. **Status:** During the 2016-2017 Plan year, OEO continued to offer one-on-one assistance to program offices applying for SED grants to help ensure compliance with MWBE requirements. During the Plan year, OEO also continued to act as a liaison between DOE program offices and SED concerning MWBE compliance for SED grants. Additionally, OEO worked closely with the Office of State/Federal Education Policy & School Improvement to ensure MWBE compliance by assisting program offices in producing quarterly MWBE reports to SED in connection with grants.

- b. Due to successful efforts, DOE was able to secure over 340,000,000 in grant funding during the 2017 fiscal year.
- ix. **Disability Accommodation Liaison:** During the Plan year, OEO's Disability Coordinator continued to serve as the accommodation liaison between school administrators and parents/members of the public who require accommodations at schools.

## **F. NON-ADMISSION STATEMENT**

It is understood that this Diversity and Inclusion Plan, or any part thereof, does not constitute an admission by the DOE of a violation of any federal, state or local law, including NY Education Law Section 2590-h. This Diversity and Inclusion Plan is not intended to, and will not be used to, discriminate against any applicant or employee because of race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, caregiver status, consumer credit history, disability, sexual orientation, gender (sex), military status, unemployment status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking.

Copies of this Diversity and Inclusion Annual Report and Plan, and all related documents and support data, are prepared pursuant to NY Education Law Section 2590-h.

## **G. APPENDICES**